9. PROGRAM EVALUATION

Academic associate's degree in Informaiton Technology - Computer Network Systems

Bachelor's degree in Information Systems and Cybersecurity

Bachelor's degree in Information Systems Security

9.01 See response from AAC

(a) See response from AAC

(b) See response from AAC

(c) See response from AAC

(d) See response from AAC

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Mr. Michael Atkinson is chair of the School of Information Technology. He reports to the dean of academic affairs, Mr. John Janisch. Mr. Atkinson holds a bachelor's degree in Music Education from Howard Payne University in Brownwood, Texas, and a master's degree in Information Systems from Tarleton State University in Stephenville, Texas. In addition, Mr. Atkinson has received numerous industry standard certifications in Computer Networking including CompTIA A+. Mr. Atkinson has been employed by ITT Technical Institute since February 2000 and in his chair position since 2008.

9.03 Does this individual possess appropriate academic or experiential qualifications?

☐ Yes ☒ No

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

(Section 3-1-511): The administration of the academic program is not assigned to individuals whose academic or experiential qualifications are related to the program of study. Although Mr. Michael Atkinson has experience in the field of Computer Network Systems, he has no experience or academic training in the area of Information Systems Security or Cybersecurity. His only work experience for the past 13 years has been as an instructor in computer networking courses. Prior to that, he worked in the computer networking industry, but his ACICS data sheet only mentions networking and mentions no experience with information security. The team found no evidence of qualifications, industry-standard certification, or academic coursework in information security, a highly specialized field of study and work.

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the 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 62%

☒ Yes ☐ No ☐ Not applicable (new branch only)

(b) Student placement rate of 58%

☒ Yes ☐ No ☐ Not applicable (new branch only)

If No for either item or if the data is not available, does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard:

☐ Yes ☐ No

9.07 List the community resources and how they are utilized to enrich the program(s).

There was a field trip and a program advisory committee (PAC) meeting during the reporting period. The advisory council meeting was attended by members of the community who serve in business positions which benefit the student population in the areas of industry needs, assessment, and employment.

CL_Review021114

9.08 Are these resources sufficient?

☒ Yes ☐ No

9.09 Reviewed at AAC

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

☒ Yes ☐ No

9.11 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 ☒ NA, (these elements are not part of the program or no student is far enough along in the program)

9.12 Reviewed at AAC

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?

☐ Yes ☐ No ☒ NA

9.14 Reviewed at AAC

9.15 Are course prerequisites being followed?

☒ Yes ☐ No

9.16 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 campuses participating in Title IV 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

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

☐ Yes ☒ No

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

(Section 3-1-513(a) and Glossary): Course syllabi do not identify out-of-class work assignments that support the learning objectives for the course or the minimum amount of time a student is expected to spend on completion of out-of-class work assignments. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team do not specifically identify what activities are in-class or out-of-class activities and there is no minimum time associated with work assignments.

9.17 Do students confirm that they receive a course syllabus and that it is followed?

☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?

☒ Yes ☐ No

9.19 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 (formerly AIR) submitted to the Council?

☐ Yes ☒ No ☐ NA, (there have been no graduates)

How many calls to employers or graduates were attempted?

Twenty-six calls were made for the academic associate's degree program in Information Technology-Computer Network Systems.

Seven calls were made for the bachelor's degree program in Information Systems Security.

There are currently no graduates in the bachelor's degree program in the Information Systems and Cybersecurity.

How many calls to employers or graduates were successful?

For the Information Technology - Computer Network Systems program, 14 calls were successful.

For the Information Systems Security program, three calls were successful.

How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

For the Information Technology - Computer Network Systems program, no calls could confirm employment of graduates as reported on the CAR.

For the Information Systems Security program, three calls confirmed employment as reported on the CAR.

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

CL_Review021116

(Section 3-1-303 (a)): The team could not verify the 2011 CAR. The ITT Technical Institute campus catalog informs students in the associate's degree program in Information Technology - Computer Network Systems that the program prepares "graduates to perform tasks associated with installing, upgrading, and maintaining computer network systems in typical LAN/WAN environments." A large majority of graduates are identified as working in this field when they are either working in a related field or working in a field that requires none of the education they have received in this program. Some examples include student Ms. Jessica Bush who reports that she "uses" security cameras "to monitor visitor and staff working at the capital." She is also a user of Microsoft applications, but her main function is security. While she reports being happy with her job and is familiar with the systems she is using, she does not troubleshoot the network beyond the user level and reports that she would put in a trouble ticket for support staff if a problem developed. Student Mr. Silvino Gamez Jr. is reported to be working in field by the campus and the team verified he is employed by a temporary placement agency which placed him in a warehouse "Picking, packing, assembling hard drive orders." This function has no relation to computer networking and does not require any education as provided by the program. Students Mr. Darius Bijou and Mr. Richard Jason are employed as 'image techs' by a temp agency called Keystaff. Keystaff reports they "use Dell's ximage" to image hard drives. The job description sent by Keystaff representative Ms. Amanda Osuna shows no college training or experience required for this position. Student, Mr. James Garcia, is employed by temporary agency Nexxlinx, which placed him with EA Games, a producer of video games. Nexxlinx reported to the team that Mr. Garcia's function is to answer support calls from gamers who call in for help on various game system issues. Also placed with Nexxlinx is Mr. Zechariah Shepard, who reportedly works as an 'IT sales' staffer selling software. This is not related to networking though he is reported as working in-field as a graduate of the program. Student, Ms. Michelle Tello, is working for Insurance Auto Auctions and was classified as placed in-field. The campus reports her title as customer service rep, but the team discovered her title to be title clerk with duties related to researching titles on vehicles using a computer -- nothing to do with computer networking. Of the 14 successful calls the team made, all of which reported students working in-field, none of them were verified in-field. Several were working in a related field, and several were out of field.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

☐ Yes ☐ No ☒ Not Applicable

9.21 Does the campus participate in Title IV financial aid?

☒ Yes ☐ No (*Skip to question 9.24)*

9.22 Does the campus have written documentation of procedures for developing the application of the U.S. Department of Education's definition of a credit hour?

☐ Yes ☒ No ☐ Not Applicable (Clock hour programs only)

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

(Section 2-2-503): The campus does not currently have a written policy that accurately reflects the U.S. Department of Education's definition for credit hour programs that includes conversion ratios. The team observed that the campus policy regarding homework is contained in the "homework" section on page 53 of the catalog; however, there is no explanation regarding the credit and quarter hour conversions.

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?

☐ Yes ☒ No ☐ Not Applicable (Clock hour programs only)

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

(Section 3-1-513(a) and Glossary): Course syllabi do not identify out-of-class work assignments that support the learning objectives for the course or the minimum amount of time a student is expected to spend on completion of out-of-class work assignments. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team do not specifically identify what activities are in-class or out-of-class activities and there is no minimum time associated with work assignments.

9.24 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities

☒ Yes ☐ No

(b) Instructional equipment

CL_Review021117

☒ Yes ☐ No

(c) Resources

☒ Yes ☐ No

(d) Personnel

☒ Yes ☐ No

9.25 Reviewed at AAC

9.27 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

9.28 Is the size of the faculty appropriate to the total student enrollment?

☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

☒ Yes ☐ No ☐ NA, hiring responsibility is at AAC

9.30 Are teaching loads reasonable?

☒ Yes ☐ No

9.38 Reviewed at AAC

9.39 Reviewed at AAC

9.40 Reviewed at AAC

9.41 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)

9.42 Reviewed at AAC

GENERAL COMMENTS:

The team commends the innovative programs and obvious dedication of the career services staff. The career services office stocks neckties and has local business contacts which donate business suits and other clothing for underprivileged students so they will be able to present a professional appearance for their first job interview. The team finds this to be unique and quite a valuable resource to the students.

The team finds that the IT faculty are very well-liked by the students. Both day and night students recognized full-time and adjunct faculty by name and commended Mr. Michael Atkinson, Mr. Bruce Roberts, and Mr. Cornelius Chopin for their willingness to stay after class for one-on-one tutoring and their strong subject knowledge in the area of networking.

9. PROGRAM EVALUATION

Academic associate's degree in Computer and Electronics Engineering Technology

Academic associate's degree in Electrical Engineering Technology

Bachelor's degree in Electrical Engineering and Communications Technology

9.01 See response from AAC

(a) See response from AAC

(b) See response from AAC

(c) See response from AAC

(d) See response from AAC

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Dr. Svetlana E. Bradley has been the chair for the School of Electronics Technology since March 19, 2012. Dr. Bradley holds a bachelor's and master's degree in Electrical Engineering and a doctoral degree in Computer Aided Design Systems from the Voronezh State Technical University. Dr. Bradley has been working for ITT Technical Institute since November 2006. He served as an associate professor at Voronezh State Technical University from 1989 - 1998 teaching software programing for computer aided design.

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 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 62%

☒ Yes ☐ No ☐ Not applicable (new branch only)

(b) Student placement rate of 58%

☒ Yes ☐ No ☐ Not applicable (new branch only)

9.07 List the community resources and how they are utilized to enrich the program(s).

Mr. Eric Nail, vice president at Odyssey Technical Solutions, visited the ET1220-Digital Fundamentals class on February 2012 and the ET145-AC Electronics class on February 22, 2012 to offer a presentation on career success for the electronics technician. A visit is scheduled for the NT110-Computer Structure and Logic class for October 15, 2012 to Fry's Electronics to price components for PC systems. A PAC meeting took place on April 2, 2012 to assist in program improvement. Additionally, several faculty members have current experience in the field of study that they bring to the classroom.

9.08 Are these resources sufficient?

☒ Yes ☐ No

9.09 Reviewed at AAC

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

☒ Yes ☐ No

9.11 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 ☒ NA, (these elements are not part of the program or no student is far enough along in the program)

9.12 Reviewed at AAC

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?

☐ Yes ☐ No ☒ NA

9.14 Reviewed at AAC

9.15 Are course prerequisites being followed?

☒ Yes ☐ No

9.16 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 campuses participating in Title IV 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

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

☐ Yes ☒ No

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

(Section 3-1-513(a) and Glossary): Course syllabi do not identify out-of-class work assignments that support the learning objectives for the course or the minimum amount of time a student is expected to spend on completion of out-of-class work assignments. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team do not specifically identify what activities are in-class or out-of-class activities and there is no minimum time associated with work assignments.

9.17 Do students confirm that they receive a course syllabus and that it is followed?

☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?

☒ Yes ☐ No

9.19 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 (formerly AIR) submitted to the Council?

☒ Yes ☐ No ☐ NA, (there have been no graduates)

How many calls to employers or graduates were attempted?

Fourteen calls to employers and graduates were attempted as follows: Six calls in the Computer and Electronic Engineering program, six calls in the Electrical Engineering program, and two calls in the Electrical Engineering and Communications Technology program.

How many calls to employers or graduates were successful?

Ten calls were successful as follows: three in Computer and Electronics Engineering Technology, four in Electrical Engineering Technology, and three in the Electrical Engineering and Communications Technology program.

How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

All ten calls confirmed the employment of the graduates in all three programs as reported on the 2011 CAR.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

☐ Yes ☐ No ☒ Not Applicable

9.21 Does the campus participate in Title IV financial aid?

☒ Yes ☐ No (*Skip to question 9.24)*

9.22 Does the campus have written documentation of procedures for developing the application of the U.S. Department of Education's definition of a credit hour?

☐ Yes ☒ No ☐ Not Applicable (Clock hour programs only)

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

(Section 2-2-503): The campus does not currently have a written policy that accurately reflects the U.S. Department of Education's definition for credit hour programs that includes conversion ratios. The team observed that the campus policy regarding homework is contained in the "homework" section on page 53 of the catalog; however, there is no explanation regarding the credit and quarter hour conversions.

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?

☐ Yes ☒ No ☐ Not Applicable (Clock hour programs only)

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

(Section 3-1-513(a) and Glossary): Course syllabi do not identify out-of-class work assignments that support the learning objectives for the course or the minimum amount of time a student is expected to spend on completion of out-of-class work assignments. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team do not specifically identify what activities are in-class or out-of-class activities and there is no minimum time associated with work assignments.

9.24 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

CL_Review021121

9.25 Reviewed at AAC

9.27 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

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

(Section 3-5-302): Not all instructors have qualifications that meet Council standards. Mr. Edward Wassell is an adjunct faculty member in the School of Electronic Technology teaching ET315, Electronic Communications Systems II for the September 2012 term. Mr. Wassell holds a bachelor's degree in Occupational Education from Texas State University and a master's degree in Education with a Major in Adult Education and a Minor in Business from the University Of The Incarnate Word. No evidence of professional experience or any professional certification was available that could qualify this faculty member to teach for the School of Electronics Technology.

9.28 Is the size of the faculty appropriate to the total student enrollment?

☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

☒ Yes ☐ No ☐ NA, hiring responsibility is at AAC

9.30 Are teaching loads reasonable?

☒ Yes ☐ No

9.38 Reviewed at AAC

9.39 Reviewed at AAC

9.40 Reviewed at AAC

9.41 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)

9.42 Reviewed at AAC

9. PROGRAM EVALUATION

Academic associate's degree in Drafting and Design Technology

Academic associate's degree in Computer Drafting and Design

Academic associate's degree in Visual Communications

9.01 See response from AAC

(a) See response from AAC

(b) See response from AAC

(c) See response from AAC

(d) See response from AAC

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Mr. Roderick Whitlock is the program chair for the School of Drafting and Design. Mr. Roderick Whitlock has earned a master's degree in Business Administration with a major in Finance from the University of Southwestern Louisiana, a bachelor's degree in Industrial Technology from the University of Southwestern Louisiana, and an associate's degree in Mechanical Engineering Technology from Asheville Technical College. Additionally, Mr. Whitlock is a certified mechanical and architectural drafter through the American Design and Drafting Association (ADDA). He has been teaching in the fields of design and drafting since 1990 and has been on staff with ITT Technical Institute since November 2003.

CL_Review021122

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 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 62%

☐ Yes ☒ No ☐ Not applicable (new branch only)

(b) Student placement rate of 58%

☒ Yes ☐ No ☐ Not applicable (new branch only)

If No for either item or if the data is not available, does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard:

☐ Yes ☒ No

In the Visual Communications program, retention was reportedly 51.8% in the 2011 campus accountability report (CAR) which is below the Council's applicable standard. Because there are only three students currently enrolled in the program, the campus is not required to develop a program level retention improvement plan in the CEP.

9.07 List the community resources and how they are utilized to enrich the program(s).

Students in the school of Drafting and Design had a guest speaker visit to discuss visualization, two dimensional renderings of software tools, and wacom hardware products. Additionally, there is a program advisory committee (PAC) that meets annually. All the adjunct faculty members in the Drafting and Design program are employed in a related field, thus, contributing to community resources through their related experiences.

9.08 Are these resources sufficient?

☒ Yes ☐ No

9.09 Reviewed at AAC

9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

☒ Yes ☐ No

9.11 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 ☒ NA, (these elements are not part of the program or no student is far enough along in the program)

9.12 Reviewed at AAC

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards?

☐ Yes ☐ No ☒ NA

9.14 Reviewed at AAC

9.15 Are course prerequisites being followed?

☒ Yes ☐ No

9.16 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

Assessment criteria

☒ Yes ☐ No

(j) Method of evaluating students

☒ Yes ☐ No

(k) Date the syllabus was last reviewed

☒ Yes ☐ No

For campuses participating in Title IV 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

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

☐ Yes ☒ No

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

(Section 3-1-513(a) and Glossary): Course syllabi do not identify out-of-class work assignments that support the learning objectives. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that out-of-class work was required and out-of-class work assignments were not included as any percent of the final grade.

9.17 Do students confirm that they receive a course syllabus and that it is followed?

☒ Yes ☐ No

9.18 Are the courses available when needed by the student in the normal pursuit of a program of study?

☒ Yes ☐ No

9.19 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 (formerly AIR) submitted to the Council?

☐ Yes ☒ No ☐ NA, (there have been no graduates)

CL_Review021124

How many calls to employers or graduates were attempted?

Seventeen calls were attempted to employers and graduates in the Computer Design and Drafting program.

How many calls to employers or graduates were successful?

Eleven calls to employers and graduates were successful.

How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

Ten calls were able to confirm employment of the graduates, with one call verifying the graduate had never worked at the specified employer.

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

(Section 3-1-303(a)): The team could not verify the 2011 CAR. Mr. Edwin Carranza is listed as working for Topchoice Land Design in Austin, Texas. The team spoke with the human resources director at Topchoice Land Design. She searched her database from 2006 through 2012 and no record of his employment was able to be found.

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

☒ Yes ☐ No ☐ Not Applicable

9.21 Does the campus participate in Title IV financial aid?

☒ Yes ☐ No (*Skip to question 9.24)*

9.22 Does the campus have written documentation of procedures for developing the application of the U.S. Department of Education's definition of a credit hour?

☐ Yes ☒ No ☐ Not Applicable (Clock hour programs only)

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

(Section 2-2-503): The campus does not currently have a written policy that accurately reflects the U.S. Department of Education's definition for credit hour programs that includes conversion ratios. The team observed that the campus policy regarding homework is contained in the "homework" section on page 53 of the catalog; however, there is no explanation regarding the credit and quarter hour conversions.

9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?

☐ Yes ☒ No ☐ Not Applicable (Clock hour programs only)

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

(Section 3-1-513(a) and Glossary): Course syllabi do not identify out-of-class work assignments that support the learning objectives for the course or the minimum amount of time a student is expected to spend on completion of out-of-class work assignments. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team do not specifically identify what activities are in-class or out-of-class activities and there is no minimum time associated with work assignments.

9.24 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

CL_Review021125

9.25 Reviewed at AAC

9.27 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

9.28 Is the size of the faculty appropriate to the total student enrollment?

☒ Yes ☐ No

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

☒ Yes ☐ No ☐ NA, hiring responsibility is at AAC

9.30 Are teaching loads reasonable?

☒ Yes ☐ No

9.38 Reviewed at AAC

9.39 Reviewed at AAC

9.40 Reviewed at AAC

9.41 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)

9.42 Reviewed at AAC

GENERAL COMMENTS:

While interviewing ten students in the School of Drafting and Design, the students noted that they are satisfied with both their classes and their instructors. Several comments were made about the program chair and instructors regarding the high level of dedication and helpfulness. Students are impressed with the instructors' willingness to help and hands on approach. The level of satisfaction students' possess in their core classes is very favorable.

It was mentioned that program chairs will soon be required to teach four classes per quarter. While the program chair is currently in compliance with his current teaching load of two classes, it is noted that if a load of four classes is required in the future, the program chair's teaching load will be excessive in light of his administrative duties.

In speaking with the drafting and design faculty members, they were incredibly satisfied with the program chair's dedication to them as faculty members and as instructors. Faculty members feel supported by his leadership, and showed great admiration for his dedication and professional experience.

CL_Review021126

SUMMARY

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

Number	**Citation**	Summary Statement
1	**2-2-503**	The campus does not currently have a written policy that accurately reflects the U.S. Department of Education's definition for credit hour programs that includes conversion ratios (pages 15, 26, 29, 35, 39, 43).
2	**3-1-303(a)**	The team could not verify the 2011 CAR (pages 35, 43).
3	**3-1-511**	Not all program administrators have the education or experiential qualifications and adequate time and resources to administer their academic programs (pages 28, 32).
4	**3-1-513(a) and Glossary**	Course syllabi do not identify out-of-class work assignments that support the learning objectives for the course or the minimum amount of time a student is expected to spend on completion of out-of-class work assignments (pages 26, 27, 29, 30, 34, 35, 38, 39, 42, 43).
5	**3-1-531(d)**	There is no evidence that the campus complies with applicable copyright laws in the use of instructional materials (page 17).
6	**3-1-543**	There is not documented evidence of the implementation of faculty development plans (page 18).
7	**3-1-541**	Not all transcripts from credentials earned outside the United States have been evaluated by a member of AICE or NACES (page 17).
8	**3-5-302**	Not all instructors have qualifications that meet Council standards (page 40).

CL_Review021127

RECOMMENDATIONS

The evaluation team offers the following recommendations for the institution's consideration *(These recommendations are not included in the report seen by the Council)*:

- The summary and analysis of data collected in the CEP are not broken down by program, nor is the number of responses given from which the summaries are derived. Specifically, on pages 20, 22, and 33 in the CEP, data are presented as overall percentages without reference to the number of respondents or what program the responses come from. Without this information the validity and reliability from which to make strategic decisions cannot be determined at the program level.

- The grievance policy is located in the "Communications" section on page 8 of the employee handbook under the subheading "Open Door Policy." It is recommended that this policy be more transparent and accessible by changing the subheading title to "Grievance Policy" and include this policy in both the employee handbook as well as the faculty handbook.

- A review of the faculty handbook contents should be addressed to ensure that all faculty members clearly understand the policies and procedures in place.

From: Anthony Bieda <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/3625966aa21b477ea17337561576fd9f-ABieda>
Sent: 12/17/2015 11:52:02 AM -0500
To: 'Jake Lynn' <jake.lynn@Storypartnersdc.com>
Subject: RE: ACICS Media Sweep | December 17, 2015

I will let you know.

Anthony S. Bieda

Vice President for External Affairs

Accrediting Council for Independent Colleges and Schools

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

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From: Jake Lynn [mailto:jake.lynn@Storypartnersdc.com]
Sent: Thursday, December 17, 2015 11:41 AM
To: Anthony Bieda
Cc: Debra Cabral; Quentin Dean
Subject: ACICS Media Sweep | December 17, 2015

Tony –

In case you haven't been notified, take note of the new set of ACICS-accredited campuses that will be closed over the next year. It doesn't sound like Career Education Corp. followed protocol in Massachusetts, as far as a teach out plan. For media purposes we should be prepared to communicate whether Career Ed Corp. notified ACICS of the Cordon Bleu closure plans appropriately, and whether the

Council has accepted its plan.

Quentin – Can you determine how many total students attend the 15 Le Cordon Blue campuses that are accredited by ACICS?

Thanks,

Jake

ACICS MEDIA SWEEP

December 17, 2015

Inside Higher Ed: Career Ed Closing Down Le Cordon Bleu Operations (National, Negative)

Career Education Corporation announced yesterday that it will stop enrolling new students at the Le Cordon Bleu Colleges of Culinary Art after Jan. 4, 2016, and wind down operations.

The for-profit company attempted to sell the 16 culinary campuses this year, but negotiations with a potential buyer failed. Le Cordon Bleu was the for-profit company's most well-known brand. The campuses are expected to remain open until September 2017.

"New federal regulations make it difficult to project the future for career schools that have higher operating costs, such as culinary schools that require expensive commercial kitchens and ongoing food costs," said Todd Nelson, president and chief executive officer of Career Ed, in a news release. "Despite our best efforts to find a new caretaker for these well-renowned culinary colleges, we could not reach an agreement that we believe was in the best interests of both our students and our stockholders."

The for-profit plans to "refocus" resources on Career Ed's online university and provide Le Cordon Bleu students the appropriate resources in the "teach out."

Massachusetts Commissioner of Higher Education Carlos Santiago expressed his displeasure with the college's closing. Le Cordon Bleu enrolled 256 Massachusetts students, of which 29 are military veterans.

"I am disappointed to learn that the parent company of Le Cordon Bleu chose to announce its closure plans to the media before notifying the Department of Higher Education," Santiago said in a news release. "Massachusetts law requires notification of an institution's shutdown plans as far in advance as possible, and such plans must be approved by the department before implementation. It is the commonwealth, through my office, that will determine whether the September 2017 closure plans move forward, or whether an alternate closure plan is deemed to be in the best interest of students."

Buzzfeed News: Le Cordon Bleu Will Close All U.S. Schools (National, Negative)

All 16 Le Cordon Bleu cooking schools in the U.S. will be shut down, with the for-profit college operator that owns them citing the impact of the federal government's new regulations on career colleges.

Career Education Corporation had previously said it was looking to sell off its Le Cordon Bleu culinary schools. But on Wednesday, the company announced it would instead close down the campuses — a quicker and ultimately cheaper option than going after a sale, according to the company. Current students will finish their courses but the schools will stop enrolling new students in January.

Internationally, Le Cordon Bleu is the world's largest cooking and hospitality school, perhaps best known for its Paris flagship location, where Julia Child was a student. In the United States, thanks to a marketing agreement with Career Education Corp., Le Cordon Bleu became a chain of for-profit schools strung throughout the country, offering cooking classes alongside government-subsidized associate's degrees and even online degrees in hospitality and management.

The company's advertisements, featuring white-coated chefs with flashing knives entreating students to "follow your passion," were shown frequently in the 2000s. But Le Cordon Bleu's trade degrees — which had seen huge surges in popularity during the recession — were threatened by the Obama administration's gainful employment rule, which cuts off federal financial aid to schools where graduates borrow money at high rates to pay for school but earn little after graduation.

In accusations that echoed those made against many other for-profit colleges, several Career-owned Le Cordon Bleu schools have been accused of misleading students about their chances of getting well-paying jobs, and falsifying job placement rates among graduates.

Many Le Cordon Bleu graduates, according to allegations in a class-action lawsuit the company settled for $40 million, made salaries of $12 an hour and worked in jobs that did not require training, as line cooks and baristas.

Career Education Corporation announced in May that it planned to exit the career education business altogether, focusing on online schools that have lower margins and enroll less risky students than career colleges.

Inside Higher Ed: Modest Increases for Student Aid, Research in Spending Bill
(National, Neutral)

Congressional leaders early Wednesday morning unveiled the details of a government spending bill that would boost some student aid and federal research funding.

The spending deal would allow the maximum Pell Grant to increase by $140 to $5,915 for the 2016-17 academic year. Funding for the TRIO program would jump by $60 million to $900 million, and the GEAR UP program would receive $322.8 million, a $21 million boost from the current year.

Campus-based aid programs like the Supplemental Educational Opportunity Grants and Federal Work-Study would continue to be funded at their current levels.

The legislation boosts spending on the National Institutes of Health by nearly $2 billion, to $32 billion. The National Science Foundation would receive $7.5 billion, a $112 million increase from its current level.

The bill, which is expected to clear the House and Senate this week and ultimately be signed by President Obama, would fund the federal government through next September.

It does not contain any provisions that block the Obama administration’s higher education regulations -- such as its gainful employment rule, aimed at for-profit

colleges -- as some Republicans had been seeking.

And The New York Times reported that a provision that would have benefited the for-profit college chain Education Management Corporation in a dispute with its bondholders over its debt restructuring was ultimately dropped from the bill.

The spending bill also contains a provision that would change how the Education Department hires companies to process student loan payments. The change would likely reduce the department's reliance on its current four large loan servicers -- Navient, Nelnet, Fed Loan Servicing (PHEAA) and Great Lakes -- and boost servicing business for nonprofit state loan agencies.

In addition, the bill would increase the amount of money that guaranty agencies that insure old federal student loans under the bank-based lending program receive from the Education Department when borrowers default on their loans. Lawmakers also instructed the department to produce a report detailing how it will help those guaranty agencies, whose loan portfolios have shrunk since the Obama administration's switch to 100 percent direct lending.

Lawmakers separately released late Tuesday a deal on tax legislation that would make permanent the American Opportunity Tax Credit as well as extend the tuition tax deduction.

From:	Jocelyn Harris <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/623E05E9CBBC4A588B96A3A55CF15F77-JHARRIS>
Sent:	7/30/2014 3:29:57 PM -0400
To:	Anthony Bieda <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/3625966aa21b477ea17337561576fd9f-ABieda>; Joseph Gurubatham <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/2839eec7707f4128a4de87103ed162f4-JGurubatham>
CC:	Quentin Dean <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/a57fc35fdb2b409982aeed3c044ed95d-qdean>
Subject:	RE: Le Cordon Bleu information

Am I at liberty to divulge that?

Jocelyn N. Harris, MA

Manager, Quality Assurance

ACICS

750 First Streets, NE Suite 980

Washington, DC 20002

(202) 336-6792

jharris@acics.org

From: Anthony Bieda
Sent: Wednesday, July 30, 2014 3:29 PM
To: Jocelyn Harris; Joseph Gurubatham
Cc: Shameka Erby; Perliter Walters-Gilliam; Quentin Dean
Subject: RE: Le Cordon Bleu information

We have no LCB in the adverse portfolio at this time; however, recall that CEC's operations and integrity, including issues about reported placement rates, is under active investigation by at least 12 State Attorneys General. We do have an open adverse against CEC in that regard.

Anthony S. Bieda

Vice President for External Affairs

Accrediting Council for Independent Colleges and Schools

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From: Jocelyn Harris
Sent: Wednesday, July 30, 2014 3:24 PM
To: Joseph Gurubatham
Cc: Anthony Bieda; Shameka Erby; Perliter Walters-Gilliam
Subject: FW: Le Cordon Bleu information

He didn't ask about these others during our initial conversation. Maybe it's the way they're structured with the Department. Anything on these Tony and Shameka?

Jocelyn N. Harris, MA

Manager, Quality Assurance

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(202) 336-6792

jharris@acics.org

From: Williams, Michael G. [mailto:Michael.G.Williams@ed.gov]
Sent: Wednesday, July 30, 2014 3:20 PM
To: Jocelyn Harris
Subject: RE: Le Cordon Bleu information

This school has several locations that fall under its jurisdiction. Is it possible if you could check these campuses as well. Not sure if it would make a difference but want to cover all bases.

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Sacramento, CA

Le Cordon Bleu College of Culinary Arts – Seattle

360 Corporate Drive North

Seattle, WA

Le Cordon Bleu College of Culinary Arts - St. Louis

7898 Veteran's Memorial Parkway

St. Peters, MO

Thanks,

Michael Williams

Institutional Review Specialist

U.S. Dept. of Education

214-661-9517

Michael.g.williams@ed.gov

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From: Jocelyn Harris [mailto:jharris@acics.org]
Sent: Wednesday, July 30, 2014 2:14 PM
To: Williams, Michael G.
Subject: Le Cordon Bleu information

Good afternoon, Mr. Williams. I apologize for the late response. I just wanted to double check with our complaints and regulatory affairs personnel about the Le Cordon Bleu in Austin, TX. They have informed me that we currently do not have any open complaints or adverse information as it pertains to this campus. Please let me know if we can provide any further information, and have a nice afternoon!

Jocelyn

Jocelyn N. Harris, MA

Manager, Quality Assurance

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Washington, DC 20002

(202) 336-6792

jharris@acics.org

From: Jocelyn Harris <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/623E05E9CBBC4A588B96A3A55CF15F77-JHARRIS>
Sent: 7/30/2014 3:42:59 PM -0400
To: "Williams, Michael G." <Michael.G.Williams@ed.gov>
CC: Anthony Bieda <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/3625966aa21b477ea17337561576fd9f-ABieda>
Subject: RE: Le Cordon Bleu information

Hello again! I was informed that we do have an open adverse against the Career Education Corporation due to active investigations by at least 12 State Attorneys General. The issues are surrounding the corporation's operations and integrity, including issues pertaining to reported placement rates. This open adverse is at the corporate level, and not the campus level for any Le Cordon Bleu's. I hope this helps! Should you need further information or clarification, please feel free to contact Mr. Anthony Bieda, Vice President of External Affairs. I have copied him on this email, and his direct line is (b)(6).

Jocelyn N. Harris, MA

Manager, Quality Assurance

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750 First Streets, NE Suite 980

Washington, DC 20002

(202) 336-6792

jharris@acics.org

From: Williams, Michael G. [mailto:Michael.G.Williams@ed.gov]
Sent: Wednesday, July 30, 2014 3:30 PM
To: Jocelyn Harris
Subject: RE: Le Cordon Bleu information

Thanks.

Michael Williams

Institutional Review Specialist

U.S. Dept. of Education

214-661-9517

Michael.g.williams@ed.gov

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From: Jocelyn Harris [mailto:jharris@acics.org]
Sent: Wednesday, July 30, 2014 2:26 PM
To: Williams, Michael G.
Subject: RE: Le Cordon Bleu information

Hello! I have sent this list to my aforementioned colleagues and will get back to you as soon as I hear from them.

Jocelyn

Jocelyn N. Harris, MA

Manager, Quality Assurance

ACICS

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Washington, DC 20002

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jharris@acics.org

From: Williams, Michael G. [mailto:Michael.G.Williams@ed.gov]
Sent: Wednesday, July 30, 2014 3:20 PM
To: Jocelyn Harris
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7898 Veteran's Memorial Parkway

St. Peters, MO

Thanks,

Michael Williams

Institutional Review Specialist

U.S. Dept. of Education

214-661-9517

Michael.g.williams@ed.gov

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Washington, DC 20002

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jharris@acics.org

From:	"Williams, Michael G." <Michael.G.Williams@ed.gov>
Sent:	7/30/2014 3:52:38 PM -0400
To:	Jocelyn Harris <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/623e05e9cbbc4a588b96a3a55cf15f77-jharris>
CC:	Anthony Bieda <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/3625966aa21b477ea17337561576fd9f-ABieda>
Subject:	RE: Le Cordon Bleu information

Thanks for the information. This is what we were informed of in 2012. We wanted to make sure that this was still an issue.

Thanks again.

Michael Williams

Institutional Review Specialist

U.S. Dept. of Education

214-661-9517

Michael.g.williams@ed.gov

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From: Jocelyn Harris [mailto:jharris@acics.org]
Sent: Wednesday, July 30, 2014 2:43 PM
To: Williams, Michael G.
Cc: Anthony Bieda
Subject: RE: Le Cordon Bleu information

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Jocelyn N. Harris, MA

Manager, Quality Assurance

ACICS

750 First Streets, NE Suite 980

Washington, DC 20002

(202) 336-6792

jharris@acics.org

From: Williams, Michael G. [mailto:Michael.G.Williams@ed.gov]
Sent: Wednesday, July 30, 2014 3:30 PM
To: Jocelyn Harris
Subject: RE: Le Cordon Bleu information

Thanks.

Michael Williams

Institutional Review Specialist

U.S. Dept. of Education

214-661-9517

Michael.g.williams@ed.gov

From: Jocelyn Harris [mailto:jharris@acics.org]
Sent: Wednesday, July 30, 2014 2:26 PM
To: Williams, Michael G.
Subject: RE: Le Cordon Bleu information

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7898 Veteran's Memorial Parkway

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Thanks,

Michael Williams

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From: Joseph Gurubatham <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/2839EEC7707F4128A4DE87103ED162F4-JGURUBATHAM>
Sent: 7/31/2014 9:53:56 AM -0400
To: Jocelyn Harris <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/623e05e9cbbc4a588b96a3a55cf15f77-jharris>
CC: Anthony Bieda <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/3625966aa21b477ea17337561576fd9f-ABieda>; Shameka Erby <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/55bcf3398617485d8351bc5b9c76b501-serby>; Perliter Walters-Gilliam <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/6f0efc3dd0614f609e6b1f2e85504411-PWGilliam>
Subject: Re: Le Cordon Bleu information

Jocelyn:

My policy is not to volunteer any other information that they didn't ask for.

As Vice President for External Affairs, Tony may disclose other information as appropriate.

Joseph

Sent from my iPad

On Jul 30, 2014, at 3:24 PM, "Jocelyn Harris" <jharris@acics.org> wrote:

> He didn't ask about these others during our initial conversation. Maybe it's the way they're structured with the Department. Anything on these Tony and Shameka?
>
> Jocelyn N. Harris, MA
> Manager, Quality Assurance
> ACICS
> 750 First Streets, NE Suite 980
> Washington, DC 20002
> (202) 336-6792
> jharris@acics.org
>
> **From:** Williams, Michael G. [mailto:Michael.G.Williams@ed.gov]
> **Sent:** Wednesday, July 30, 2014 3:20 PM
> **To:** Jocelyn Harris
> **Subject:** RE: Le Cordon Bleu information
>
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St. Peters, MO

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Michael Williams
Institutional Review Specialist
U.S. Dept. of Education
214-661-9517
Michael.g.williams@ed.gov

<image001.png>

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Jocelyn

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Manager, Quality Assurance
ACICS
750 First Streets, NE Suite 980
Washington, DC 20002
(202) 336-6792

jharris@acics.org

From:	Jake Lynn <jake.lynn@Storypartnersdc.com>
Sent:	2/8/2016 11:17:28 AM -0500
To:	Anthony Bieda <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/3625966aa21b477ea17337561576fd9f-ABieda>
Subject:	ACICS Media Sweep | February 8, 2016

Hi Tony,

I'm back in the office today and will follow up with Shahien at HuffPost with our CAP response letter. Happy to chat about any other pressing issues, if you have a break in FL during the policy gathering this week.

Best,

Jake

ACICS MEDIA SWEEP

February 8, 2016

Bloomberg: Obama's Crackdown on For-Profit Schools Could Come at a Price
(National, Neutral)

When government officials visited Zoharel Quinn's home in Chicago, they hoped to learn more about how he was employing graduates from Computer Systems Institute, a local for-profit school. He did not offer much clarity.

From behind a closed screen door, Quinn said that sometimes he "matched up" students with home health-care jobs, sometimes had them "cook and clean for the elderly," and sometimes the students got "marketing" positions. The Department of Education later determined that Quinn was not, in fact, paying graduates a living wage, or giving them jobs for more than a couple of weeks. CSI had told the government that Home Health Consultants, a business registered by Quinn, had hired more than 40 of its graduates.

On Monday, the Education Department said it would no longer provide education aid to students who attend CSI after it concluded that the school had lied to the government about its job placement rates. The department also cut off funding to several Beverly Hills-based Marinello Schools of Beauty, a separate for-profit college chain, which it accused of fabricating high school diplomas and deceiving prospective

students. On Thursday, Marinello said it was closing down all of its 56 campuses.

The Obama administration described the move as the latest victory in its battle to rid the government loan program of scams and fraud, which has gained momentum in the last two years. But the accountability push comes with the risk that the government will have to pay large sums to students who were defrauded. In June, the Education Department opened a formal channel for students to ask for loans to be refunded if they can show that their schools broke state law. Thousands of borrowers have already applied to get $164 million in federal loans canceled.

Each time the government roots out a bad actor, it opens up possibility that thousands of additional people will have new grounds on which to demand debt forgiveness. The Education Department said that more than $256 million went to CSI and Marinello Schools of Beauty since 2012, which is when the government said many abuses at the schools began.

"The department is trying to clean up years of abuse and fraud by schools, and it went on for so long that the dollar amounts involved are massive," said Ben Miller, an education expert at the Center for American Progress. "It is really expensive."

CSI was punished for saying that students were employed by Home Health Consultants (the company owned by Quinn) and by Dream Team Hope Health Care Services; they did not have such jobs, according to a letter written by the Department of Education to the company's chief executive last week.

The department said that 23 Marinello Schools of Beauty campuses in California and Nevada took in students lacking legitimate high school diplomas, misrepresented the quality of the program to participants, and charged excessive fees if people needed to make up classes they had missed. "It's really unfortunate that the department is trying to drive out a place that has a lot of history and that has licensed tens and thousands of students," said Joe Hixson, a spokesman for Marinello. He added that school officials "flatly deny" the allegations.

Senator Dick Durbin (D-Ill.) said in a statement on Tuesday that the department should "immediately offer expedited federal student loan relief," for the students at the two schools, which would make it easier for them to get loans canceled quickly. Marinello and CSI enrolled thousands of students during the last four years, but only those who can show they were deceived would be eligible for relief under Department of Education rules. Marinello's abrupt closure may give students another avenue to request relief if they did not finish their studies, under a separate process.

"The Department is committed to making sure that students who were defrauded receive every bit of debt relief they are entitled to," said Denise Horn, a spokeswoman for the Department of Education, in an e-mail. She added that Joe Smith, the official in charge of the borrower relief process, would determine what the findings mean for students.

Canceling the debt held by students who went to abusive for-profit schools may not be as costly as it looks because the government would be forgiving loans for students from whom it would be very difficult to collect. "Realistically, a lot of the loans they are going to get forgiven are ones that were never going to get repaid, anyway," said Miller of the Center for American Progress. If schools are not preparing their students to make a decent living, or get a job at all, it is very unlikely that graduates would have the means to make a dent in their loan bills, Miller added. "It only gets more expensive the longer you let the [schools] run."

Since 2011, recruiters at CSI promised students, many of whom took out $15,000 loans to attend the school, that they would be guaranteed jobs medical assistants upon graduation. Instead, the graduates ended up doing low-wage work as cashiers, housekeepers, and package-handlers.

One woman had enrolled in CSI with her daughter in June 2012 in hopes that they would be working as medical assistants a year later. When the mother and daughter graduated, they called and visited CSI career counselors relentlessly in search of news of job openings, said the Department, but neither ever got a solid lead. The mother, who the department did not name in its letter, is now unemployed. Her daughter works at Wendy's.

Huffington Post: ITT Tech, Settling Shareholder Suits, Pledges Reforms (National, Neutral)

Last week, troubled for-profit college company ITT Tech settled a series of lawsuits brought by shareholders that charged ITT with various securities law violations. Under the agreement, approved preliminarily by Manhattan federal judge J. Paul Oetken on Jan. 29 but still subject to objections by investors, ITT will pay lawyers for the plaintiffs $1.1 million and commit to a series of "corporate governance reforms," including ITT commitments that:

Two-thirds of the ITT board of directors will be independent.

Bonuses and separation agreements will take into account executives' compliance

with the law.

ITT will publicly disclose its insider trading policy.

ITT will adopt a "Clawback and Recoupment Policy" that requires executives who engage in misconduct that results in an accounting restatement by the company must reimburse the company for bonuses or stock sale profits in the period.

ITT will maintain a whistleblower policy, "for the reporting of instances of fraud and other violations of law or corporate policy, in the company's Code of Business Conduct and Ethics for at least five years."

"ITT will maintain its Employee Ethics Alert Line, a confidential ethics hotline operated by a qualified third-party vendor, for at least five years. Information relating to the Employee Ethics Alert Line will be communicated to employees via a number of awareness distribution methods, including ITT's employee web portal and poster displays in areas such as employee break rooms.

Three different shareholder derivative lawsuits filed in New York and Indiana were combined into this case, with shareholders claiming collectively that ITT had engaged in breach of fiduciary duty, unjust enrichment, abuse of control, corporate waste, and gross mismanagement.

The joint court filing by ITT and lawyers for the shareholders states that ITT denies all the claims in the case and believes it has done nothing wrong.

ITT also announced last week that it was paying a $515,000 bonus to its CEO, Kevin Modany. The money represents a fraction of the earnings Modany received a few years ago, when for-profit college profits and abuses were at their peak -- in 2009 Modany got $7.6 million in total compensation; by last year he was down to about $3 million. But given that Modany has presided over a disastrous period in the company's history and in fact was slated to resign before apparently changing his mind on New Year's Eve, and given that taxpayers have been paying most of his salary, it still seems like an awful lot.

In the same SEC filing, ITT announced a series of criteria for determining bonuses going forward, including: resolve legal matters, increase graduation rates, improve nursing license exam passage rates, "Design, develop and obtain the necessary regulatory authorizations to offer an alternative delivery methodology for an accredited degree program," and "Design, develop and implement a revised

marketing and advertising campaign for ITT Technical Institute." Some of these criteria seem to move in the direction of positive reforms, while others raise new questions.

The ITT announcements revive issues addressed last summer when, days after leaving his post as student loan ombudsman at the U.S. Consumer Financial Protection Bureau, Rohit Chopra sent a letter to ITT shareholders seeking corporate reforms. Chopra wrote, "I have serious concerns that ITT is not properly managed. Unless investors provide more vigorous oversight over management and the board, ITT will continue to harm both its students and its shareholders." Chopra called in the June 2015 letter for ITT investors to "seek new board members who can provide necessary supervision and direction," "to strengthen executive compensation policies, such that they are aligned with the interests of students and shareholders," and to "make improvements to management culture."

ITT responded at the time that Chopra's letter "is a perfect example of the myopic view pervading some in D.C. regarding taxpaying educational institutions" and "demonstrates a personal bias against our institutions.... Allegations are not facts and we think our investors will not take action based on simple assertions from someone with an ideological axe to grind." (Chopra joined the Department of Education last month.)

ITT, which has been getting as much as $1.1 billion per year from federal aid, about two-thirds of its revenue, has a troubling record.

Last May 12, the Securities and Exchange Commission sued ITT, CEO Modany, and ITT's former CFO, charging that the company "made various false and misleading statements and omissions to defraud ITT's investors by concealing the extraordinary failure" of its student loan programs. The SEC charged that ITT management "engineered a campaign of deception and half-truths that left ITT's auditors and investors in the dark concerning the company's mushrooming obligations" regarding its private student loan program.

The Consumer Financial Protection Bureau also has sued ITT, charging in a 2014 complaint that "ITT subjected consumers to undue influence or coerced them into taking out ITT Private Loans through a variety of unfair acts and practices designed to interfere with the consumers' ability to make informed, uncoerced choices."

The attorney general of New Mexico has sued ITT for alleged "unfair, deceptive, and unconscionable acts and practices ... in connection with the advertising, marketing, and selling of educational services" to prospective students. At least thirteen more state attorneys general -- from Arkansas, Arizona, Connecticut, Idaho, Iowa, Kentucky, Massachusetts, Missouri, Nebraska, North Carolina, Oregon, Pennsylvania

and Washington -- are probing ITT.

A federal whistleblower lawsuit unsealed last month added more allegations of awful abuses, such as ITT admitting a blind student to a computer networking program that was unsuited to assisting the student, who dropped out within weeks and got stuck with the bill.

ITT denies it has done anything wrong and is contesting the pending charges.

But the company is also in precarious financial condition. ITT stock trades today at about $2.7o a share, down from $92.30 in July 2011. In October the U.S. Department of Education put delays and new restrictions on the delivery of student aid to ITT, after the Department concluded that ITT had failed to properly account for federal aid money since at least 2009 and failed to comply with prior Department orders to strengthen financial controls. The Department had already, in 2014, placed ITT on a probationary "heightened cash monitoring" status and required the company to post an $80 million letter of credit.

Yet ITT still has some 130 campuses, with more than 55,000 students, in 38 states. Last year ITT received $664 million in taxpayer money from student grants and loans.

UPDATE 02/05/16 1 pm: Raul Valdes Pages, a former for-profit college CEO and long-time industry consultant who has become critical of industry practices, writes me, "ITT governance has changed little. [Private equity executive John] Cozzi, et al are still on the Board. In my opinion, [Modany] is Cozzi's and Board's puppet. I believe this is nothing more than a gambit to plead for leniency while awaiting for change at the Department [of Education] after Obama is gone. The culture has not changed at all and my opinion is that they will continue to look for the path of least resistance."

ACICS: Statement Regarding the Accreditation Status of Computer Systems Institute (National, Neutral)

Accreditation Status

As indicated in the 'Directory of Institutions' information at www.acics.org, CSI has been accredited by ACICS since 2014 and the current grant of accreditation expires December 31, 2017.

Whenever ACICS encounters information that calls into question an institution's ability to remain in compliance with ACICS published standards, the Council will take appropriate action.

CSI has been ordered to show cause why its accreditation from ACICS should not be withdrawn. The institution has been afforded due process protections that enable CSI to appear before the Council at its next regular meeting, the week of April 4, 2016, and make its case for keeping its accreditation intact. The institution and all stakeholders, including students, faculty and staff, will be notified of the Council's decision within 30 days of the April meeting.

In addition, ACICS has directed CSI to submit for Council approval a plan for ensuring the continuation or completion of the education of all students currently enrolled at all four campuses in the event CSI elects to suspend or cease operations, or is forced to cease or suspend operations.

Information Resources

All of this information has been shared formally with the administration of CSI, the U.S. Department of Education and the Illinois Board of Higher Education. All student inquiries about this matter should be directed to the administration and campus leadership of CSI.

Department of Education: Acting U.S. Secretary of Education John B. King Jr. to Announce Significant New Steps to Protect Student Borrowers, Taxpayers (National, Neutral)

On Monday, Feb. 8, Acting U.S. Secretary of Education John B. King Jr. will hold a press conference at the U.S. Department of Education to announce a new step the Administration is taking to protect consumers and prevent and investigate fraud, waste and abuse within higher education.

There will be a call-in for reporters unable to make the press conference in person.

SPACE IS LIMITED. TO RSVP, PLEASE EMAIL PRESS@ED.GOV NO LATER THAN 9 a.m., MONDAY, FEB. 8. ADDITIONAL DETAILS WILL BE PROVIDED UPON CONFIRMATION.

Event 1

Who : Acting U.S. Secretary of Education John B. King Jr.

Under Secretary of Education Ted Mitchell

Jim Runcie, chief operating officer, Office of Federal Student Aid

What : Press conference on the Office of Federal Student Aid

When : 12:30 p.m. ET Monday, Feb. 8, 2016.

Due to security, media must arrive no later than 11:30 a.m.

Where : U.S. Department of Education

400 Maryland Avenue, S.W.

Washington, D.C.

International Business Times: For-Profit College News: University Of Phoenix Owner Apollo Education Group To Be Sold To Private Investors (National, Neutral)

The company that owns the for-profit college chain University of Phoenix announced Monday it was in final negotiations to be sold to a group of private investors. Apollo Education Group Inc. wrote in a news release it planned to be acquired by the Vistria Group, Najafi Companies and funds with Apollo Global Management, which isn't affiliated with the current owners, by August. The $1.1 billion deal comes after months of layoffs and a White House push to better regulate the controversial for-profit college industry.

"This new structure will allow Apollo Education Group the flexibility and runway it needs to complete the transformational plan at University of Phoenix, which will enable us to serve our students more effectively during a period of unprecedented volatility within our industry," Chief Executive Officer Greg Cappelli said in the release.

Tony Miller, of the Vistria Group, was set to become the corporation's chairman. He served as the deputy secretary of the United States Education Department from 2009 to 2013.

In recent years, the Obama administration has stepped up its efforts to hold for-profit colleges, which received $32 billion in federal aid in the 2010-2011 school year, accountable for their students' success. Government agencies have launched investigations into chains like Corinthian Colleges Inc. and DeVry University over whether the institutions recruited too intensely and misled students about their job prospects.

The University of Phoenix, which serves more than 200,000 students, has been "shrinking in every way possible," according to a June CNN article. It shut down about 100 of its locations in 2012 and has laid off 900 people since 2014. Revenue for its most recent fiscal quarter was about $568 million — down from $714.5 million the year before, the Wall Street Journal reported.

In the news release, Miller expressed optimism that new management could reverse the trend. "For too long and too often, the private education industry has been characterized by inadequate student outcomes, overly aggressive marketing practices, and poor compliance," he said. "This doesn't need to be the case."

Consumerist: Struggling University Of Phoenix Parent Company To Go Private
(National, Negative)

Between its sinking stock price, sagging enrollment, and the hot spotlight of federal investigations, the nation's largest for-profit education chain has decided to go private.

The company, which runs the University of Phoenix and several other for-profit education programs, announced this morning that it will sell itself to a group of investors for $1.1 billion. While this $9.50/share is only about a third of what the stock was valued at a year ago, Apollo's situation has become so dire that it's a 44% premium above what the company has been trading for.

In a statement, Apollo's current and future leadership explain that they hope that taking the company private will allow it to make improvements without the pressure to placate shareholders.

Current Apollo Education CEO Greg Cappelli says "This new structure will allow Apollo Education Group the flexibility and runway it needs to complete the transformational plan at University of Phoenix, which will enable us to serve our students more effectively during a period of unprecedented volatility within our industry."

Tony Miller of The Vistria Group is slated to take over as chairman of Apollo's board when the deal is complete. He is a former Deputy Secretary of the U.S. Department of Education, and his spin on the transaction acknowledges the dark cloud that hangs over the for-profit college industry.

"For too long and too often, the private education industry has been characterized by inadequate student outcomes, overly aggressive marketing practices, and poor compliance," says Miller. "This doesn't need to be the case."

At its pre-recession height, Apollo's stock traded at ten times today's announced sale price. In the wake of the subsequent housing market and banking collapse, federal regulators and lawmakers began scrutinizing for-profit educators, which received a disproportionate level of federal student financial aid. Schools like Phoenix charged high tuitions but were criticized for offering classes and programs that could be taken more affordably through city and community colleges. Additionally, student at for-profit schools had significantly higher dropout and loan default rates.

In recent years, both federal and state regulators have questioned the marketing practices of many for-profit educators. A number of chains have been investigated for using inflated job-placement statistics to mislead applicants into believing that they could find gainful employment after graduation. Apollo itself was briefly suspended from receiving Department of Defense tuition assistance funds because of its questionable recruiting practices for servicemembers.

At its height in 2010, Apollo had more than 470,000 students enrolled. By spring 2015, that had fallen to around 214,000.

Last October, Apollo chairman Peter Sperling sold off around $10 million in company stock in just a few days. In early January, it was reported that Apollo was considering the idea of a sale.

Huffington Post: Credit Suisse Analyst Who Touts DeVry Previously Touted Corinthian (National, Neutral)

Credit Suisse got the attention of Wall Street last week when it issued a report recommending that investors buy shares in one of the largest for-profit college companies, DeVry Education Group. The report came less than a week after the Federal Trade Commission sued DeVry for allegedly misleading students about job placement rates and salaries for the school's graduates, with damages potentially reaching $8.6 billion.

The Credit Suisse analyst note, issued last Tuesday, told investors that DeVry shares were worth $29 -- more than 50 percent higher than the trading value that day. On

Wednesday, the stock closed up by 9.73 percent to $19.84 on heavy trading. (By the end of Friday, the stock was down to $17.02; it was at $23.74 on the day before the FTC filed its suit, and it had peaked, in July 2011, at $65.99.)

But financial reporters didn't note that the co-author of the Credit Suisse paper, newly-hired Trace Urdan, is an analyst with a long history of optimistic assessments of troubled for-profit colleges. Indeed, Urdan, from his previous perch at Wells Fargo Securities, offered overall positive evaluations of notorious Corinthian Colleges even as media exposes and congressional investigations revealed that Corinthian underspent on teaching, gave false information to students and regulators, and left many students worse off than when they started, and as federal and state law enforcement investigations of the company proliferated.

Urdan on Corinthian

In July 2012, the Senate HELP committee, under chairman Tom Harkin (D-IA), issued a lengthy report based on its comprehensive investigation of the for-profit college industry, and Corinthian received one of the most negative evaluations:

... the company's tuition prices are among the highest the committee examined. This forces many students to both borrow the maximum available Federal financial aid and to take on additional private debt. The student withdrawal rates for the Associate programs are among the highest analyzed by the committee staff and the withdrawal rates for the Certificate programs are above the sector average. The company also had unusually high rates of students defaulting on student loans during the period examined.

The Senate committee specifically questioned whether Corinthian should continue to receive federal funds, which accounted for 83 percent of Corinthian's revenues: "It is unclear that Corinthian delivers an educational product worth the rapidly growing Federal investment taxpayers and students are making in the company."

By May 2013, Corinthian was under investigation by at least six state attorneys general for potential deceptive business practices and other legal violations.

That month, Urdan advised investors that Corinthian "remains viable and potentially appealing in the long term" for investors.

In June 2013, Urdan tweeted (to me) about Corinthian, "School offers quality instruction and opportunity. Students make of it what they will." He appeared to

blame bad outcomes at Corinthian -- three quarters of former students were unable to pay down their loans -- on the quality of the enrollees, whom he had termed "sub-prime" students.

In October 2013, California's attorney general, Kamala Harris, sued Corinthian for allegedly "misrepresenting job placement rates to students, misrepresenting job placement rates to investors, advertising for programs that it does not offer, unlawfully using military seals in advertising," and more.

In the wake of California's lawsuit, Urdan took issue with Harris's characterization of Corinthian as "predatory." In a report to investors, he conceded, "we cannot discount the potential impact of the press coverage in what is the company's largest state," but he sought to reassure investors that Corinthian higher-ups were not complicit in the bad behavior, and that the company would be cleared in the case:

We are confident that the company has procedures in place to ensure that accurate information is presented in writing to consumers; however the potential for individual enrollment counselors to embellish and exaggerate, particularly prior to the 2010 Federal OIG investigation, is high in our view. Although we are not attorneys, we would be very surprised if the state is able to prove its case with regard to investor misrepresentation as based on our observations, the company has always been very careful.

At the time that Urdan wrote that analysis for Wells Fargo Securities, Wells Fargo, one of the biggest banks in the U.S., was the largest institutional investor in Corinthian, with about $22.5 million in shares of a company whose market capitalization at the time was $133 million.

Corinthian sold or shut down all its campuses in 2015 after the U.S. Department of Education made detailed findings that Corinthian schools had falsified job placement rates, and the Department imposed an unprecedented $30 million fine on the company. Corinthian is now in bankruptcy, and all those shares owned by Wells Fargo, and by any investors who responded positively to Urdan's analyses, are worthless. Corinthian had been receiving as much as $1.4 billion per year from U.S. taxpayers in student loans and grants -- and millions more from high-interest private loans taken out by students, many of whom were left without jobs and buried in student loan debt.

One of the latest indications of Corinthian's systematic abuses comes in a December 2015 court filing by Illinois Attorney General Lisa Madigan. Among other allegations: Corinthian counted its Medical Administrative Assisting graduates as placed in jobs in the relevant field when they worked as cashiers at CVS; Corinthian "grossly inflated" the percentage of massage therapy graduates placed in field by

counting students as placed who failed to pass the state licensing exam; and Corinthian inflated placement rates by printing business cards for students and claiming they were self-employed, without regard to students' income or lack of licensure.

On top of all the wronged Corinthian students, and unemployed Corinthian teachers and staff, and financially injured Corinthian investors and creditors and U.S. taxpayers, there was one more casualty of this mess: Once Corinthian shares and that of some other big for-profit colleges had plummeted to around zero, Wells Fargo Securities stopped intensive coverage of the industry and laid off Trace Urdan.

FTC Suit Against DeVry

Urdan appeared on Al Jazeera America TV last June, around the time he left Wells Fargo, to discuss for-profit colleges, and he seemed a bit more reflective, acknowledging that some industry actors had behaved badly. (I was a guest on the same segment.) But in his new role at Credit Suisse, Urdan is back on the offensive, telling Marketplace, for a story on DeVry, that the Obama administration "has effectively declared war on this industry."

The FTC complaint against DeVry, filed in federal court in Los Angeles, alleges, "Through the use of English and Spanish-language advertisements and other marketing materials, and during sales pitches with prospective students [DeVry has] made deceptive representations about the benefits of obtaining a degree."

The complaint focuses on claims that DeVry University repeatedly made in its TV, radio, online, print and other advertising: that 90 percent of DeVry graduates actively seeking employment got jobs in their field within six months of graduation; and that DeVry graduates had 15 percent higher incomes one year after graduation on average than the graduates of all other colleges or universities. The FTC asserts that these claims were deceptive.

The complaint alleges DeVry counted many graduates as working "in their field" when they were not:

a business administration graduate working as a server at the Cheesecake Factory restaurant;

graduates who majored in technical management working as unpaid volunteer positions at medical centers;

a business administration graduate with a health care management specialization

working as a car salesman.

The complaint also alleges that DeVry counted, as placed in jobs, graduates who were working in the same jobs they held prior to enrolling at DeVry.

The Commission voted 4-0 to file the lawsuit. In a related action, the U.S. Department of Education gave notice to DeVry to stop certain advertising regarding student employment outcomes. DeVry last year received $1.47 billion in Department of Education student aid.

In a statement, DeVry said it "intends to vigorously contest" the FTC suit and said the case was "without a valid legal basis. In addition, the FTC's complaint contains anecdotal examples that exaggerate the allegations but do not prove them." DeVry also said it would seek a hearing at the Department of Education "to demonstrate our compliance and resolve this matter satisfactorily."

Urdan on DeVry

I reached Urdan by phone on Friday at his San Francisco office, and asked him why investors should believe him on DeVry, given Corinthian's demise. He walked me through his DeVry analysis.

Urdan told me he "tried to be cautious ... tried to err on the side of conservatism," meaning not to overhype DeVry or underestimate the threat of legal jeopardy.

Urdan's Credit Suisse paper contains this summary: "While the FTC threat is formidable in terms of possible financial judgements and damage to the DeVry brand, we believe it affects only the rate of decline in the core business," meaning DeVry University, which offers career training, liberal arts, and management programs. "The company's other businesses, which represent the foundation of our valuation case, should remain relatively unaffected." DeVry operates a series of health professions schools, including two high-dropout medical schools in the Caribbean, a test-preparation division, and schools in Brazil.

Urdan's analysis adds, regarding the FTC lawsuit, "We are sympathetic to the company's claim of FTC overreach and do not consider management practices suspect as a result of the allegations." (If Credit Suisse agrees to post the entire analyst note -- I asked -- I will link to it so you can have the full context.)

Urdan's report does say, "The FTC action is troubling, given the effect that misrepresentation claims had on the final collapse of Corinthian Colleges." He further writes, "The initial press response to the FTC suit has been fairly mild, but if state

agencies, accreditors and other Federal agencies decide to jump on the FTC's bandwagon, the situation could deteriorate further for DeVry." In fact, DeVry already has been under investigation in the past few years by the attorneys general of Illinois, Massachusetts, and New York, and the U.S. Justice Department investigated allegations in a case brought by a company whistleblower. Urdan's analysis sees the state investigations as stale, and he notes that the Justice Department declined to join the whistleblower case.

Urdan's note admits that "we recently witnessed the snowball effect of similar unproven charges in the case of Corinthian Colleges where the accusation alone satisfies the burden of proof in the court of public opinion and the snowball effect to other regulatory bodies and ultimately consumer impressions becomes very difficult to counter."

But Urdan noted to me that Corinthian, which was accredited by a national accrediting body, was obligated to disclose placement rates using "a clear set of rules that they violated.... they cheated." By contrast, DeVry's regional accreditor does not require that employment rates be measured; however, if measured, the collected data must be reported.

Urdan echoed to me DeVry's assertion that the FTC charges are essentially a collection of anecdotes. He said there is no evidence that DeVry engaged in systematic violations, and in the analysis he writes that DeVry "has never hidden its definitions or methodologies in measuring and sharing employment data." He adds that "while a more skeptical analyst might be inclined to discount the representation of outcomes, there has been no deliberate obfuscation in our view. Rather this action stems from a post facto determination by the FTC that is does not like the company's definitions. For this reason, we are not inclined to view with suspicion its actions.... "

The thing is, a few years ago Urdan wasn't saying, as he is now, that Corinthian cheated. He wasn't advising investors to sell their shares. Instead, he was telling investors that Corinthian management was careful and providing accurate information.

I have been engaged with policy issues relating to for-profit colleges for six years. I have studied industry players, visited campuses, and spoken with hundreds of industry insiders and students telling me about practices and program quality at their companies. My sense is that DeVry programs, though much more expensive than most community colleges, tend to provide better value than at some of the worst for-profit schools, such as those operated by Corinthian.

But there is evidence that some DeVry recruiting and marketing practices have been

driven by the relentless pursuit of federal dollars, sometimes to the detriment of student interests. The 2012 Senate HELP committee report concluded that DeVry's "performance, measured by student withdrawal and default rates, closely tracks the sector average, and is a cause for concern." More than half of DeVry bachelor's degree students had dropped out within 2 years of starting. Eighteen percent of DeVry students had defaulted on their loans within three years, and the Senate committee documented that DeVry hired a contractor to contact students and convince them to put their loans in "forbearance" status rather than default. DeVry was spending $2,989 per student on instruction in 2009, compared to $4,054 per student on marketing.

The Senate committee documented manipulative recruiting practices, aimed at exploiting a prospective student's "pain," at DeVry.

Christopher Neiweem, an Iraq war veteran, testified before Congress in 2013 about his job at DeVry, which was to recruit veterans to the school. Veterans and service members, who have earned VA and Pentagon education funding for their service, are a critical target for for-profit colleges, which are required to obtain at least ten percent of their funding from sources other than Department of Education aid. Neiweem says his bosses told him to get "asses in classes," even for veterans deployed to active combat zones or who otherwise might not benefit from the programs. Worse, they told him to represent himself as a "military adviser," which might have suggested he was associated with the Defense Department. Neiweem went on the work at the respected advocacy group Iraq and Afghanistan Veterans of America. Other former DeVry recruiters have corroborated his account.

DeVry was also obtaining prospective student leads through a lead generation company, QuinStreet, whose website, GIBill.com, was shut down in June 2012 by 20 state attorneys general because the site seemed to mislead veterans into believing it was a government website.

These kinds of allegations of deception by schools, and evidence of weak outcomes for students, have reached the prospective student population and helped contribute to a decline in enrollments, revenues, and stock prices, at for-profit colleges.

As to the FTC charges, as Urdan suggests, the Commission's dispute with DeVry over how to capture job placement rates may cover some new terrain. But a waiter at the Cheesecake Factory is not placed in the field of business administration. And DeVry's year after year claim of a 90 percent placement rate rings false -- and it should have seemed false to DeVry management, whom Urdan praises for their skills. DeVry's CEO, Daniel Hamburger, is paid $6 million a year.

Students who sign up at DeVry are committing themselves to potentially owing tens

of thousands of dollars in student debt -- a DeVry bachelor's degree costs $75,000. Many are busy people struggling to build better lives -- returning vets, low-income single parents, immigrants -- trying to hold down jobs, raise families, and get their education all at once.

DeVry takes their money, and it takes our tax money. DeVry should not do so by making false representations about what its programs can do.

Urdan's note, however, argues that time may be on DeVry's side: "We have consulted with an FTC attorney that has negotiated similar issues on behalf of school clients with the FTC. His view is that there is a better than 50 percent chance the matter will be resolved before trial, suggesting that one benefit to the company of a court case is that the matter may extend into a new presidential administration when the FTC staff may not be as committed to the hard line being adopted by the current staff." The report concludes that the risks of government action against Devry "diminish significantly after the presidential election in our view regardless of the election outcome." It's unclear how Urdan arrives at that conclusion: Several Republican candidates have tied themselves to the for-profit college industry, but Hillary Clinton has suggested she will not tolerate industry abuses.

Urdan also finds solace in a separate statement filed by one of the four FTC commissioners, who voted to sue DeVry and wrote that she had "reason to believe that DeVry's advertising and marketing made material misrepresentations" but expressed concern "about the effect that any remedy in this case may have on the company's ability to continue to offer valuable educational programs to students." However, no other commissioner joined this statement, and, as Urdan's paper acknowledges, the FTC complaint counts up potential refunds to students -- 100 percent of tuition revenue during the period of DeVry's alleged misconduct -- as $8.6 billion.

Urdan, though, estimates the worst-case liability for DeVry in the FTC case at less than $1 billion. He's almost certainly right about that, but the Department of Education has its own remedies available, including a regulation that can impose penalties, including an end to federal aid, for schools that engage in "substantial misrepresentation." DeVry has been getting about 80 percent of its revenue from Department of Education student aid.

So there are reasons to question Urdan's assessments of DeVry's legal risks and culpability. (I'm not in the stock prediction business, and I have no financial ties to investors in this market. I'm engaged, part-time, in analysis, reporting, legal, policy, and advocacy work to protect students and taxpayers against higher education programs that harm students' financial futures.)

As to any conflict of interest that could taint his analyses, Urdan told me that there was a Chinese Wall at Wells Fargo to prevent the bank's stock ownership from influencing its analyses, and that he was not compensated or penalized based on his assessments of companies, like Corinthian, in which Wells had an investment. And, as Urdan also pointed out, Credit Suisse does not have a similar investment arm. But Credit Suisse courts business where it can find it, and, as Urdan noted to me, it is currently advising the largest for-profit college company, Apollo Education, owner of the University of Phoenix, as the company pursues its just-announced change of ownership.

Press-Enterprise: Fed crackdown led to for-profit college closures (National, Negative)

In the past two years, five multi-campus for-profit colleges with sites in the Inland area have closed their doors, leaving students with unfinished courses and large amounts of debt.

The latest closure came Thursday, Feb. 4, when Marinello Schools of Beauty closed all of its schools, including five in the Inland Empire.

Russ Heimerich, spokesman for California's Bureau of Private Postsecondary Colleges, said the run of closures is the result of stepped up enforcement by federal authorities.

"What has happened, (is) the U.S. Department of Education seems to be keeping a closer eye on schools and their financial positions," Heimerich said. "They're placing more schools on what they call 'heightened cash management.' It delays the flow of (federal aid) money to schools. That's the trend."

After finding what it deemed unacceptable practices at Marinello, the Department of Education stopped providing federal aid money to 23 of the company's campuses, Marinello officials said. The schools, like most for-profit technical colleges, rely on such aid money for most of their funding.

Officials cited that lack of funds in announcing the closure of its schools.

Heimerich said representatives from his office will be at all of Marinello's California schools, including those in Ontario, San Bernardino, Moreno Valley, Hemet and Murrieta, on Wednesday and Thursday, Feb. 10 and 11, to provide students with

information on how to file for loan forgiveness and how to continue their educations.

Dayton Business Journal: Miami-Jacobs Career College consolidates Dayton campus (Local, Negative)

Miami-Jacobs Career College consolidated its main Dayton campus to its second building at 401 E. Third St.

The college moved out of its main Dayton campus at 110 Patterson Blvd. about a month ago and the Dayton Early College Academy will move its fifth through eighth graders into the building next school year.

"Over time we have had a decrease in student population and there are some programs we've discontinued. We're looking into adding some more programs. We felt this was the right capacity for where we are at," said Joseph Barker, Dayton campus director.

The school held a grand opening Thursday for the new campus.

Barker said the campus has about 120 to 150 students enrolled annually.

Along with it's Dayton campus, the school has campuses in Springboro, Sharonville, Troy, Columbus and Cleveland.

Miami-Jacobs was formed Dayton in 1916 with the merger of Miami Commercial School and the Jacobs Business College. In 2002, the school invested about $2.5 million to renovate an abandoned auto parts store, which became the Patterson Boulevard campus building.

Breitbart: Marco Rubio asked for 'leniency' toward college network that admitted to fraud and contributed to his 2014 PAC (National, Neutral)

Sen. Marco Rubio (R-FL) asked the U.S. Education Department to “demonstrate leniency” toward a for-profit college network that admitted to falsifying its job placement rates and yet received millions of dollars in federal financial aid while

under both state and federal investigations.

In the summer of 2014, Rubio's Reclaim America PAC received $5,000 from Corinthian Colleges, according to Open Secrets. Bloomberg reported that in the same year, Rubio wrote to deputy secretary of education Jim Shelton and undersecretary for post-secondary education Ted Mitchell regarding Corinthian's situation. The senator from Florida asked that federal funds continue to flow to Corinthian despite its numerous investigations for fraud.

Rubio wrote:

It has been brought to my attention that the U.S. Department of Education has recently placed extreme financial constraints on Corinthian Colleges, Inc. by restricting the company's timely access to federal financial aid. It is my understanding the Department of Education has requested extensive documents be provided by Corinthian Colleges for review, and Corinthian has acted in good faith to try to provide these documents as expeditiously as possible.

While I commend the Department's desire to protect our nation's students from fraudulent and malicious activity by any institution of higher education, regardless of tax status, I believe the Department can and should demonstrate leniency as long as Corinthian Colleges, Inc. continues to expeditiously and earnestly cooperate by providing the documents requested.

Mitchell responded to Rubio that the federal investigation uncovered "systemic deficiencies" in the company's operations and informed him that the organization had "admitted to falsifying placement rates and/or grade and attendance records at various institutions."

Corinthian Colleges once operated more than 100 campuses across the United States – including in Rubio's home state of Florida.

Ten months after Rubio made the request for leniency – and following years of federal and state investigations – Corinthian Colleges was fined $30 million by the Education Department for "confirmed cases of misrepresentation of job placement rates" for about 950 students. Corinthian Colleges hurriedly closed up its remaining 28 campuses – leaving approximately 16,000 students without schools. In its final year of operation, however, Corinthian reportedly said it had received $1.2 billion in federal student loans.

After announcing his candidacy for president last year, Rubio described his letter that requested leniency for Corinthian as an attempt to protect students from being displaced.

"Senator Rubio felt it was important to protect the thousands of students in Florida from being punished and having their educations disrupted while the investigation was underway," Rubio spokeswoman Brooke Sammon told Bloomberg Politics. "His priority has always been to improve access to higher education options and increase transparency in higher education."

Ironically, as Breitbart News reported, on the campaign trail the senator has been advocating for the very form of transparency of job placement rates and school accountability that Corinthian Colleges failed to provide – yet Rubio went to bat for the college network.

Rubio said recently in New Hampshire:

Before you take on a loan, the school has to tell you – here's how much people make from our school when they graduate with the degree that you're seeking – why is that important? Let me tell you why that's important…because maybe you're trying to choose between two schools. One of them costs $20,000 and people that graduate from there with your degree make $50 grand. The other school costs $100,000 and people who graduate from there made $50 grand. So, two schools – you graduate and you make the same amount of money – but one costs $100,000 and a lot of loans, and the other costs $20,000. We don't have that information now. Students have to make up their mind based on reputation, based on what they read in U.S. News & World Report.

The Education Department has been highly critical of for-profit colleges, and also subsequently saw a political opportunity to capitalize on the support of young people following the Corinthian Colleges debacle.

After the fraud charges, Corinthian filed for bankruptcy, and – in June of 2015 – USED announced it would forgive the federal loans of tens of thousands of Corinthian students, reported the New York Times.

"You'd have to be made of stone not to feel for these students," then-Secretary of Education Arne Duncan said. "Some of these schools have brought the ethics of payday lending into higher education."

Duncan also said the department planned to develop a system to allow any student —from Corinthian or elsewhere — to be forgiven their loans if they had been defrauded by their colleges.

According to the Times:

Taxpayers could pay a huge price for forgiving so many federal loans; the government has never before opened debt relief to such a potentially large pool of students. The department estimated that if all 350,000 Corinthian students over the last five years applied for and received the debt relief, that cost alone could be as much as $3.5 billion.

The Rubio campaign did not respond to Breitbart News' request for comment.

Inside Higher Ed: When They Promise the Netflix for Education, Cover Your Wallet (National, Neutral)

According to education consultant Michael Horn,[1] college has a lot in common with "your cable TV package."

Horn says, "You really want just the accounting degree and you also get the football team alongside it. You're paying for things that you will never ever use. It's not tailored to actual needs."

Horn (and his disruptor ilk) maintain that education needs to be "Netflixed."

Do we really need to run through these arguments again and point out that education is not merely a content delivery system? Did the great MOOC hype collapse not already expose this fiction?

We already have things that are the educational equivalent of Netflix. I call them libraries, and guess what? They're even better than Netflix because rather than relying solely on algorithms, they come stocked with trained professionals who will help you fulfill your content needs.

But never mind, because like all things, education must be disrupted. I just wish for

once, the disruptors spoke to actual, you know, students before engaging in their disruptory ways.

Someone who thinks that football is not important to college choice must not be aware of student attitudes at places like Alabama, Clemson, or University of Michigan, where you will find many non-athlete students who indeed chose the school because of the football team.

But remember that Horn is not an educator. These people are never educators. He comes out of the Clayton Christensen Institute for Disruptive Innovation Boogaloo. He is now a principal in something called Entangled Solutions, a higher ed consultancy that uses their "startup connections to bring cutting edge technology to the academic world."

Interestingly, the principals at Entangled Solutions with their "let them eat competency" attitudes have degrees from U. Chicago, Yale, Harvard MBA, CalTech, and Wharton.[2]

Their enemy is accreditation, and so Horn and others have formed a "task force" to challenge the control accreditors have over which institutions get access to federal grant and loan money. If they are successful, they will "open the door for the Airbnbs and Ubers of higher education."

Do you join me in wondering how the introduction of rent-seeking entities into higher education could possibly benefit the broader public?

I don't doubt these people deep down mean well, and sincerely believe their own B.S., but let's not lose sight of the fact that it is B.S., and these companies are indeed on the grift. If their ideas were so good, they wouldn't need to attach themselves to the public teat to fund them.

Indeed, programming bootcamps have managed to thrive in the marketplace, with the chief strategy officer at Reactor Core, the parent of the successful Hack Reactor camps telling the Washington Post that seeking accreditation, "Seemed like a lot of overhead and no real benefit for the students."

Hack Reactor and the bootcamps like it are filling an underserved niche and bringing benefit to their customers and the industries they serve. For now. It seems inevitable that this sector too will overshoot the mark of demand and some

providers will fall by the wayside, as they should in a free and open market.

Not satisfied with nibbling at the underserved edges, the higher ed disruptor crowd flat doesn't like how college works, not in terms of education, but as a marketplace, and want to take their own shot at the problem. They don't want to compete with legacy institutions so much as wreck them so they can rise in their place.

It's unfortunate then, that our futuristic saviors seem to know so little about actual human beings.

It's true, many fewer people would be interested in a four-year college experience if it didn't come bundled with a degree. And yet, when you talk to students they will name dozens of other reasons they are glad to be in college: to grow as a person, to figure out what they want to do, to make friends and connections, to learn, to have fun, and yes, to go to football games.

College is like life, something to be lived, experienced, and we can't really predict or quantify the outcomes.

If you talk to students (and I do) and ask them if they want or would benefit from an "unbundled" education, you will find very few who answer in the affirmative.

My students are somewhere between befuddled by (Why would anyone want that?) and terrified of (I would fail, hard) such a future.

I teach a very traditional cohort of students, and the traditional college and university structure doesn't make sense for everyone pursuing post-secondary education. There is indeed a role for competency-based education serving industries where discrete, demonstrable skills are necessary.

Though, I remember a time when the business themselves provided this service and called it "training," but never mind.

And I am not one to deny the very real problems institutions face. The cost of college to students is a crisis. Of course the cause of this crisis is the disinvestment of public money in education, a fact the disruptor crowd almost always ignores because to acknowledge it would mean casting doubt over the necessity for

disruption.

They see public disinvestment as a fixed state of being, as opposed to a reversible policy choice.

The idea that we'll technology our way out of this is a fantasy. Entangled Solutions should know this better than anyone, as one of its other principals, Paul Freedman, had his first educational venture, Altius Education, which was supposed to help people move from associates degrees to four-year colleges, go splat after underperforming, and attracting a Justice Department investigation.[3]

But the disruptors continue to push a narrative of broken institutions, failing students, and too much of the policy-making public is willing to accept that story.

I have a counter-narrative, the oldest one in the book: History repeats itself.

Just as the worst actors of the for-profit industry slink off the stage, followed by lawsuits and government fines, we see our techno-solutionists stepping into the breach, claiming that higher education is "over-regulated."

Tell that to the former customers of Corinthian Colleges.[4]

Different players, same game. Let's not be fooled.

From:	Jake Lynn <jake.lynn@Storypartnersdc.com>
Sent:	11/4/2015 10:37:46 AM -0500
To:	Anthony Bieda <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/3625966aa21b477ea17337561576fd9f-ABieda>
CC:	Debra Cabral <Debra.cabral@Storypartnersdc.com>
Subject:	ACICS Media Sweep | November 4, 2015

Tony,

I heard back from Joey Smith. He said that Management Resources College will not be one of the alternative schools recommended by the CIE due to the negative media coverage of the school and subsequent student backlash.

Sam Ferguson will be calling Dr. Gray later today to discuss more, but the plan appears to be that CIE won't recommend any schools, but will list both ACICS- and non-ACICS accredited schools near each closed campus, as students have already begun the movement of seeking out new schools to continue their education.

- Jake

ACICS MEDIA SWEEP

November 4, 2015

Huffington Post: Who Keeps Billions Of Taxpayer Dollars Flowing To For-Profit Colleges? These Guys (National, Negative, Repost)

For-profit universities have had another rough year, with big players facing federal scrutiny for everything from predatory loans to outright fraud.

Now attention is turning to the schools' accreditors.

Accreditors are supposed to make sure that schools provide students with a quality education. They are not government agencies, but wield enormous power: Schools need accreditors' stamps of approval to maintain access to the government's annual $170 billion in federal student aid.

Losing accreditation would be fatal for most for-profit schools since they rely on federal aid for much of their income. But accreditors rarely crack down, even when students are struggling. One of the areas where students at for-profits face extra burden is debt: While only one-tenth of college students attend for-profit schools, they account for nearly half of all students' defaults.

What role are accreditors playing? Using recently released federal data, ProPublica analyzed how students are faring under the various accreditors that oversee many for-profit schools.

One accreditor stands out: The Accrediting Council for Independent Colleges and Schools, also known as ACICS. It oversees hundreds of mainly for-profit schools where students struggle at remarkably high rates.

Just 35 percent of students at a typical ACICS-accredited four-year college graduate, the lowest rate for any accreditor. Nationally, the graduation rate at four-year schools is around 59 percent. (Read our methodology for details on how we crunched the numbers for our analysis.)

"If you don't graduate anyone, you can't make claims that your program is any good," said Ben Miller, senior director for postsecondary education at the Center for American Progress.

Students at ACICS-accredited four-year schools also take on more debt than students at other schools with similar accreditors, typically about $26,000 in federal loans.

And then students struggle more to pay off the loans: At a typical ACICS-accredited school, about 60 percent of students were unable to repay even $1 of their loan principal within three years of graduation. That's 23 percentage points higher than the national average. (Miller also did a study this summer that found that more than one in five students at ACICS-accredited schools default on their loans.)

Anthony Bieda, vice president for external affairs at ACICS, told ProPublica that the organization does hold schools accountable. While ACICS does not track student debt load and loan repayment, it does look at other indicators, such as job placement figures and default rates.

Bieda also says there's a reason ACICS-accredited schools may look worse: they enroll poorer students. At a typical ACICS-accredited school, 75 percent of students receive federal grants designed for low-income families, a much higher proportion than similar accreditors.

"The primary predictor of whether or not a student will default on their student loan is their economic circumstances, not the quality of the institution that they enroll in," he said.

Targeting poor students is exactly what regulators are concerned with. Take Corinthian Colleges, for example, which was the second-largest for-profit college chain in the country until it went bankrupt earlier this year. Before it closed down, the for-profit empire faced federal allegations of using deceptive advertising to lure poor students into predatory loans. Last week, a federal district court in Illinois found Corinthian liable for more than $530 million, the entire amount of the predatory loans.

Miller, who previously served as a senior policy advisor at the U.S. Department of Education, said that a student's socioeconomic background is not the only factor that determines whether loans are repaid. "No one would pretend that there aren't demographic factors that influence results, but we can't pretend the schools don't have any effect too," he said.

The Obama administration appears to agree. A few weeks ago, the Department of Education announced that it's about to launch a push for accrediting agencies to focus more closely on student outcomes.

Incoming Education Secretary John King, who will replace Arne Duncan at the end of the year, said in a press briefing on the changes that the focus in higher education needs to shift "away from just enrollment towards completion, and particularly completion for the students who are most at risk."

The announcement comes in the wake of growing scrutiny of accreditation. A Wall Street Journal investigation earlier this year found the accreditors that focus primarily on nonprofit colleges also rarely hold schools accountable. And this past summer, Duncan called out accreditors for providing too little accountability, describing them as "the watchdogs that don't bark."

Sen. Elizabeth Warren, D-Mass., has repeatedly called for the Department of Education to get tougher on for-profit schools. She decried the current state of

college accreditation.

"Accrediting agencies should not be allowed collect their fees, certify schools' eligibility for billions in federal dollars, and then walk away when those schools defraud their students or leave students with huge bills for useless degrees," Warren told ProPublica in an email.

ACICS itself has faced increasing heat for accrediting campuses of Corinthian despite 20 state investigations into the for-profit college chain. In a hearing this summer, Warren slammed ACICS' president, Albert C. Gray.

"How many federal and state agencies need to file lawsuits against one of your colleges before your organization takes a second look at whether that school should be eligible for accreditation, and most importantly, federal money?" she demanded.

Gray responded that the investigations were just allegations. "All of these investigations that you've mentioned are just that: investigations," said Gray. "Without outcomes from these investigations, we don't have any evidence to take any kind of action."

The Consumer Financial Protection Bureau has also recently launched an investigation into ACICS, demanding information on schools that the organization has accredited. It's not clear what the investigation is focused on.

A Department of Education committee is scheduled to review ACICS' accrediting status next year.

Consumer Affairs: Study finds for-profit degree no better than a community college certificate (National, Negative)

You read it everywhere: advice to prospective college students that they look first to public community colleges rather than for-profit schools, which can be five times as expensive.

Now a study by researchers at the University of Missouri finds that hiring managers show no preference for hiring people with for-profit college credentials compared to those holding comparable credentials from public community colleges.

"Tuition at for-profit colleges can be as much as five times higher than at two-year community colleges," said lead researcher Cory Koedel. "When people are weighing their higher-education options, tuition cost and the ability to gain employment after school should be considered heavily. This study shows that no significant difference exists with respect to generating employer interest between individuals with community college and for-profit degrees. For many people, community college may be the better option financially."

Random résumés

For their study, Koedel, Rajeev Darolia, an assistant professor in the MU Truman School of Public Affairs, and their co-authors, randomly generated thousands of résumés that included either a for-profit college credential, a two-year community college credential, or only a high school diploma. The researchers then sent the résumés to a number of job openings for open positions in fields including sales, customer service, information technology, medical assistance and office, and administrative assistance. T

They found that hiring managers called back to inquire about fake candidates at the same rate, regardless of whether the candidates held community college or for-profit credentials.

"It is clear that employers are not placing any kind of higher value on for-profit credentials relative to community college credentials," Koedel said. "While for-profit colleges may be a good solution for some people, they are expensive, and our study indicates that there are other, more cost-effective education options that are perceived similarly by employers."

This study was published in the Journal of Policy Analysis and Management.

TIME: College Board Says Tuition Rose Faster Than Inflation Again This Year
(National, Neutral)

College got more expensive again this fall, the College Board reported today. Published tuition and fees rose about 3% from last year even though the government reports there has been basically no inflation in the rest of the economy over the past 12 months.

Worse, because financial aid has not been keeping pace with tuition hikes, the average net price families paid for college–in other words, their bills after grants,

scholarships, and tax credits were subtracted out–rose even more, the College Board estimated.

"College became less affordable for many people" this year, said Sandy Baum, the lead author of the College Board's annual analyses of tuition and financial aid.

Indeed it did: The average published tuition for in-state students at public universities–which represent 45% of full-time undergraduates–rose to $9,410 this year, up 2.9% from last year. And the total cost of an in-state public university (including room, board, books, travel, and miscellaneous expenses) hit $24,061, up $651 or 2.8% from last year. Since more than 70% of full-time students get at least some grant or scholarship money, and most families can take advantage of the $2,500 American Opportunity Tax Credit, the net cost for a typical student living on campus at a public university is estimated to be about $18,620, up 3.2% from last year.

Best college education image

The increases at private colleges—where 20% of full-time undergraduates study–were even greater. The total published or "sticker" price hit $47,831, up $1,560 or 3.4%. Since more than 80% of private college students get grants from the schools, the net price families are paying to send a child to a private college this year averaged just $30,300. Unfortunately, that net price is up 4.8% from last year.

Costs at community colleges, where 26% of all full-time undergraduates study, also rose about 3%. But community colleges remained vastly more affordable, costing students who live at home an average of just $3,400 in annual tuition and fees, up 3%. Since most students get some financial aid or can take advantage of tax credits, the average net cost of community college is quite low. In fact, the College Board estimates that the typical community college student gets enough in grants to cover tuition, and has about $840 left over to pay for books. That's a decline in affordability, however because last year, the typical student had about $940 left over for books.

State cuts take a toll

Terry Hartle, senior vice president of the American Council on Education, the largest umbrella group representing colleges, said prices are rising faster than inflation because states have been cutting taxpayer support for public colleges. More than 70% of a college's costs are staff-related, he added, which means declining energy and technology costs have comparatively little impact. Other industries that rely on highly educated workers, such as health care, also tend to raise prices faster than

inflation, he said.

Although overall enrollment in colleges has dropped by about 750,000 students since its peak in 2010, Hartle said he didn't think that was an indication that prices have gotten too high. Most of that decline is in for-profit and community colleges, he noted. Enrollment in traditional four-year public and nonprofit colleges has remained stable despite a decline in the number of 18-year-olds. "Tuition has increased faster than inflation since the 1970s, and we continue to see steady enrollment," he said. But, he acknowledged: "Economic theory suggests prices cannot continue rising faster than incomes. At some point, tuition will outstrip individuals' ability to pay for it." He added that rising prices are "the single biggest worry" of college presidents.

Baum stressed that the national averages hid great regional variations. In one state–Washington–public colleges are actually getting cheaper, for example. The state cut tuition at its public universities by about 4% this year. The Washington public colleges plan to cut tuition again next year.

PUBLIC IN-STATE	PRIVATE NONPROFIT
Published tuition and fees	$9,410 $32,405
Total cost for student living on campus (and receiving no aid)	$24,061 $47,831
Average net cost (after grants, scholarships, and tax benefit)	$18,633 $30,310

In several other states, the net prices families pay, while generally rising, remain comparatively low. Wyoming, for example, has the lowest-cost universities in the nation, charging an average of $4,890 a year in tuition. Florida and New Mexico public colleges, on average, charge less than $7,000 a year in tuition and award state scholarships that cover most of those tuition bills to thousands of residents, resulting in lower net costs.

Those are exceptions, however. Four states—Alaska, Connecticut, Louisiana, and West Virginia—hiked tuition by 7%. Another 11 raised tuition between 5% and 6%.

In Virginia, for example, the average tuition at public universities rose about 6% last year to $11,820. That means tuition in Virginia has doubled in the last decade, while the median income for families in the state has risen only 27%. Public college tuition, which ate up about 35% of a typical family's disposable income in 2005, now costs the equivalent of 47%.

Alan F. Edwards, Jr., director of policy studies for Virginia's State Council of Higher Education, said the public universities have had to raise tuition because elected

officials have cut public funding. State taxpayers contributed a subsidy of about $4,770 per student at the public colleges in 2014, the most recent year for which full data are available. That's down from about $6,040 (in 2015 dollars) a decade ago.

In fact, Baum said, such disinvestment explains much of the tuition increases at public colleges around the country. The College Board calculates that about $5.55 out of every $1,000 Americans earn goes toward state subsidies of higher education today. That's down $1 from a decade ago, and down $4 from 1990.

But it's not just tuition that has gotten expensive. Room and board contracts have also been rising faster than inflation at all kinds of colleges. The typical dorm and cafeteria contract costs about $9,750 this year. That's almost triple what they cost in 1990. Over the last decade, average room and board costs have risen at least 18% faster than inflation, the College Board said.

Seeking Alpha: The Real For-Profit Growth Plan

With hundreds of media reports, a Senate investigation, multiple SEC lawsuits, and strong federal regulations, the for-profit education sector has suffered in recent years. Nearly all for-profit publicly-traded colleges have seen shares decline in 2015. From Bridgepoint (NYSE:BPI) to Apollo Group (APOL), many for-profit management teams have outlined plans to turn their respective companies around. Many of these plans place emphasis on strong compliance procedures, new marketing strategies, and the growth of high-margin brick-and-mortar campus locations. In reality, management teams are being disingenuous to their investors because the real growth strategy comes from lobbying state governments to cut nearly all student and consumer protections in relation to the sector.

The lobbying effort by the industry has been a total failure on the national level. The Association of Private Sector Colleges and Universities (APSCU) has spent millions, aggressively lobbying congress to reign in the Obama administration's student protection rules. Those efforts were to no avail. Since taking office, the administration has passed gainful employment standards, an online college scorecard for students, shuttered colleges that failed to comply with the rules, and reformed marketing practices towards veterans. In frustration, many large for-profits left the APSCU and began identifying a new strategy.

Since 2011, the majority of state legislatures have come under republican control. Among the foremost tenets of the recent conservative movement has been the call to reduce regulations. This perfectly aligns with the needs of online schools.

Launched in 2014, the National Council for State Authorization Reciprocity Agreements (NC-SARA) is an interest group working to effectively replace state regulation and oversight of online schools, most of which are for-profit institutions. The group was launched with a $3.2 million grant. 94% of those funds came from the Lumina Foundation, a non-profit with the stated goal of increasing the number of people with higher education degrees. Lumina was set up by the USA Funds and SLM Corp. (NASDAQ:SLM), the country's largest student loan lenders.

SARA is essentially an interstate compact that eliminates many existing regulations or oversight authority of a member state. Schools in member states are only legally liable to follow one uniform set of rules in all 34 other member states. Students no longer have recourse in their own state if they feel harmed. If a student in Indiana has a complaint regarding the University of Phoenix, they can only log that complaint with authorities in Arizona. Arizona has limited many regulations related to online for-profits. It isn't surprising that Arizona is home to many for-profits including Grand Canyon Education (NASDAQ:LOPE), Apollo Group, and Universal Technical Institute (NYSE:UTI).

NC-SARA has been stunningly successful at lobbying. In less than two years, it convinced 34 states to join, with 5 in just the past week. Four states are currently considering joining the organization and scrapping their own oversight abilities. While online schools previously had to adhere to 50-state education standards, plus the rules set by the federal government and regional compacts, today they only have to comply with 17-state rules, plus federal rules. This will lead to reduced compliance costs. Despite covering 29 states (at the time), several hundred schools, and millions of students, only one state filed a complaint report in Q3 2015, suggesting compliance is not of particular concern.

Several for-profits have been plagued with scandals involving some aggressive recruiting practices. State AG investigations have troubled ITT Educational Services (NYSE:ESI), Bridgepoint, Corinthian Colleges (NASDAQ:COCO), and others. The proliferation of SARA states will eliminate the jurisdictional authority of many state AGs to take action against these firms unless they are headquartered within the AG's state. This is undoubtedly a positive for the industry, as those investigations have made prospective students wary of online schools.

With one set of standards being accepted by so many states, SG&A, which has been increasing as a percentage of total revenues at many for-profits, will begin to decline. With the blessing of the Under Secretary of Education Ted Mitchell, the SARA compact seems poised to continue growing and admitting more states.

Area of Concern

The growth of new member states isn't inevitable. Of the 34 states which have joined SARA to date, 27 (79%) have state legislatures controlled by republicans or a republican governor. Just 3 (8%) of member states have legislatures controlled by democrats or a democratic governor. The strategy to deregulate state authority has worked well in the wake of republican wins in 2010 and 2014 on the state level. A wave election in 2016 for democrats (a distinct possibility) could reverse republican dominance of state elected offices. NC-SARA rules allow any member state to withdraw from the compact with a legislative or executive decree.

While the efforts to date are impressive, they can be undone if/when democrats regain control of state legislatures. This would likely result in some states leaving the group so that they can effectively enforce consumer protection laws which many democrats have advocated.

SARA agreements are not mentioned in any recent 10-Qs/10-Ks for the leading for-profit schools (at least that I could find). This seems odd given that each school has unequivocally embraced the interstate compact that is accomplishing the exact goals set forth by APSCU. Investors should keep the SARA agreement in mind when considering positions in this sector; it will be a driving force behind bringing down SG&A costs for the next few years. It is no secret that for-profit universities have faced a litany of obstacles over the past few years, but it appears their attempts to ease the regulatory environment will soon begin to pay off.

Editor's Note: This article covers one or more stocks trading at less than $1 per share and/or with less than a $100 million market cap. Please be aware of the risks associated with these stocks.

Miami Herald: Dade Medical College owner turns himself in (Local—University of Southernmost Florida, Negative)

One week ago, Dade Medical College owner Ernesto Perez was drawing a $431,999 salary and running six campuses spread across the state.

On Tuesday, Perez found himself in handcuffs, flanked by a wall of TV news cameras.

The humbling ordeal followed the Friday closure of his for-profit college empire. And the subsequent filing of criminal charges that he illegally bundled more than $159,000 in campaign contributions to politicians.

At Miami's Richard E. Gerstein Justice Building, Perez turned himself in to authorities. The new charges are on top of pending perjury charges, from 2013, that remain unresolved.

Spreading around political cash was Perez's calling card — now, it has become part of his undoing. And although Tallahassee politicians passed laws that helped Dade Medical, such as weakening academic quality standards, none of that was enough to keep his college afloat. The combination of mounting debts and heightened scrutiny from the U.S. Department of Education led to Friday's school collapse, which displaced about 2,000 students.

During the school's heyday, Perez was influential enough to secure a sit-down meeting with Gov. Rick Scott. He traveled to Tallahassee in a chartered plane. He drove around downtown Coral Gables in a silver Bentley.

Perez is now "liquidating some long-held assets," his defense attorney, Michael Band, told Circuit Judge Stacy Glick in a Tuesday court hearing.

The reason: to cover the roughly $200,000 in court costs and payments expected to be part of an upcoming plea deal.

Both Perez and Band declined to comment.

In Tuesday's arrest affidavit, Michael Watson, an investigator with the State Attorney's Office Public Corruption Unit Task Force, wrote that Perez repeatedly prodded his employees to write campaign contribution checks. Perez would then reimburse his employees for the amount — in violation of state law. It's a felony to do this multiple times, and Perez is charged with both felony and misdemeanor counts of making contributions "in the name of another."

Politicians who received the improper campaign checks included unsuccessful Republican state Senate candidate John Couriel, Miami-Dade County Commissioner Juan Zapata, Hialeah Gardens Mayor Yioset De La Cruz, and Miami Lakes Vice Mayor Manny Cid, according to the affidavit, which provides only a sampling.

Reached by phone, De La Cruz said he hasn't been contacted by investigators. The mayor said he barely knows Perez, and had no idea Dade Medical had supported his campaign in 2012.

"He doesn't have a business in the city. He's never done any business in the city," De La Cruz said. "He's never met with me for anything."

"I don't see every check that comes in," De La Cruz said. "It's a lot of checks . . . hundreds of checks, so I don't necessarily know every person or recognize every person that gives me a check."

The arrest affidavit says that during the past several years, "over $750,000 in political contributions can be attributed to Perez through a mix of lawful and unlawful contributions. Perez also employs past and present elected officials, directly and indirectly at DMC."

Illegally bundling contributions allows donors to exceed legal limits on how much a person can give.

A recent Miami Herald investigation, Higher-Ed Hustle, highlighted how Florida's for-profit colleges have used political connections to fuel their growth. Dade Medical gave jobs or contractual payments to Hialeah state Sen. Rene Garcia, Miami Gardens state Sen. Oscar Braynon, Miami state Rep. Carlos Trujillo, and the wife of then-Homestead Mayor Steve Bateman, among others.

Some Dade Medical students have complained that the school's health-career training was so poor that it put them at risk of hurting patients after they graduated. In 2014, only 13 percent of graduates at the Hollywood campus passed the nursing license exam. At the Miami campus, 44 percent passed.

Perez's criminal cases don't carry the risk of serious jail time. Miami-Dade prosecutors are planning a plea deal that would have him spend only one night locked up, followed by two months of house arrest and nearly three years of probation and 160 hours of community service. The plea agreement would settle the new charges along with the 2013 case.

With Perez, prosecutors say they are just following normal sentencing guidelines. But a pair of former Dade Medical students who attended Tuesday's hearing left the courthouse frustrated.

"A slap on the wrist," complained student Rosa Somoza.

"He kind of paid politicians to kind of look the other way, so that nobody would investigate his school," said student Marium Martinez. "It's not right."

The proposed plea agreement was originally set to happen Tuesday, but was postponed for two weeks because some technical details needed to be worked out.

In the arrest documents, investigators alleged that Perez not only made illegal campaign contributions, but also tried to cover them up.

When Dade Medical reimbursed employees, it would give them a slightly higher amount, the arrest document states. For example, an employee who wrote a check for $500 might get $502 in return.

"It appears the checks were made out for an amount not matching the original contribution in an effort to conceal the fact that the check was a reimbursement for a campaign contribution," the affidavit says.

In a statement to investigators, Dade Medical's former comptroller, Justin Garcia, said he was told by purchasing/accounting employee Mark Cabrales that "Ernesto needs some political checks. Write out the check and the amount." Garcia said he was told that he would later be reimbursed.

Cabrales is also being charged with a misdemeanor count of making a contribution in another person's name.

For the past two years, Perez has been battling separate charges of perjury, a misdemeanor, and providing false information through a sworn statement, which is a third-degree felony.

In that case, Perez is accused of repeatedly failing to disclose prior criminal arrests and/or convictions when filling out government forms. In the early 1990s, when Perez was in a rock band touring in Wisconsin, he pleaded no contest to misdemeanor charges of battery and exposing his genitals to a 15-year-old fan. He spent six months in jail. In 2002, he was arrested in Miami for aggravated battery, but avoided jail through a pretrial diversion program.

Perez's musician background made him an unconventional college operator. Perez never attended college himself.

"How far did you go in school?" Judge Glick asked Perez on Tuesday.

"Ninth grade," he responded.

WSVN: Students may have options after college closes; president faces unrelated charges (Local—University of Southernmost Florida, Negative)

Students who were enrolled at Dade Medical College may have found a way to finish their degree elsewhere, on the same day the school's president was arrested on unrelated charges.

Since Friday, students at Dade Medical College and the University of Southernmost Florida have been trying to figure out what to do next after the school abruptly shut down all of its campuses. Monday evening, some of those students received an e-mail from the director of nursing at Dade Medical College, out of Homestead, saying nursing students would be able to finish their education at Management Resources College.

MRC held several meetings for students, Tuesday, to let them know what options they may have. "This is one of the schools that's going to be able to accept our credits 'cause [Dade Medical College] wasn't a nationally accredited school," said former student Ashley Farrell.

Students can choose to finish their education there, or begin a process with the Board of Education that would forgive their debt. If they choose the second option, they would have to start their schooling all over again.

However, some students and faculty think it is all a scam. Nancy Nawaz, a former Dade Medical College executive administrative assistant, suggested all students take their money and start over, Tuesday. "I'm trying to stop them from making another mistake," she said when asked why she showed up at MRC.

"Every one of those students who failed a class, I helped them. I am the person who

was there at 6 o'clock at night on Friday and gave face and hugged these students. I didn't leave them," Nawaz continued. "I told them I understood, and I see this e-mail going through, and I say, 'This is not right.'"

She was outside an MRC college campus in Miami as she warned students to start their education over. A security guard then escorted off the campus, as she kept yelling out to the students.

7News requested information from the college, and were told a news release was on the way.

Later Tuesday afternoon, Dade Medical College's president, 47-year-old Ernesto Perez, surrendered to authorities and appeared at the Metro Justice Building facing unrelated charges of illegal campaign contributions and obstruction of justice.

A plea deal had been in the works, but a confusion in court forced the presiding judge to reset the hearing to a later date.

"What is your name, sir?" asked the judge.

"Ernesto Perez," he said.

"Also known as Brett O'Neil?" said the judge.

"From a previous life, yes," he replied.

Several students showed up to court to witness Perez being handcuffed. "I waited for a while to see that, to see him in handcuffs," said former University of Southernmost Florida student Marium Martinez. "It's been a long time coming, It's a little bit of relief, but at the same time I know that this isn't over, not even by a long shot. He knows that what he's done is wrong."

Perez bonded out of jail Tuesday night.

Officials with the Florida Department of Education said they are doing everything

they can to help these students.

In a statement released Tuesday, an MRC spokesperson said their institutions, like so many other schools, are trying to help these students understand what their options are.

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Sent:	10/2/2015 10:44:34 AM -0400
To:	Anthony Bieda <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/3625966aa21b477ea17337561576fd9f-ABieda>
Subject:	ACICS Media Sweep | October 2, 2015

A more thorough compilation of clips around the CDR data, and other topics, below.

Best,

Jake

ACICS MEDIA SWEEP

October 2, 2015

Inside Higher Ed: New Push on Bankruptcy Protections (National, Neutral)

The Obama administration is calling on Congress to make it easier for some student loan borrowers to erase their debt through bankruptcy, as part of a package of proposals aimed at helping Americans who are struggling with loan payments.

In a report released Thursday by the U.S. Department of Education, administration officials outlined a range of recommendations for improving the nation's student loan system, most of which require congressional action.

Perhaps the most significant proposal -- and likely to be among the more contentious -- is for Congress to ease the process for private student loan borrowers seeking to have their loans wiped out through bankruptcy. The administration is proposing that Congress roll back a 2005 law, enacted at the behest of private lenders, which set a high bar for when bankruptcy filers can discharge their private student loan debt.

Consumer advocates and some congressional Democrats have long sought such a change, but this is the first time the Obama administration has backed a revision to the rules governing how student loans are handled in bankruptcy proceedings.

"All other types of consumer debt are dischargeable in bankruptcy and we think private student loans are a glaring exception," Under Secretary of Education Ted Mitchell said in an interview, explaining the administration's new position.

"We feel strongly that while there are protections built into the [federal] direct loan program that are important for borrowers, there aren't parallel protections for borrowers in the private student loan market," Mitchell said. "We think it's important to do what we can to create those protections, and we think starting with a bankruptcy provision is the way to go."

The administration's proposal would not ease bankruptcy discharges across the board on private student loans. Instead it would extend the enhanced borrower protections only to private student loans that don't offer flexible repayment plans like those granted to federal loan borrowers.

Meanwhile, the standard for discharging student loans made by the Education Department should not be lowered, the administration said in the report.

"There are strong grounds for maintaining different standards for federal student loans," the report says. "Federal loans are not underwritten, have generous terms and protections, and the payments can be limited based on income."

Private student loans, by contrast, tend to lack some of those protections and can leave "borrowers in financial distress with few options," officials wrote.

Beyond changes to bankruptcy, the administration also proposed adding other consumer protections to private student loans, such as banning private lenders from automatically declaring a loan in default when a co-signer dies.

Penalties for For-Profit Executives, Tax Code Changes

The Education Department report, which President Obama ordered earlier this year as part of what he called the Student Aid Bill of Rights, also recommends an expansion of the department's powers to hold college executives personally liable for fraud committed at the institutions they run.

Administration officials said they wanted "new statutory requirements that hold

colleges and their executives -- not taxpayers -- responsible for fraudulent acts."

That proposal is aimed at addressing the "need to hold executives accountable, directly and personally, for malfeasance," Mitchell said. "We are able to fine schools, we're able to sanction institutions, but we don't have tools to sanction individuals."

A group of Senate Democrats earlier this week introduced similar legislation.

The report also recommends that Congress allow students who were defrauded by their college and successfully prove their case to the Education Department under its new debt relief process should have their Pell Grant eligibility restored.

In addition, Congress should eliminate taxes on the amount of student loan debt forgiven under the federal income-based repayment programs, the report says.

Enrollment in such plans, which typically forgive unpaid balances after a borrower makes payments for 20 or 25 years, has surged in recent years as the administration has expanded and heavily promoted them. But when the government begins canceling student loan debt under those programs, which could start as early as 2017, borrowers will have to consider the amount of loan forgiveness as taxable income.

Changes to Federal Loan Servicing?

The report also outlines some general principles for how the Education Department should improve its system for hiring companies to collect federal student loans. The department's oversight of federal student loan servicers has been a frequent target of criticism from consumer, labor and student groups as well as some congressional Democrats and other federal agencies.

The recommendations arrive amid a flurry of activity in recent weeks surrounding federal loan servicing. The Government Accountability Office said in a study released last week that the Education Department's loan servicers had done too little to help borrowers sign up for income-based repayment plans. And earlier this week, the Consumer Financial Protection Bureau said it is exploring new regulations to crack down on what it sees as abuses in the student loan servicing industry.

"There's a rapidly growing consensus to correct the serious deficiencies in the

student loan servicing industry," said Rohit Chopra, the former student loan ombudsman at the Consumer Financial Protection Bureau who now serves as a senior fellow at the Center for American Progress. "The industry is at a critical inflection point: either quickly clean up its practices or face a very uncertain road ahead."

For its part, the Education Department has said it wants to conduct an overhaul of the existing contracts it has with its loan servicers, which was originally slated for later this year.

Mitchell said Thursday that the department is "still working out the specifics" of redoing the contracts, which he said the department expects to put out for bid early next year.

Washington Post: Fewer people are defaulting on federal student loans (National, Positive)

The number of people who fail to pay their federal student loans within three years of leaving college is down, signaling that the government's generous repayment plans are taking off. About 11.8 percent of borrowers who began repayment Oct. 1, 2011, defaulted by Sept. 30, 2014, down from 13.7 percent the year before, the Department of Education said Wednesday.

The Obama administration has stepped up efforts to get people enrolled in repayment plans that cap their monthly payments to a percentage of their earnings to help them avoid defaults. Use of those income-driven plans has gone up 56 percent since last year, with 3.9 million borrowers enrolled. Still, a recent spate of studies suggests that more could be done to make borrowers who are struggling aware of the plans. And consumer advocates worry that too many of those enrolled are falling out of the program.

The decline in the number of people at least nine months behind on their federal loans is nevertheless encouraging as it occurred across all sectors of higher education. For-profit colleges witnessed the biggest change as default rates fell from 19.1 percent to 15.8 percent, though the sector still has the highest three-year rate. Defaults slid from 12.9 percent to 11.7 percent at public universities, and 7.2 percent to 6.8 percent at private schools, the department said.

"We are seeing real progress in helping students manage their debt," said Education Secretary Arne Duncan on a call with reporters. "Although the reduction is welcomed, we know we have a long way to go to ensure that students and

taxpayers do not bear the cost and the consequences of default."

The so-called cohort default rate captures whether students are severely behind on their loans, but not whether they are struggling to make payments. There are nearly 3 million people with federal student loans in some stage of delinquency, according to the Education Department.

Critics have long worried that schools can game default rates by encouraging students suffering financial hardship to postpone payments through deferment or forbearance. Even the Education Department said the default rate was susceptible to "gaming behavior" by schools in a report on its College Scorecard.

"We do recognize that on the margins there is that potential," said Education Undersecretary Ted Mitchell, on the call.

Ultimately, the cohort default rate is used to determine whether colleges are eligible to receive federal student aid. The department can impose sanctions on colleges with default rates above 30 percent for three consecutive years, or 40 percent for a year.

This year, two public community colleges, one private university and 12 for-profit schools hit those thresholds. The colleges, most of which are cosmetology or barber schools, must all appeal to the department if they want students to be able to take out federal loans.

While those schools were the most severe cases, there were 94 colleges with default rates of 30 percent or higher, down from 141 last year.

"We're going to keep working to hold schools accountable, help students make informed decisions before enrolling and help borrowers understand their repayment options," Duncan said. "Servicers must do more too as they play a critical role in reducing borrower default."

A report released Tuesday by the Consumer Financial Protection Bureau accused student loan servicers of creating obstacles to repayment, raising costs and driving borrowers into default with sloppy collection and application of payments. People told the bureau that servicers were losing paperwork, processing payments too slowly or sending inaccurate billing statements.

The bureau estimates that at least one in four people with federal and private student loans are delinquent or in default, an indication that servicers are not doing enough to make people aware of their options to stay current. Another report from the Government Accountability Office found that 70 percent of the people who defaulted on their loans could have qualified for an income-driven plan had they known about them.

As President Obama directed this year, the department is working with the Treasury Department and CFPB to clean up servicing. To that end, the agencies released a joint set of principles Tuesday as a framework for reforms, including making sure borrowers have access to the information they need to repay their loans.

The government's flexible repayment plans are critical as student debt tops $1.3 trillion and people struggle to find jobs that pay enough to cover their monthly loan payments. Plans vary based on the type of federal loan, and only loans provided by the government are eligible.

One of the most widely available plans is what's known as the income-based repayment (IBR) program, which covers new and older loans. It caps payments to about 15 percent of your income and forgives any balance that exists after 25 years. The calculation is based on your discretionary income, or whatever you earn above 150 percent of the federal poverty line ($17,505 for a single person).

"With all the administration has done to allow borrowers to cap their monthly payments based on their income, there is no real reason why we can't continue to significantly reduce the default rate," Duncan said.

Inside Higher Ed: Student Loan Default Rate Drops (National, Positive)

The proportion of student loan borrowers who defaulted on their debt within three years fell to 11.8 percent for those entering repayment in 2012, down sharply from 13.7 percent the year before, the U.S. Education Department announced today. Department officials credited the Obama administration's various efforts to protect borrowers, including its push to encourage borrowers to enter its income-based repayment program, for some of the decline in the default rate.

A list of institutions that could face the loss of eligibility for federal student aid programs because of their high default rates is below. The list contains no historically black colleges and universities, but the department appears not to have

taken the extraordinary measures it took last year (when it adjusted the data of some institutions facing the loss of federal aid to protect them, drawing sharp criticism) once again. In a separate statement, the department said, "As of September 2015, all 101 eligible HBCUs have official … three-year cohort default rates that fall below regulatory thresholds," and credited the historically black colleges with using "innovative approaches" to keeping their default rates down.

The cohort default rate, as this measure is known, has been the federal government's primary way of holding colleges accountable for how their students fare postgraduation, despite widespread dissatisfaction with the rigor of the default rate tool. The Education Department recently published data on the loan repayment rates of individual colleges' borrowers, which some see as a tougher and better way of gauging the fate of student loan borrowers.

Institutions subject to loss of aid:

Umpqua Community College, Oregon

Eastern West Virginia Community & Technical College

Ohio State College of Barber Styling, Ohio

Guti, the Premier Beauty and Wellness Academy, Florida

Capstone College, California

L T International Beauty School, Pennsylvania

Florida Barber Academy

Jay's Technical Institute, Texas

Memphis Institute of Barbering, Tennessee

Northwest Career College, Nevada

Northwest Regional Technology Institute, Pennsylvania

Coast Career Institute, California

San Diego College, California

Profile Institute of Barber-Styling, Georgia

United Tribes Technical College, North Dakota

US News & World Report: Loan Defaults Drop Among Student Borrowers (National, Positive)

The number of borrowers defaulting on their federal student loans has ticked downward, offering a sign of hope as education-related debt continues to weigh down millions.

The official three-year federal student loan cohort default rate declined from 13.7 percent to 11.8 percent, a drop that was seen across all sectors of higher education, including public, private and for-profit institutions. That means, according to the latest data from the Department of Education, that the number of student loan borrowers who entered into repayment in 2012 and have since defaulted decreased from those who entered repayment in 2011 and later defaulted.

Black college graduates are far more likely than white students to graduate with more than $25,000 in debt.

The three-year cohort default rate is the percentage of a school's borrowers who enter repayment but then default on their loans before the end of their second year in repayment. The rate, which is calculated annually, is one of the Education Department's tools for preventing low-performing schools from receiving federal student aid, and was created in large part to hold for-profit schools more accountable.

"The Obama administration has taken historic steps to give borrowers more options to manage their student debt and stay on track to repayment and to hold institutions accountable for improving student outcomes," Education Secretary Arne Duncan said in a statement.

"However, even with these promising signs of progress, we know much work remains ahead," Duncan said. "I hope that Congress will join us in efforts to improve student outcomes and improve accountability in higher education."

Overall, more than 5.1 million borrowers entered repayment in 2012, and about 611,000 defaulted on their loans. The biggest decrease in default rates was seen in the for-profit college sector: Over the three-year period, 15.8 percent of borrowers who entered into repayment in 2012 defaulted, compared with 19.1 percent who entered into repayment in 2011. That sector, however, still has higher three-year default rates than public and private institutions.

Under federal law, colleges and universities with default rates equal to or greater than 30 percent must establish a default-prevention task force and prepare a plan to identify the factors causing the school's high default rates. They also may lose

eligibility to participate in one or more federal student aid programs.

This year, two public community colleges, one private nonprofit institution and 12 for-profit schools may lose their participation eligibility. The list includes a half-dozen barbershop and cosmetic training centers.

The release of the default rates comes on the heels of a sobering report from the Consumer Financial Protection Bureau that showed more than 41 million people are currently paying off student loans totaling more than $1.2 trillion. And 1 in 4 of those borrowers are either in default or are delinquent on payments.

In May, the bureau, the Education Department and the Treasury Department embarked on a joint effort to improve student loan servicing as a way to prevent borrowers from defaulting.

The Education Department noted in a press release Wednesday that the decrease in the national default rate could be connected to the administration's push to enroll borrowers in repayment plans tied to their income. More than 3.9 million borrowers are currently enrolled in income-driven repayment plans, and enrollment increased more than 50 percent over the past year.

Even still, a new report from the Government Accountability Office shows that while income-based repayment plans significantly reduce the risk of default, only a fraction of those that qualify for such plans take advantage of them.

Brookings Institute: How well do default rates reflect student loan repayment?
(National, Neutral)

The U.S. Department of Education released new data this week on colleges' cohort default rates (CDR)—reflecting the percentage of a college's former students with federal student loans who entered repayment in Fiscal Year 2012 and defaulted by the end of Fiscal Year 2014. The average CDR dropped to 11.8 percent in Fiscal Year 2012, down from 13.7 percent in FY 2011 and 14.7 percent in FY 2010. Eight colleges had a CDR over 30 percent for three consecutive years, subjecting them to the loss of all federal financial aid dollars. Over 100 additional colleges had a CDR over 30 percent in the 2012 cohort, putting them at risk of losing funds if their performance does not improve.

Yet although CDRs are important for accountability purposes, they do not necessarily reflect whether students are repaying their loans. As of June 30, 2015,

just over half of the $623 billion in Direct Loans made to students who have entered repayment are in current repayment. In addition to the $48 billion in loans in default, an additional $63 billion are more than 30 days delinquent and $180 billion are in deferment and forbearance. Deferment and forbearance are not always bad things, as students can qualify for either by being in the military or pursuing graduate studies. However, students can also request deferment and forbearance for economic hardship, while interest still accrues. The presence of income-based repayment plans, in which students making below 150 percent of the federal poverty line can make no payments while still remaining current on their loan, further complicates any analyses. All of these complications make cohort default rates a weak metric of whether students are actually paying back their loans.

Are students repaying their loans? A look using College Scorecard data

The Department of Education's recent release of College Scorecard data provides new insights into whether students are repaying their loans, while also allowing for comparisons to be made to the current CDR metric. The Scorecard contains a new measure of the percentage of students whose student loan balance was lower than when entering repayment, which reflects the percentage of students who have been able to pay down at least some principal.

Using this new metric on declining student loan balances to compare with colleges' CDRs, I come to three new findings. Please note that for the purposes of this blog post, I consider the three-year cohort default rate for students who entered repayment in FY 2011 compared to the one-year and three-year repayment rates for students who entered repayment in FY 2010 and 2011. The key findings are below.

(1) Cohort default rates substantially underestimate the percent of students who have been unable to lower their loan balances. Of the nearly 5,700 colleges with data on both CDRs and repayment rates, the median college had a 14.9 percent three-year CDR while 40.8 percent of students did not repay any principal in the first three years after leaving college. This means that one in four exiting students was not in default, yet did not make a dent in their loan balance in the first three years after entering repayment. Figure 1 below shows the relationship between CDRs and repayment rates. A low CDR for a college is associated with higher rates of repayment (with a correlation coefficient of 0.76), but there are plenty of exceptions. For example, 25 percent of the colleges with default rates below 10% had more than one-fourth of all students failing to repay any principal.

(2) The percentage of students paying down principal doesn't change much between one year and three years since entering repayment. One year after entering repayment, 62.8 percent of students at the median college had paid down at least $1 in principal, though that percentage dipped slightly to 59.2 percent within three years (see Figure 2 for the distribution of repayment rates). This drop is likely due to

some students either falling behind on their payments while enrolled in the standard repayment plan as well as payments under income-based plans being insufficient to cover accumulating interest. In either case, stagnant or falling repayment rates should raise red flags regarding students' ability to eventually pay off the loan within 10-20 years.

(3) As a whole, repayment outcomes make a turn for the worse at for-profit colleges compared with public or private nonprofit colleges. This can be best illustrated by showing the difference in repayment rates between one and three years of entering repayment by institutional type. As Figure 3 below shows, for-profit colleges tended to have lower repayment rates after three years than one year, a red flag that their borrowers are not doing well, while public and private nonprofit colleges saw similar repayment rates over time. Only one in four for-profit colleges had more students paying down principal three years after completion, which points to potential problems for students and taxpayers alike. Although for-profit colleges have somewhat lower CDRs than community colleges, community colleges do not see drops in the repayment rates that exist in the for-profit sector.

The new loan repayment rate data provides an additional tool for policymakers to use when holding colleges accountable for their performance. Although this metric represents a substantial improvement over CDRs by including students who are struggling to make payments, the presence of income-based repayment plans (where students can stay current on their loans by making small payments if their income is sufficiently low) complicates any accountability efforts. Further research is needed to examine the implications of income-based repayment programs on principal repayment rates.

CNN Money: Fewer students are defaulting on their loans (National, Positive)

Fewer college grads are defaulting on their student loans. That's the good news.

But there were still 611,000 new borrowers who entered default within three years of leaving school, according to an annual report released by the Department of Education Wednesday.

"We're very pleased that cohort default rates are going down, but there's still a long way to go," Education Secretary Arne Duncan told CNNMoney.

The federal loan default rate stands at 11.8% for borrowers who were required to start making payments during the 12 months prior to October 2012. That's down from 13.7% the previous year.

The rate doesn't include borrowers who have been able to defer payments. (Students can sometimes do so by claiming financial hardship or enrolling in grad school.) And it doesn't include those who are "delinquent" because of being more than 31 days late. Students have nine months before entering default.

Students who borrow money to attend a for-profit schools are far more likely to default on their loans. Those colleges tend to be pricey and have been accused of specifically recruiting low-income students.

The recession drove many people who couldn't find jobs to for-profit schools, but there has already been a decline in enrollment numbers.

The Obama administration has been trying to crack down on these for-profit schools.

The University of Phoenix has lost half its students over the past five years, and the school is under investigation for the way it recruits students. Corinthian Colllege recently shut down after facing federal investigations and a $30 million fine for overstating job placement rates for graduates.

Still, the University of Phoenix receives more federal funding than any other college. It got $3.5 billion during the 2012 school year, according to the Department of Education.

The department's report on default rates is one way it's trying to rein in federal funding to under- performing schools. Institutions where a high percentage of borrowers are in default are in jeopardy of losing out on federal aid, including Pell grants. This year, two public community colleges, one private non-profit institution, and 12 for-profit schools are in jeopardy.

Bloomberg View: Are U.S. Colleges' Glory Days Over? (National, Negative)

The golden age of college in the U.S. may be drawing to a close.

The latest enrollment numbers are the clearest evidence. After climbing for many decades, college enrollment has now fallen for three consecutive years. One of the longest-running and most important trends in American history has reversed itself.

Declines in two-year school enrollments specifically and among older students generally are driving the turnabout. That's exactly what we might expect, since those are probably the students who are on the margin -- that is, whose benefit from college is low relative to the cost of tuition and not working for a few years.

Student Debt

But just as subprime defaults presaged a wider wave of distressed mortgages in the housing bust, the fall in enrollment among marginal students might forecast a slow draining of demand for college among the general populace. Another canary in the coal mine is law school, where enrollment has declined by around 30 percent over the last four years.

One reason for the drop is simple economics. College costs have risen dramatically, with much of the price tag going to pay for the salaries of administrators. At state schools the rise in net costs -- tuition minus financial aid -- has been especially steep. But the actual out-of-pocket cost to students has been much higher than the rise in tuition. Parents are less willing to pay for college than in years past, meaning students have to shoulder the increased burden of tuition by taking out student loans. Unsurprisingly, student debt has exploded.

Now, college students are far from the rational calculating machines described in standard economic models. That is probably one reason why student debt default rates are higher than in years past (though the long recession undoubtedly contributed as well). Eventually, even hormone-addled 17-year-olds are going to realize that everything comes with a price.

The fall in enrollment, however, may be about more than just the cost side of the ledger. More people are questioning the benefits of college. Surely you have seen the spate of articles and studies claiming that "college is still worth it." The authors cite higher wages and lower unemployment rates for college graduates. But essentially all of these articles and studies commit the most common statistical fantasy known to humankind -- mistaking correlation for causation.

Suppose we did a study that found that kids who read a lot of science fiction novels, on average, go on to earn $10,000 more a year than other kids. Should we conclude that if we make every kid read a bunch of science fiction books, average earnings will go up by $10,000 across the nation? Should you spend $9,000 buying your kids science fiction books?

Of course not. Sure, reading science fiction is probably good for you. But a big chunk of the correlation comes from the fact that kids who read science fiction on their own are more likely to be nerdy smart kids who will go on to have high-paying jobs in finance, tech, law or medicine.

College is similar. The kids who are both willing and able to finish college will tend to be both smarter and harder-working than average. Those traits will cause them to make more money in life whether they go to college or not. That means that our estimates of the college wage premium -- or the college employment premium -- are overestimates.

I'm reminded of the time that one of my physics professors, after receiving a teaching award, whispered to me: "Sometimes, I think all I do is screen." Education, he meant, was simply a process of separating the smart kids from the rest.

That professor was undoubtedly exaggerating (especially when it came to his own superb pedagogical skill). Attending a university almost certainly increases students' knowledge and critical thinking ability, or what economists call "human capital." It increases your human networks, which will be valuable later in life. And it introduces you to new perspectives and diversity, making you a more mature individual.

College is probably good for almost everyone. But just because it's good for you doesn't mean it's worth the increasingly steep price tag.

One sign that it isn't worth the price tag is the failure of for-profit universities. Though these universities have made money up to now, they haven't done a good job of educating their students. So people are starting to realize that these schools aren't worth the cost.

That doesn't mean that all for-profit schools are scams. It may simply indicate that most of the students who can reap big benefits from college are already enrolled at public and non-profit universities.

It is increasingly looking like the college craze has overshot. Young people have cheaper ways to build their human capital, such as through Massive Open Online Courses (MOOCs) and online skill certifications called "nanodegrees." Meanwhile, some consulting firms in the U.K., such as Deloitte and Ernst & Young, say they will no longer consider the alma mater of their job applicants -- a trend that may be echoed in the U.S.

College is not a dying institution, but its glory days may be over.

Pittsburgh Post-Gazette: EDMC lays off 115 faculty and staff positions at Art Institutes (Local—Art Institutes, Negative)

The Education Management Corp. has laid off 115 employees at its Art Institute schools across the country, with 10 people let go from its Pittsburgh location, the Downtown company confirmed today.

Positions were cut from "several" Art Institute campuses, said EDMC spokesman Chris Hardman, and included both faculty and staff. The layoffs were announced to employees earlier this week, he said.

"As our schools and the sector experience shifts in market demand, staffing must be adjusted accordingly," Mr. Hardman said, emphasizing that the layoffs are not affecting EDMC employees.

The layoffs come days after the Pittsburgh for-profit education company announced it has a new CEO, Mark McEachen, who came to the company earlier this year. EDMC has struggled with falling admissions and declining profits for years, as the for-profit education industry has come under public scrutiny over recruiting practices.

In May, EDMC announced plans to shutter 15 of its 51 Art Institute campuses across the country, affecting 1,200 employees and more than 5,000 students. In June, it laid off 300 employees nationwide, including 70 in Pittsburgh.

From:	Jake Lynn <jake.lynn@Storypartnersdc.com>
Sent:	8/7/2015 2:38:23 PM -0400
To:	Debra Cabral <Debra.cabral@Storypartnersdc.com>; Grigsby Crawford <grigsby.crawford@Storypartnersdc.com>; Betsy Thibaut Stephenson <betsy.stephenson@Storypartnersdc.com>; Craig Kessler <craig.kessler@Storypartnersdc.com>
Subject:	ACICS MEDIA SWEEP August 6, 2015

ACICS MEDIA SWEEP

August 6, 2015

(Minor updates from Aug. 5th coverage of Brown Mackie, using same quote from Tony) **Santa Fe New Mexican/Bloomberg News: Nurses get training do-over after claim school used vet supplies**

Nursing programs run by an Education Management Corp. for-profit college face a review by accreditors after an Arizona campus allegedly canceled clinical courses and used veterinary supplies when it ran out of medical equipment.

Brown Mackie College will evaluate nursing students at its Tucson location and reteach those deemed deficient at its own expense, under a consent agreement with the Arizona State Board of Nursing. While disputing many of the board's findings, the college agreed to stop enrolling new students in its practical nursing program in Tucson for at least two years.

"It's the first time we ever did that," Joey Ridenour, the nursing board's executive director, said about the retraining order. "It was a very significant action and, based on the findings of the board, it was necessary."

Brown Mackie told its accreditor in the past week that it will shut down the Tucson nursing program after retraining current students, said Anthony Bieda, a spokesman for the Accrediting Council for Independent Colleges and Schools. He said the college failed to report the nursing board's action in violation of accreditation criteria. ACICS now plans to review all of Brown Mackie's nursing programs across the country, he said.

"We need to be sure that these deficiencies are not systemic and not the way these programs are operated in general," Bieda said. "We will do our due diligence into how Brown Mackie offers these programs."

Chris Hardman, a spokesman for Education Management, declined to comment about the accreditor's review or the nursing board's allegations except to acknowledge that Brown Mackie reached an agreement with the board and that it has ceased enrolling nursing students in Tucson. He said the program currently has about 40 students.

"We are committed to ensuring that currently enrolled students in the program receive a quality education that will equip them with the skills and expertise they need to earn a meaningful return on their educational investment," Hardman said in a statement.

For-profit colleges, including Pittsburgh-based Education Management, have been under scrutiny by the federal government and state attorneys general for their recruiting practices and for pushing poor-quality programs that saddle students with debt. The company has denied wrongdoing.

Brown Mackie has 25 campuses in 15 states, mostly in the South and Midwest, and runs practical and registered nursing programs at a dozen of them. Its 15-month nursing program in Tucson costs $31,000, and 99 percent of the students take out loans to attend, according to its website. The school's pass rate for the practical nurses' licensing exam was 55 percent in the first quarter, below the state's requirement of 80 percent, the board said.

At the Tucson campus, Brown Mackie canceled clinical practice sessions without making up the classes; kept inadequate documentation on attendance and instruction; provided final exam information to students in advance; and failed to provide faculty supervision on a clinical rotation at a local hospice, according to allegations in the settlement agreement, which was signed in May. It also lacked materials including books and "was using veterinarian technician supplies because the BMC did not have enough appropriate supplies," the board said.

In signing the settlement, which didn't include monetary fines, Brown Mackie admitted that it lacked documentation, repeatedly canceled sessions and provided the nursing board false information on canceled classes. It disputed the other findings, including testing misconduct, failing to provide supervision and the use of vet supplies.

The settlement agreement was first reported by the Arizona Daily Star.

Arizona's nursing board has also cited Brown Mackie's registered nursing program in Phoenix. It sent that campus a Notice of Deficiencies in November saying the school

improperly changed student grades, enrolled a student who didn't meet admission requirements and admonished instructors against talking to the nursing board and accreditors. The board sent another notice in May about the school's 39 percent graduation rate.

Hardman, the company spokesman, declined to comment about the Phoenix program.

Besides Brown Mackie, Education Management runs Argosy University, South University and the Art Institutes chain, all for-profit institutions.

(Non-ACICS school, but notable quote from Council of Independent Colleges) Buffalo Business First: Colleges graduate to the future

BYLINE: Dan Miner

Canisius College has a smaller enrollment and fewer faculty members. It has developed high-tech measures to track student performance and intervene if someone is struggling. It has made a series of moves - such as consolidating student academic supports into the one-stop Griff Center - aimed at better service to its existing students. Things may not look much different on the Main Street campus in Buffalo, but they are. The college is exiting the post-recession era in higher education as a "right-sized" institution. And far from dead, its leaders are looking forward to re-establishing the narrative of a hands-on, quality education that's worth every penny for those who graduate.

"For too long, higher ed has focused on the amenities and the student experience and I think people are starting to realize that the pendulum has swung too far," President John Hurley said. "We're focusing instead on the value of the experience in so far as it prepares people to be successful in life."

Hurley was named president in Canisius in 2010 after spending more than a decade as executive vice president. His five-year contract expired this summer but was renewed by the board for another five years. These have been lean times for higher education with the consumer impact of the recession combining with skyrocketing student debt to produce dire narratives about the future of private colleges. Even over the past year, both Time magazine and Bloomberg News have used the term "death spiral" to describe the industry in the light of high-profile closures of private colleges. But Canisius proves the case that advocates have been making in recent years, which is that higher education is simply changing to meet new demands by consumers, or new dynamics created by technology.

"I think all these hysterical statements that all small colleges are going out of business, or that student debt is out of control, are just plain wrong," said Richard Ekman, president of the Council of Independent Colleges, based in Washington, D.C.

Sometimes it's just a matter of perspective. While average student debt per borrower in the U.S. crept up from about $22,000 to about $32,000 between the graduating classes of 2007 and 2014, the number pales in comparison to the difference in lifetime earnings for those who graduate from college, Ekman said.

Still, there is a pricing gap between public and public colleges. The average net price for undergraduates attending the University at Buffalo in 2013-14 was $14,546, compared to $20,505 at Canisius College. UB has set records for enrollment the past two years, and while they are very different institutions, that trend stands in contrast to the enrollment declines at Canisius. The college is aware that its future competitiveness is contingent on proving value. It has no problem filling spaces in its highly regarded Richard J. Wehle School of Business.

"We know that it's an issue but we remain convinced that it's still an incredible investment for a person to make," Hurley said. "The problem with debt is largely with students who don't graduate, and that's why we're so focused on retention rates and a quality experience."

Other private colleges in Western New York are tackling the same issues as Canisius. Hilbert College and St. Bonaventure University underwent high-profile merger talks before concluding them without action earlier this year. Medaille College is accepting more low-performing students and beefing up its student support system, a conscious strategy that has changed its business model.

"Families lost a lot of wealth (during the recession) and now they're really looking at value," said Laura Anglin, president of the Commission on Independent Colleges and Universities, based in Albany. "It was an opportunity to rethink the way that schools operate, and everyone from your smallest colleges to your largest did that across the board."

Canisius has taken the full brunt of these forces. Hurley has said that the college, during the 2011-12 fiscal year, "encountered financial challenges that appeared quite unlike anything we had seen before." Enrollment - which is responsible for 90 percent of Canisius' revenue - dropped 18 percent between fall 2011 and 2014, and incoming freshmen are budgeted for a lower number again this year.

But the college has not laid dormant during these struggles, Hurley said. It hired Florida-based Pappas Consulting Group in fall 2012 and undertook a comprehensive review of its full business, from academic programs to operations. The college is rife with examples of how it has increased efficiency, such as getting tougher about special arrangements for faculty who take time off to work on projects while their courses are taught by adjuncts. Canisius had gotten "somewhat casual" about allowing those arrangements, and its firmer stance meant more full-time faculty teaching courses, and fewer adjuncts needed, Hurley said.

About 36 faculty positions have been eliminated in the last few years, mostly through attrition. A new procurement policy has been instated. A campus-wide emphasis on student retention has been put in place. Like most colleges, Canisius has seen an imbalance of interest as students flock to finance or STEM majors and away from liberal arts, but the college has resisted the urge to narrow its offerings. It is focused on the relevancy of those offerings, with an eye on connecting them to the new employment opportunities at work in the Buffalo region.

"When you go down to the Buffalo Niagara Medical Campus, it's amazing the way that people are doing business now," Hurley said. "It's a challenge to us to look at our own curriculum and ask whether it's on the cutting edge, and where the business practices and entrepreneurs are going."

Canisius' enrollment target this year is 620 freshmen, down from 640 the previous year and 680 in fall 2013. The college's vice president for business and finance, Marco Benedetti, said Canisius is now "dealing with enrollment targets that are very realistic and then building a budget around those enrollment targets."

Canisius recently had its credit rated by Moody's Investors Service, which affirmed the college's Baa3 rating with a negative outlook. The Moody's report reflected the duality of the Canisius position, particularly with declining revenue and limited prospects for growth, but it noted the college's $5 million surplus last year and its $1 million surplus for 2014-15, as opposed to the $1 million deficit it had projected.

"Canisius' operating performance has shown improvement due to expense restructuring," Moody's wrote. "Our rating incorporates expectations that management will effectively adjust expenses as revenue declines continue."

FoxNews.com (Opinion): Why we want Republicans to debate for-profit colleges

For generations of Americans, the opportunity to go to college has served as the pathway to

social mobility. Today, however, predatory for-profit colleges are giving students and taxpayers the shaft by trading on this American dream—and some prominent Republicans are defending these institutions. This year alone, the two largest for-profit college chains in the country came under heightened scrutiny—and another one collapsed outright. In April, the Department of Education levied a $30 million fine against for-profit giant Corinthian Colleges Inc. for its misrepresentation of job placement rates. On hundreds of occasions, Corinthian lied to students about their job prospects as part of recruitment, promising them high-quality jobs on real career ladders in exchange for their tuition dollars and hard work.

By April, Corinthian Colleges collapsed and filed for bankruptcy, leaving tens of thousands of students with crippling debt and no recourse. For-profit colleges are far more concerned with making a buck than giving students the high-quality education they pay for and deserve. On average, they spend an estimated 23 percent of their revenue on marketing and recruiting, while 19 percent goes to profit and only 17 percent goes to instruction. Compare that to public community colleges, where more than 80 percent of revenue goes to instruction, and you can see that for-profit colleges are just that—for profits, not for students.

These practices mean hardships for real people. In Gerardo Sandoval's case, going to ITT Tech meant spending $55,000 for a degree in computer and graphic design, what he calls "the worst choice I've ever made in life." ITT Tech recruiters and staff used pressure tactics to get Gerardo to sign for tens of thousands in student loans while providing an embarrassingly poor education. His degree proved to have no value to employers; Gerardo made less than he did with just a high school diploma. Even worse, ITT Tech's career services made him lie and report that he was making three times as much so that their programs could appear successful.

We can't be a country that tells students that college is really important but then allows predatory institutions to stick them with crippling debt, worthless degrees and an uncertain future. We desperately need to fix what's broken and protect the rights of students. But instead of standing up for students, Republicans in Congress and on the presidential trail are defending for profits. No matter how many candidates may crowd onto the Republican debate stage, there's no debating that GOP presidential hopefuls love the for-profit college industry.

In June 2014, Florida Sen. Marco Rubio wrote the Department of Education, pleading for it to "demonstrate leniency" toward Corinthian Colleges, which at the time was under federal investigation for its scams. The department had to remind Rubio that Corinthian "admitted to falsifying placement rates and/or grade and attendance records at various institutions."

As governor of Florida, Jeb Bush reduced for-profit oversight in the state, leaving in place a "commission" that failed to act on any complaints in 15 years, while loosening rules to funnel more taxpayer money into the industry. His New Jersey counterpart, Gov. Chris Christie, has lobbied for the University of Phoenix—the largest for-profit college in the United States—and attacked public universities by slashing state funding for higher education. The University of Phoenix receives more than90 percent of its revenue from taxpayers, yet it spends two and half times more on marketing than it does on instruction, and exploits veterans by taking their GI benefits and spending them on lavish advertisements.

In Louisiana, Gov. Bobby Jindal's brother was a hired gun for the for-profit industry. But, of course, Gov. Jindal failed to mention this fact while pushing to loosen the rules for for-profits and expand the industry. Former Arkansas Gov. Mike Huckabee worked for Victory University, a

for-profit based in Memphis, Tenn. Four years after signing on, and in spite of Huckabee's best efforts, Victory collapsed, leaving 1,600 students stranded and in debt. Wisconsin Gov. Scott Walker went to bat for predatory for-profit ITT Tech, which currently faces fraud charges filed by the Securities and Exchange Commission for concealing its massive student default rates. ITT has had more students default than graduate at 45 campuses across the country.

It's bad enough that the skyrocketing cost of college has made higher education diplomas as much a financial liability as a career asset. Students want to go to school to better their lives and those of their families. It's time we offered them a path to that dream—and removed the for-profit debris obscuring it.

Together, we urge Fox News and Facebook, the hosts of the first Republican presidential primary debate, to ask the candidates to explain their coziness with an industry that is compromising the American dream. Why are they for profits, and not for students?

Randi Weingarten is president of the 1.6 million-member American Federation of Teachers, AFL-CIO, which represents teachers; paraprofessionals and school-related personnel; higher education faculty and staff; nurses and other health care professionals; local, state and federal government employees; and early childhood educators.

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June 30, 2015

VIA E-MAIL ONLY

Mr. Jack Massimino
President and CEO
Corinthian Colleges Inc.
6 Hutton Centre Drive, Suite 400
Santa Ana, CA 92707-57646

ID Code 00015360
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Dear Mr. Massimino:

At the time CCi ceased operations at three Everest Colleges in California (San Bernardino, Ontario and Santa Ana) and New York (Rochester), about 4,000 students were enrolled in programs at a post-secondary level. Standards and requirements of the Council direct that member institutions that are closing shall arrange for an orderly and timely transition for students who wish to continue their education. Those arrangements must be documented through a written teach-out plan, including provisions for credit transfer, teach-out services delivered by another accredited institution, and refunds to students. Institutions that fail to meet these requirements are subject to sanction by Council, including debarment of owners and principal administrators:

ACICS Accreditation Criteria, Section 2-2-303, Teach-out, p. 19
ACICS Accreditation Criteria, Section 2-3-1000, Debarment, p. 35

The Council requires information regarding the status of students who were enrolled at the four Everest Campuses on April 26, 2015. Specifically, how many were able to continue their education at other accredited institutions; how many were able to complete their education and receive their credentials; how many were offered refunds? This information should be supported by a full accounting of outcomes for every student in every program as of April 26, 2015.

This information is due to ACICS by **July 10, 2015**. It will be considered by the Council at the August 2015 meeting.

Your immediate attention to this matter is appreciated. If you have any questions, please contact me at (202) 336-6781 or abieda@acics.org.

Sincerely,

(b)(6)

Anthony S. Bieda
Vice President of External Affairs

ACICS Policy Discussion Outline

COMMITTEE: **FC/8.15/3 = Hand Out**

DATE: August 6, 2015

SUBJECT: Review of Student Outcomes Following Revocation of Accreditation: Everest Institutes and Colleges Owned and Operated by Corinthian Colleges Inc. (CCi)

STAFF: Mr. Anthony Bieda

ISSUE: The Council is provided information regarding the circumstances of students who were enrolled at four Everest Colleges/Institutes in California and New York at the time the parent corporation, CCi, closed the schools without completing a teach-out plan that was approved by ACICS.

OVERVIEW: The Council's expectations regarding the orderly and proper cessation of educational operations at institutions accredited by ACICS are articulated in the *Accreditation Criteria*: that the institution has a responsibility "to ensure that students are given reasonable opportunities to complete their education" (2-2-303 Teach-out); and that owners, senior administrators and governing board members are subject to debarment if the Council finds the institution "closed without providing a teach-out or refunds to students matriculating at the time of closure" (2-3-100 Debarment).

A series of actions and interventions by the U.S. Department of Education against CCi beginning in 2014 ultimately led to a decision by the corporation's senior management to cease operations and file a bankruptcy petition in federal court in April, 2015. Based on the 2014 Campus Accountability Report, about 4,000 students were enrolled at the four campuses at the time of closure.

During a period of eight months, ACICS staff made repeated requests to CCi management for the submittal of completed, acceptable teach-out plans for students enrolled at the four campuses (as well as 37 other campuses that were subsequently acquired and are now operated by Zenith Education Group, "ZEG"). As of the date of the closure (April 26, 2015),

ACICS had not received acceptable teach-out documentation for any CCi-owned and operated institutions.

Now that the four campuses have closed and accreditation has been withdrawn through revocation, the on-going authority of ACICS over CCi senior management and governing board members is limited to consideration of a debarment action based on a retrospective review of student outcomes coincidental with the campus closures.

CCi was directed to provide comprehensive information about the circumstances of students enrolled at the four campuses at the time of closure in order to inform Council's review of:

1. The institution's compliance with the *Criteria* regarding orderly cessation of operations, and
2. The assignment of individual responsibility for campus closures that were not compliant with Council requirements.

A summary and analysis of CCi's response to the information directive follows.

CCI'S SEQUENCE OF EVENTS:

1. CCi exerted "extraordinary efforts over a period of ten months" to treat students fairly and wind down operations responsibly following actions taken by the government "that forced CCi's closure."

2. CCi informed students about the situation and possible outcomes, holding student meetings, distributing disclosures and posting disclosures on web pages, and meeting one-on-one with students throughout.

3. CCi provided to ACICS in July 2014 "written teach-out plans that complied with its accreditors' and licensing agencies' requirements for all of its then-existing U.S. campuses."

4. CCi's "primary focus" from June 2014 until April 2015 was to sell, teach out or find teach-out partners for all of its campuses, including retaining "a consulting firm with deep ties to educational institutions to seek teach-out partners."

5. CCi campuses accredited by ACICS and sold to ZEG in February 2015 enrolled nearly 22,000 students.

6. ZEG expressed an intent "to purchase all of CCi's California Everest campuses (including three ACICS campuses), but was "deterred from doing so due to threats by the California Attorney General to hold it responsible for CCi's unknown, unproven, and unquantifiable liabilities." Zenith also contracted to purchase the Everest Rochester campus, but later refused to close the transaction due to "significant delays Zenith incurred in obtaining state approval by the New York State Education Department for the change of control."

7. CCi simultaneously engaged with accredited institutions regarding formal teach-out agreements to teach out all or substantially all of the remaining Everest campuses. Due to the geographic distance between CCi and potential teach-out campuses and Title IV rules that impose liability on institutions utilizing the real estate of a closed school in a teach-out situation, CCi requested "white knight" relief under federal regulations from the Department for the potential teach-out partners; the Department ultimately refused "white knight" relief and communicated the decision at approximately the same time that it notified CCi of its intent to fine CCi $30 million for student disclosures relating to a non-ACICS institution.

8. CCi's "lack of liquidity and mounting financial obligations, combined with the mid-April 2015 actions by the Department left CCi "with little time, rapidly diminishing financial resources, and no remaining options to prepare new *ad hoc* teach-out plans or explore other options to protect its current students."

9. CCi argues that it voluntarily ceased enrolling any new students at the beginning of April at its California Everest campuses, also canceling several small, quarter class starts for April 2015.

10. CCi alleges that until April 2015, the teach-out plans prepared and provided to Council in July 2014 remained accurate and appropriate.

11. CCi further argues that it held "student fairs" during the days immediately following the closures, providing counseling to students in

conjunction with representatives from ED, state regulatory agencies, and approximately twelve other local educational institutions. The fairs not only introduced students to multiple other accredited institutions and informed students of their refund rights, but also distributed official transcripts and ledgers to students for immediate use along with a handout identifying the name, address, phone numbers and other infom1ation about the campus's accreditors (both institutional and programmatic), state regulatory agencies, and possible transfer institutions (listing 199 possible transfer institutions near our Southern California campuses, for example). Similar information was posted on CCi's corporate website and the websites of all of its campuses.

12. The actions of ED in April 2015, according to CCi, made it "impossible to complete the wind down plan agreed to with ED in the Operating Agreement."

13. On Wednesday, April 22, 2015, CCi notified ACICS by telephone that CCi had no option other than to close all remaining campuses on Monday, April 27, 2015.

STUDENT IMPACTS:

1. Nearly 22,000 ACICS students were transferred to campuses under ZEG ownership and were able to continue their educational pursuits uninterrupted.

2. More than 15,000 ACICS students graduated from the ACICS-accredited campuses between July 2014 and April 2015, including 1,091 students from San Bernardino, Ontario, Santa Ana and Rochester campuses.

3. A significant number of students enrolled at the four ACICS closure schools were able to continue their education at another accredited institution following student fairs.

4. CCi informed all students enrolled at the four ACICS closure schools of their eligibility for a federal closed-school discharge of federal loans.

5. CCi has been unable to identify the number of students who have applied for and received a closed-school discharge, or obtained the

total amount of debt extinguished, or estimate the number of students who transferred to another institution.

6. CCi indicates that it has made "diligent efforts to safeguard student records: pay more than $500,000 for the packing, shipping, and organizing of more than 30,000 boxes, plus numerous servers and computer work stations containing electronic information to various storage facilities that are now under the direction and control of state educational licensing agencies or approved designees in five states, and pre-paid the storage costs for one year for boxes and electronic equipment.

7. The unforeseeable circumstances that brought about the school closures, and the tremendous efforts of CCi employees to protect and assist our students through the closure process as detailed above, strongly counsels against imposing any sanction on any former CCi employee.

CONSIDERATIONS OF COMPLIANCE WITH ACICS STANDARDS:

1. CCi submitted for Council review teach-out plans as required and directed. However, the teach-out plans were largely speculative and prospective, lacking the detail and specificity to merit approval.

2. The incomplete teach-out plans submitted were not fulfilled by the institution in the final days of its operations of four campuses accredited by ACICS; instead, the institution engaged in other activities in an attempt to protect the interests of students.

3. Neither ACICS nor its other oversight partners (the Department, the California Bureau of Private Post-secondary Education) has a final accounting of how many CCi students were displaced by the sudden closure of the four campuses on April 27, 2015. nor how many were able to complete their education at other institutions or received refunds or student loan discharge.

4. CCi cites a series of factors outside of its control that precipitated its decision to cease operations suddenly in late

April 2015. The inventory described in the narrative is substantially supported by the exhibits and appendices attached to the narrative.

5. CCi specifically requests the Council to consider the efforts of CCi employees and leaders in assisting students before, during and after the cessation of operations, as well as the extraordinary regulatory and legal circumstances that led up to the school closures, as the basis for the Council not to impose any sanctions on any former CCi employee.

COUNCIL OPTIONS:

1. Take no action.

2. Direct staff to collect additional information regarding the circumstances and student outcomes derived from the closure of four CCi/Everest campuses.

3. Initiate intent to debar action against one or more CCi executives, administrators or board member.

Oct. 27, 2015 Written by Cooley LLP

The US Department of Education (ED) is preparing for a new rulemaking that is intended to clarify—and very likely expand—the ability of student borrowers to be relieved of the obligation to repay their Federal Direct Loans. ED, which in August issued a notice of its intention to proceed with the rulemaking and announcing two public hearings on the subject, announced last week that it is accepting nominations for negotiators, and will soon outline plans and agenda items for the negotiated rulemaking. The first session of the negotiated rulemaking process will be January 14-16, 2016, with additional sessions in February and March 2016, to allow ED to issue a final regulation by the November 2016 deadline for compliance with ED's rulemaking calendar.

The regulation would interpret the venerable but, until very recently, little-used "Borrower Defense to Repayment" provision in the Higher Education Act and the minimal ED regulations that have long been on the books. While in the past only a handful of borrowers ever sought relief under this provision, the collapse of Corinthian Colleges coupled with the aggressive efforts of advocacy groups have encouraged a rapidly increasing number of former Corinthian students to seek relief from repayment of many millions—possibly billions—of dollars of loans. Responding to this deluge, the revised rules could become the vehicle to offer loan relief to a potentially enormous population of borrowers—including those who successfully completed their programs—who can claim the harm to be specified in the new regulations. Notably, the statutory provision makes the relief available without regard to the nature of the institution—for-profit, non-profit, or public.

The current statutory language is a model of brevity:

Borrower defenses

Notwithstanding any other provision of State or Federal law, the Secretary shall specify in regulations which acts or omissions of an institution of higher education a borrower may assert as a defense to repayment of a loan made under this part, except that in no event may a borrower recover from the Secretary, in any action arising from or relating to a loan made under this part, an amount in excess of the amount such borrower has repaid on such loan.

The current regulatory language reads, in pertinent part:

(c) Borrower defenses. (1) In any proceeding to collect on a Direct Loan, the borrower may assert as a defense against repayment, any act or omission of the school attended by the student that would give rise to a cause of action against the school under applicable State law. These proceedings include, but are not limited to, the following:

(i) Tax refund offset proceedings under 34 CFR 30.33.

(ii) Wage garnishment proceedings under section 488A of the Act.

(iii) Salary offset proceedings for Federal employees under 34 CFR part 31.

(iv) Credit bureau reporting proceedings under 31 U.S.C. 3711(f).

[...]

(c)(3) The Secretary may initiate an appropriate proceeding to require the school whose act or omission resulted in the borrower's successful defense against repayment of a Direct Loan to pay to the Secretary the amount of the loan to which the defense applies. However, the Secretary does not initiate such a proceeding after the period for the retention of records described in § 685.309(c) unless the school received actual notice of the claim during that period.

The heart of the concept of the "Borrower Defense to Repayment" is that students can be relieved of the obligation to repay all or a portion of their federal loans if they can show that the institution in which they were enrolled committed certain undefined "acts or omissions" that impacted the educational services they received, or would otherwise affect their obligation to repay an educational loan. Historically, the scope of those violations has never been closely defined, primarily because there was no need: until early 2015, ED had only received five such claims over the course of 20 years. However, it has quickly become apparent that an absence of a clear regulatory standard and—equally important—procedures for evaluating and granting relief, cannot survive in the post-Corinthian era where many thousands of students are already seeking relief.

The key to the upcoming rulemaking will be how violations that could trigger relief are defined and the standards that borrowers would be required to meet to benefit. Simply put, what constitutes the vague statutory standard of an "act or omission" necessary to invoke this relief? And what law must be violated? The Higher Education Act is silent on this matter, while the current regulations curiously limit a claim to violations of *state* law. The statutory language itself is so broad that it is almost certain that ED will exercise considerable discretion in rewriting the new regulations. Indeed, the fifteen words constituting the entire statutory basis for requiring a program to lead to "Gainful Employment" exploded into many thousands in the GE rulemaking.

The other potentially explosive issue revolves around whether and how ED could seek to require an institution—or potentially those owning or in control of an institution—to reimburse the government for the value of the forgiven loans, as well as how ED could use the assessment of loss as a way to evaluate "institutional capability," which directly affects eligibility to participate in the Title IV programs. While the current regulations simply refer to "an appropriate process" for ED to recoup funds from an institution, ED has never fleshed out those terms and the statute is entirely silent on this point. In announcing the rulemaking, ED has specifically raised these issues for consideration.

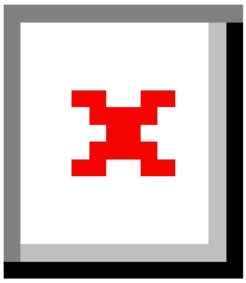
Most of the witnesses at the two public hearings preceding the current process were representatives of state attorneys general, consumer advocates and students or student organizations, all of whom were united in advocating for an expansive rule that would provide the broadest relief. Indeed, some witnesses advocated blanket relief intended to eliminate the need for an aggrieved student to file any form of application or show any particular violation or harm beyond simply being—or having been—enrolled in an institution that has committed a sufficient "act or omission." To our knowledge, no representatives of any institutions spoke at

the hearings. While the ED panelists offered very little insight into the Department's perspective, the actions of the Special Master appointed by Deputy Secretary Ted Mitchell to process borrower relief claims from former Corinthian students may signal the agency's intentions in the rulemaking. In his first report issued on September 3rd, the Special Master said that ED had already received over 4,100 borrower defense claims and has had to hire additional staff to process pending claims, streamline the process itself and publicize the availability of this relief.

Every indication is that ED has an ambitious agenda for this rulemaking. In fact, the October 20th Notice indicated an expanded agenda, even from that which was noted in the August Notice, including establishing a federal standard for qualifying "acts or omissions" (perhaps eliminating the underlying state law requirement completely) and expanding the rulemaking to include "other loan discharges," which might open the door for ED to address the separate topic of closed school loan discharges or the applicability of the regulations beyond the Direct Loan program. These topics are in addition to the already-noted plans to determine the standards and procedures that ED will use to pursue recourse from the institution, and the impact of these claims on the institution's "capability."

Although at the end of the process, except in the exceptionally unlikely event of consensus among the negotiators, the Secretary will issue whatever rules he considers appropriate, the composition of the panel will be important so that critical issues are at least discussed and become a part of the record; certainly ensuring that there is adequate representation of the full range of potentially affected institutions, whether public, non-profit or for-profit institutions, is essential. The list of "constituencies" noted in the October Notice is particularly broad—including students, consumer advocates and Attorneys General, with a single representative from each of the non-profit sector, for-profit sector and minority-serving institutions, and two representatives from the public sector of higher education. We will be closely tracking this process and we encourage you to consider how this new rule might affect your institution and what involvement may be appropriate, either directly or through the associations in which you participate.

From:	Trace Urdan <(b)(6)@wellsfargo.com>
Sent:	6/19/2014 11:06:04 AM -0400
To:	Anthony Bieda <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/3625966aa21b477ea17337561576fd9f-ABieda>
Subject:	COCO: Department Of Ed Intensifies Pressure On Company
Attachments:	COCODepartmentOfEdInten_061914-100615.pdf



COCO: Department Of Ed Intensifies Pressure On Company

Post Secondary

Trace A. Urdan, Senior Analyst (415) 947-5470

COCO disclosed that it has received a number of requests from the Department of Education (ED) for a variety of student-specific data, including placement rates. In its 8K, the company suggested that the requests have required a material amount of resources and management attention and that there is some level of disagreement between the company and ED regarding the quality and speed of COCO's responsiveness. The implication of this announcement is that this effort could have an adverse impact on COCO's business. The company also disclosed that ED had placed the company on heightened cash monitoring and placed an additional 21-day hold on the disbursement of funds, which it expects to place a material burden on the company's cash flow. The company is seeking outside capital to provide relief from this burden but indicated that it may not be successful in this effort.

In January 2001, the Department of Education exercised comparable discretion to place Computer Learning Center on delayed Title IV and demanded $187 million return of funds with which it found disbursement issues. In the process, the Department precipitated the bankruptcy and closure of an accredited vocational school with thousands of currently-enrolled students. The backlash in Congress at the time in

hearings was severe. Congress excoriated the Department for overstepping its oversight role and harming students in the process. Our conversations with former Department of Education staff members suggest that the experience with CLCX weighed heavily on the Department. This in turn has informed our own belief that the Department's concerns about protecting the educational experience of students would prevent the Department from forcibly precipitating such an event again.

However, with Corinthian's announcement today, it appears that the sentiment inside the Department may have shifted, such that skepticism toward the company and its student outcomes may in fact outweigh a competing desire to prevent their disenfranchisement in the event of the company's closure. At the March quarter, Corinthian served approximately 75,000 students.

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

Price as of 6/19/2014: $0.30
FY 14 EPS: $0.09
FY 15 EPS: $0.27
Shares Out.: 86.1 MM
Market Cap.: $26.12 MM

Sector Rating: Post Secondary, Overweight

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

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Equity Research

Flash Comment

June 19, 2014

COCO-NASDAQ--Market Perform (2) / V

Post Secondary

COCO: Department Of Ed Intensifies Pressure On Company

Trace A. Urdan, Senior Analyst (415) 947-5470

Sector Rating: Post Secondary, Overweight

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All estimates/forecasts are as of 06/19/14 unless otherwise stated.

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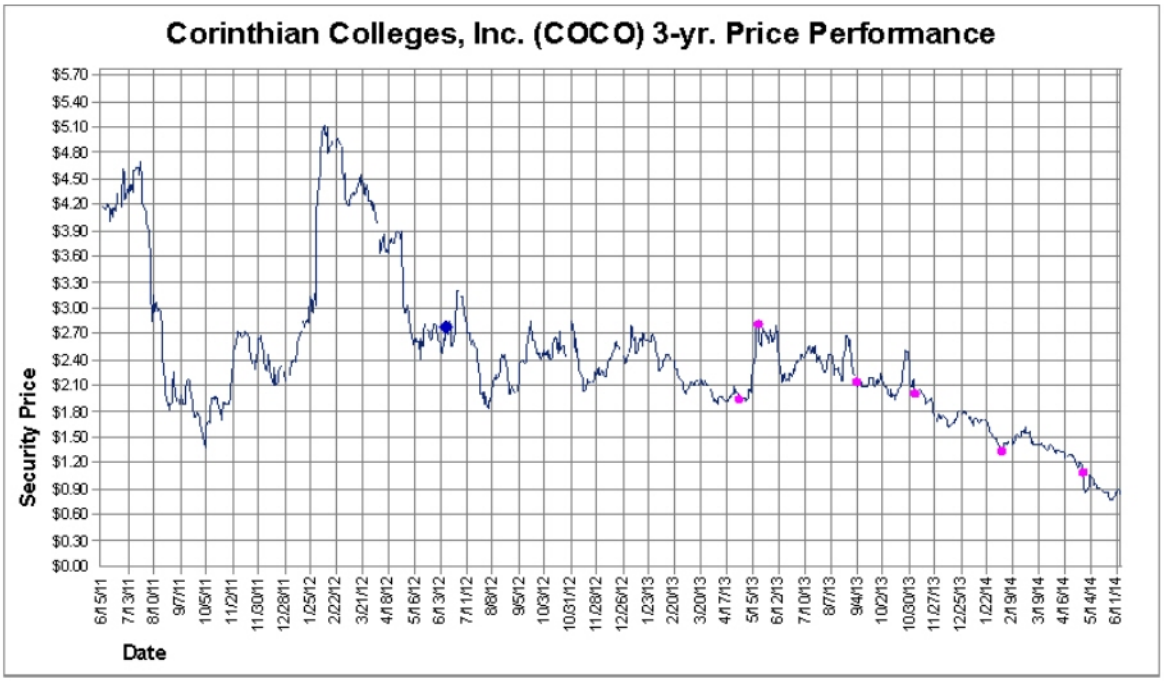
DISCLOSURE APPENDIX
Required Disclosures



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

Source: Wells Fargo Securities, LLC estimates and Reuters data

Symbol Key

▼	Rating Downgrade	◆	Initiation, Resumption, Drop or Suspend
▲	Rating Upgrade	■	Analyst Change
●	Valuation Range Change	□	Split Adjustment

Rating Code Key

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

Additional Information Available Upon Request

I certify that:
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2) No part of my compensation was, is, or will be, directly or indirectly, related to the specific recommendations or views expressed by me in this research report.

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COCO: An increase in the rate of enrollment decline or in perceived regulatory risk, resulting from additional state suits could alter our framework.

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3 = Underperform: The stock appears overvalued, and we believe the stock's total return will be below the market over the next 12 months. SELL

SECTOR RATING
O = Overweight: Industry expected to outperform the relevant broad market benchmark over the next 12 months.
M = Market Weight: Industry expected to perform in-line with the relevant broad market benchmark over the next 12 months.
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As of: June 19, 2014

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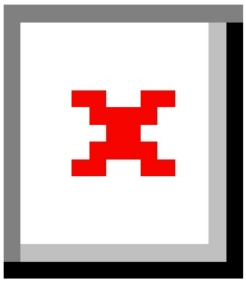
From:	Trace Urdan <(b)(6) @wellsfargo.com>
Sent:	6/23/2014 3:17:44 PM -0400
To:	Anthony Bieda <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/3625966aa21b477ea17337561576fd9f-ABieda>
Subject:	COCO: Department Of Education Issues Reprieve
Attachments:	COCO062314-111602.pdf



COCO: Department Of Education Issue Reprieve

Corinthian Colleges, Inc.

Education

Trace A. Urdan, Senior Analyst (415) 947-5470
trace.urdan@wellsfargo.com
Jeffrey Lee, Associate Analyst (415) 396-4328 ***jeffrey.lee@wellsfargo.com***
Wells Fargo Securities, LLC.

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

- **ED appears to be insisting on a break-up**. The MOU establishes the principle that ED and the company will make every effort to protect students and staff and to preserve the value of the company's assets. However it also indicates that ED would evaluate each school's provisional agreement to participate in Title IV. The implication of this warning, in our analysis, is that any assets that cannot be sold are likely to be forced into a teach-out, with all of the implied attendant costs of underutilized overhead and leasehold termination. In addition, any buyer of assets is likely to insist on being held harmless with respect to ongoing legal claims, leaving those in the hands of the remaining entity and its equity holders. Finally, with protecting Title IV no longer a relevant issue, the residual corporate entity would be vulnerable to actions by lenders to protect their interests.
- **Read-throughs**. We read the aggressive ED approach as **bad news for ESI** which is also accused of aggressive recruiting practices, though we think the company could survive a 21-day hold and **EDMC** which would be challenged by a comparable slowdown in cash payments. We read it as **neutral to positive for CECO** which could gain share during this transition and **positive for LINC** and **UTI** which are both potential asset acquirers at attractive sale prices.

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

Price as of 6/23/2014: $0.42
FY 14 EPS: $0.09
FY 15 EPS: $0.27
Shares Out.: 86.1 MM
Market Cap.: $36.13 MM

Sector Rating: Post Secondary, Overweight

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

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From:	Nam Pham <nampham@ndpanalytics.com>
Sent:	3/17/2016 9:07:32 PM -0400
To:	Anthony Bieda <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/3625966aa21b477ea17337561576fd9f-ABieda>; Quentin Dean <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/a57fc35fdb2b409982aeed3c044ed95d-qdean>
CC:	'Mary Donovan' <marydonovan@ndpanalytics.com>
Subject:	ED Accreditation Performance Data
Attachments:	exec-actions-factsheet-1.docx

Quentin,

Attached is the executive summary in the ED accreditation performance data website. They talk about their motivation to create the dataset but didn't explain why they selected those indicators.

Nam

From: Nam Pham [mailto:nampham@ndpanalytics.com]
Sent: Thursday, March 17, 2016 3:27 PM
To: 'Anthony Bieda'; 'Quentin Dean'
Cc: 'Mary Donovan'
Subject: CRS Repport

Tony and Quentin,

I am sending you the link to the CRS report:

(b)(6)

Nam

Department of Education Advances Transparency Agenda for Accreditation

Accreditation's historic function serves as an important protection for both students and taxpayers by assuring the quality of our postsecondary educational system. Since accreditation is a prerequisite for schools' participation in the federal student aid programs, it plays a "gatekeeping" role in institutional access to the annual $150 billion investment in federal student aid. Accreditors are responsible for ensuring baseline levels of acceptable quality and performance across diverse institutions, degree types, and academic programs. In addition, given accreditors' roots in a voluntary, peer-based process for quality improvement, accreditation creates a platform for sharing ideas and improving practices across institutions.

However, there is broad agreement and a sense of urgency about the need for significant improvement in both the rigor and flexibility of accreditation. The Administration signaled its interest in improving the accreditation system in the 2013 State of the Union address, when the President called on Congress to explore incorporating measures of value and affordability into the existing accreditation system or by establishing new, alternative accreditation pathways for higher education models and colleges to receive federal student aid eligibility based on performance and results. In his July 2015 speech on the future of higher education, Secretary Duncan emphasized the importance of a new focus on outcomes and greater transparency in higher education. He noted particularly that accreditors have provided little accountability for some poor-performing institutions and that for many accreditors, student outcomes are far down the priority list, saying, "For the most part, accreditation organizations are the watchdogs that don't bark." The Secretary also acknowledged that the Department must do more to hold accreditors responsible for their work, but that its role in accreditation and student outcomes is narrowly outlined in statute.

This growing recognition that accreditation is in need of improvement has intensified in recent years as a result of the failure of the Corinthian/Heald schools while fully accredited, as well as recommendations from the bipartisan National Advisory Committee on Institutional Quality and Integrity (NACIQI) in 2012 and 2015 and a December 2014 GAO report (GAO-15-59) calling on the Department to strengthen its oversight of schools and accreditors. That activity has generated bipartisan interest on the Hill, including hearings in the Senate and House; and continued attention from policy analysts, advocates, and the press. A key component of the Department's recently launched EQUIP experimental site is to require supplementary quality assurance for non-institutional entities, testing outcomes-based reviews in addition to the standard accreditor review of institutions. Additionally, accreditors recognize that change is needed and imminent.

The Administration believes it is important to ensure that the public can have confidence in the current accreditation system. Today, we are announcing a series of executive actions to improve accreditors' and the Department's oversight activities and move toward a new focus on student outcomes and transparency. We are also proposing a suite of legislative proposals to guide Congressional action on improving and reforming accreditation.

Executive Actions

Today the Department is taking the following steps to increase transparency and promote outcomes-driven accountability under current law:

- **Publishing each accreditor's standards for evaluating student outcomes**

Accreditors are required by statute to set standards for student achievement for schools to maintain their accreditation status. Under current law, the Department is barred from establishing any criteria for agency standards of student achievement. This allows some accreditors to set low or difficult-to-measure thresholds to maintain accreditation status, and others to rely on reviews of thresholds established by the institutions they accredit. Today the Department is publishing a chart with each agency's stated student achievement measures, including any specific thresholds. This document reveals significant differences in the form, specificity, and performance levels among accreditors.

- **Increasing transparency in the accreditation process and in institutional oversight**

  The Department identifies poor-performing schools through oversight of the federal student aid system, while accreditors engage in their own reviews of institutional quality. Today, in an effort to inform its own oversight activities, the Department is requiring accreditors to submit decision letters when they place institutions on probation. To be transparent, the Department will post online all publicly releasable portions of such letters. Secretary Duncan is also directing Department staff to explore additional accreditation documentation that can aid the Office of Federal Student Aid (FSA) in safeguarding student and taxpayer dollars and take further action on those issues.

  As part of its renewed transparency effort, the Department has created a new, simpler accreditation homepage at http://www.ed.gov/accreditation to facilitate easier access to information about accreditation, including the accreditation status of postsecondary institutions as reported to the Department, an overview of the accreditation system and requirements, and the new informational resources announced today.

  The Department also encourages accreditors and institutions to make their processes and decisions more open to the public and to students. One agency, the Western Association of Schools and Colleges' Senior College and University Commission, has taken a constructive step in that direction by publishing final decisions for each school. Also, a few postsecondary institutions publish their self-studies or final decision letters voluntarily, which is another positive contribution to transparency and continuous improvement. Additionally, the Council for Higher Education Accreditation (CHEA), through its own recognition process for accreditors, requires that recognized accreditors inform the public about the bases for all final accreditation decisions.

- **Increasing coordination within the Department and among accreditors, other agencies, and states to improve oversight**

  Secretary Duncan is directing the Assistant Secretary for the Office of Postsecondary Education (OPE) and the Chief Operating Officer of FSA to report back within 75 days on strategies to improve information coordination across accreditors, OPE, and FSA. These open channels of communication can foster stronger oversight by helping all parties to better target problematic schools and situations for timely attention and action.

  The Secretary is also requesting through his memorandum that Department staff provide further guidance and clarification to accreditors in understanding the flexibility they already have under current law to apply risk-based approaches in their oversight of institutions.

Department staff are also asked to work with accreditors as they explore additional opportunities to direct their attention and resources to outcomes-driven oversight.

- **Publishing key student and institutional metrics for postsecondary institutions arranged by accreditors**

  By publishing key student outcome measures for each institution alongside its accreditor, we hope to indicate the performance of all colleges and universities in each accreditor's institutional portfolio relevant to those measures. Data elements drawn primarily from the College Scorecard include average net price for Title IV recipients, graduation rate, federal loan repayment and default rates, median debt of graduating students, post-school earnings, enrollment of Pell Grant recipients, enrollment of students over age 25 and part-time students, accreditation status, and heightened cash monitoring status. Institutional accreditors are also listed on the College Scorecard's website (collegescorecard.ed.gov/data), where users can access and analyze even more extensive data for each institution.

- **Promoting greater attention to outcomes within current accreditor review processes**

  The Department will ensure that accrediting staff in the Office of Postsecondary Education have access to critical outcomes data, state and federal litigation reports, and other information about each agency's schools prior to conducting their reviews. This information may help determine whether the accreditor has appropriate processes in place with respect to institutional outcomes and whether those processes were followed effectively, and will assist reviewers in understanding how accreditors handle institutions with weak outcomes and other flags. The Department will also supply that information to NACIQI to support its training and policy development activities, to help it frame a policy agenda regarding the agency recognition process, and for its own evaluation of accreditor standards and processes. In addition, the Department will encourage accreditors, within the scope of its current authority, to apply outcomes-directed measures in accreditation and monitoring of institutions that have weak outcomes.

Legislative Reform Proposals

The Department's authority related to accreditation and student outcomes is narrowly defined in statute. The following legislative proposals build on the Administration's efforts to highlight and improve outcomes in higher education and will help to protect students and taxpayers.

- **Drive accountability through outcomes-driven and differentiated recognition**

  The Department recommends that Congress repeal the statutory prohibition on its ability to set and enforce expectations regarding student achievement standards in accreditor recognition. Building off of today's executive actions to publish the wide range of accreditors' student outcome standards and the performance of their institutions, we recommend that Congress provide for the differentiated recognition of accreditors based on student outcomes and other risk-based criteria. Such differentiation will allow the Department to better reward high-performing accreditors with reduced burden, such as fast-track recognition and less-frequent recognition reviews, and provide more rigorous and frequent recognition processes for low-performing accreditors.

This critical reform would provide an incentive for accreditors to scrutinize the student outcomes of the schools in their portfolios and focus their time and attention on lower-performing schools; and would encourage low-performing accreditors to improve their schools', and by extension their own, performance.

- **Require robust teach-out plans and reserve funds for high-risk institutions**

  As illustrated by the closure of Corinthian Colleges, sudden closures of institutions that leave students with limited or no options to continue their studies present a major challenge. While institutions are already required to submit teach-out plans to accreditors following emergency actions or when a school plans to close, this is too little, too late in most cases. The Department recommends that Congress establish recognition standards that require accreditors to request more complete teach-out plans from high-risk institutions based on an expanded set of outcomes and other risk indicators.

  Accreditors would also be required to ensure that there are resources available to cover the costs of executing such teach-out plans to shield students and taxpayers.

- **Establish a set of standardized, common definitions and data reporting**

  Frequently, accreditors use different language and terminology to describe similar things, often with significant variation across accreditors. For example, "show cause" is a term that may mean a different action, depending on the accreditor, which creates confusion and does not allow for easy comparisons. In 2012, the American Council on Education encouraged accreditors to "reduce these discrepancies" and to "use a common vocabulary and associated set of definitions," as well as to use "statistical reporting requirements that are consistent with existing state and federal definitions." Regional accreditors recognized this same need and announced the development of a framework of common terms in April 2014. The Department plans to study those efforts and supports the formation of a clear and consistent set of key accreditation terms, definitions, and reporting requirements, which is essential in allowing policymakers and the public to compare accreditation statuses, actions, and other key elements, and in promoting transparency. While we should recognize variation, the Department recommends that Congress require a single federal vocabulary for major actions and terms, including sanctions and key outcomes.

- **Increase transparency on an expanded set of accreditation material and actions**

  Transparency will shine greater light on the complex, often-opaque accreditation process, and will provide information that policymakers, analysts, and others can use to hold accreditors publicly accountable. Today, the Department announced that it will begin doing what it can under current law to increase transparency. However, more needs to be done.

  The Department recommends that Congress require all final accreditation documents relating to academic and institutional quality be made publicly available for each eligible institution participating under Title IV, and published at a federally maintained website. This includes any final report or analysis of the agency or association, as determined by the Secretary in consultation with NACIQI, regarding whether an institution or program is in compliance with the standards of the agency or association.

For Further Reading

The Administration believes that accreditation serves a critical role in ensuring the academic quality of an institution, but that action can be taken to improve the process so that it better serves institutions, students, and taxpayers. The following resources provide other recommendations and background to inform an open and honest conversation about the need for reform.

- "2015 Accreditation Policy Recommendations," National Advisory Committee on Institutional Quality and Integrity (NACIQI), July 2015: http://www2.ed.gov/about/bdscomm/list/naciqi-dir/2015-spring/naciqi-finalpolrecom-jul222015.pdf.

- "The President's Plan for a Strong Middle Class & a Strong America," The White House, February 2013: https://www.whitehouse.gov/sites/default/files/uploads/sotu_2013_blueprint_embargo.pdf.

- "Accreditation Policy Recommendations," National Advisory Committee on Institutional Quality and Integrity (NACIQI), April 2012: http://www2.ed.gov/about/bdscomm/list/naciqi-dir/2012-spring/teleconference-2012/naciqi-final-report.doc.

From:	Anthony Bieda <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/3625966aa21b477ea17337561576fd9f-ABieda>
Sent:	6/1/2015 5:06:57 PM -0400
To:	Katy Fisher <kfisher@acics.org>; Jeff Olszewski <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/5b5c75d2faf243ad81863a2950d5c8f9-JOlszewski>
CC:	Albert C. Gray <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/a1a35d9f738542d48eb5f1ddabe428e0-agray>; jgurubatham@acics.org
Subject:	ESI 2014 Financials & Market Reaction
Attachments:	ESI.10K.May29.2015.docx

FYI.

ITT Educational Services Inc. (ESI)

- NYSE

$5.57 = Up $1.20 (27.46%)

3:59 PM, 06/01

Today**5d**1m3m1y5y10y

52wk high:18.83

52wk low:1.93

EPS:-3.56

PE (ttm):N/A

Div Rate:N/A

Yield:N/A

Market Cap:$102.93m

Volume:8,987,447

Anthony S. Bieda

Vice President for External Affairs

Accrediting Council for Independent Colleges and Schools

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

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Sent:	6/23/2014 12:12:09 PM -0400
To:	Anthony Bieda <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/3625966aa21b477ea17337561576fd9f-ABieda>; Joseph Gurubatham <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/2839eec7707f4128a4de87103ed162f4-JGurubatham>; Susan Greer <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/c539aa149ae54c71a8d2bc2d86525db6-sgreer>
Subject:	FW: 8-K MOU FINAL 6-22-14.docx
Attachments:	8-K MOU FINAL 6-22-14.docx

From: Andrews, John [mailto:JAndrews@cci.edu]
Sent: Monday, June 23, 2014 11:41 AM
To: Albert C. Gray
Subject: 8-K MOU FINAL 6-22-14.docx

Hi!

I wanted to make sure that you have a copy of this. Please give me a call when you get a chance.

Thanks!

John

John W. Andrews

Vice President, Accreditation and Licensing

Corinthian Colleges, Inc.

6 Hutton Centre Drive, Suite 400

Santa Ana, California 92707

Office: (714) 825-7918

Cell: (714) 791-8946

Fax: (714) 427-5116

“Everything will be alright in the end…so if it is not alright, it is not yet the end.”

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UNITED STATES
SECURITIES AND EXCHANGE COMMISSION
WASHINGTON, D.C. 20549

FORM 8-K

CURRENT REPORT

Pursuant to Section 13 or 15(d) of the Securities Exchange Act of 1934

Date of Report (Date of Earliest Event Reported): June 22, 2014

Corinthian Colleges, Inc.

(Exact name of registrant as specified in its charter)

Delaware	0-25283	33-0717312
(State or other jurisdiction of incorporation)	(Commission File Number)	(I.R.S. Employer Identification No.)
6 Hutton Centre Drive, Suite 400, Santa Ana, California		92707
(Address of principal executive offices)		(Zip Code)

Registrant's telephone number, including area code: (714) 427-3000

Not Applicable

Former name or former address, if changed since last report

Check the appropriate box below if the Form 8-K filing is intended to simultaneously satisfy the filing obligation of the registrant under any of the following provisions:

[ ] Written communications pursuant to Rule 425 under the Securities Act (17 CFR 230.425)
[ ] Soliciting material pursuant to Rule 14a-12 under the Exchange Act (17 CFR 240.14a-12)
[ ] Pre-commencement communications pursuant to Rule 14d-2(b) under the Exchange Act (17 CFR 240.14d-2(b))
[ ] Pre-commencement communications pursuant to Rule 13e-4(c) under the Exchange Act (17 CFR 240.13e-4(c))

Item 1.01 Entry into a Material Definitive Agreement.

On June 22, 2014, Corinthian Colleges, Inc. (the "Company," "Corinthian," "we," "us" or other similar terms) and the U.S. Department of Education ("ED") mutually agreed upon a memorandum of understanding (the "Memorandum") providing for the immediate release of certain Title IV funds and establishing the framework for a transition plan that is intended to result in the sale of certain of the Company's schools and the teach-out of certain other schools, together with oversight of the Company's ongoing operations (the "Plan"). The Memorandum follows extensive discussions between the parties since the letter the Company received from ED on June 12, 2014, which the Company previously disclosed in a Current Report on Form 8-K filed by Corinthian with the Securities and Exchange Commission on June 19, 2014 (the "June 19 8-K"). Corinthian and ED intend to enter into an operating agreement (the "Operating Agreement") to implement the Plan by July 1, 2014.

The Memorandum sets forth an agreed set of principles upon which the Operating Agreement and the Plan will be based, including, among others, the mutual commitment to seek to ensure that students enrolled in the Company's schools will be able to complete their education without material interruption, change or additional cost; there will be minimal personal and financial disruption for faculty and staff; and the Plan will consider the value of the Company's schools for students, employees, and taxpayers, and respect the interests of the government and the Company's federal and state law obligations (including fiduciary duties) and contractual obligations.

The Memorandum provides that while Corinthian will remain on HCM1 status (as described in the June 19 8-K), ED will allow Corinthian to draw down $16 million of Title IV student funds to fund its ordinary course obligations (excluding debt repayment) immediately upon submission of student rosters and related data. The Department's current HCM1 disbursement method for Corinthian and the attendant 21-day disbursement delay will remain in effect unless further modified by the Department based upon continuing review of the Corinthian institutions or upon the signing of the Operating Agreement.

The Plan will provide for Corinthian to sell certain of its schools (the "Sales Schools") to new owners and to teach out certain of its remaining schools (the "Teach-out Schools"). Corinthian will be responsible for determining which schools will be Sales Schools or Teach-out Schools. Promptly following execution of the Operating Agreement, Corinthian will begin a sales process for the Sales Schools with the intent to execute definitive sales agreements with one or more third parties within approximately six months. Corinthian will discontinue enrollments of new students in the schools identified as Teach-out Schools and will also provide prompt notice to all students attending the Teach-out Schools of the intent to teach out those schools. Corinthian will also identify and appoint an independent third party compliance and business monitor acceptable to ED, who will have full and complete access to Corinthian personnel and budgets, including financial forecasts, results of operations and cash receipts and disbursements (including, without limitation, disbursements of the $16 million) and any and all documents Corinthian is providing to potential buyers, accreditors and the Department. The Monitor will regularly provide documents and report to the Department on Corinthian's progress in fulfilling the terms of the Operating Agreement. Corinthian will coordinate with state licensing and accreditation agencies

in the course of implementation of the Plan. Corinthian has further committed to provide in a timely manner the outstanding data requested by ED in its June 12 letter, as described in the company's Form 8-K filing of June 19th.

During the Company's discussions with ED regarding the release of the $16 million and the negotiation of the Memorandum, ED indicated that, in connection with its ongoing review of the Company and its schools, it is contemplating denial of recertification or removal of certification of institutional Title IV eligibility with respect to certain of the Company's schools, which, depending on the schools, could have a material adverse effect on the Company.

The foregoing summary of the Memorandum is a summary only and is qualified in its entirety by reference to the Memorandum, which is attached hereto as Exhibit 10.1 and is incorporated by reference into this Item 1.01.

Although Corinthian believes the Memorandum is a positive step for ED, Corinthian and all of its stakeholders, the Company will still need to obtain additional sources of liquidity to fund its operations. During negotiations over the final Operating Agreement between now and July 1, 2014, Corinthian hopes to work cooperatively with ED to find mutually agreeable modifications to the 21-day delay imposed by ED in connection with HCM1 that will permit Corinthian to receive regular disbursements of Title IV funds to fund its operations. Additionally, Corinthian may continue to seek additional sources of liquidity through new financings, additional cost reductions, accelerated asset sales or some combination thereof. There can be no assurance that ED will modify the 21-day delay as a result of the Operating Agreement, or that Corinthian will be able to obtain any such additional needed liquidity on a timely basis, on terms acceptable to it, or at all.

Item 2.05 Costs Associated with Exit or Disposal Activities.

(a) On June 22, 2014, the Company's board of directors approved the Memorandum described in Item 1.01 of this Current Report on Form 8-K pursuant to which the Company expects to incur material cash and non-cash charges in connection with its implementation of the Plan in accordance with the Operating Agreement expected to be negotiated between now and July 1, 2014. The disclosure in Item 1.01 is incorporated herein by reference into this Item 2.03.

(b)-(d) The Company is unable in good faith to determine the type of costs it will incur in connection with the Plan or to estimate the total amount or range of amounts expected to be incurred in connection with the Plan and for each major type of cost associated with the Plan. The Company will file an amended report on Form 8-K under this Item 2.05 within four business days after it makes a determination of such costs and an estimate or range of estimates for such costs.

Item 7.01 Regulation FD Disclosure.

On June 23, 2014, the Company issued the press release furnished herewith as Exhibit 99.1.

Item 9.01 Financial Statements and Exhibits

(d) Exhibits.

10.1 Memorandum of Understanding between Corinthian Colleges, Inc. and the U.S. Department of Education.

99.1 Press Release dated June 23, 2014.

SIGNATURES

Pursuant to the requirements of the Securities Exchange Act of 1934, as amended, the registrant has duly caused this report to be signed on its behalf by the undersigned thereunto duly authorized.

CORINTHIAN COLLEGES, INC.

June 23, 2014

/s/ Stan A. Mortensen
Stan A. Mortensen
Executive Vice President and
General Counsel

U.S. Department of Education Questions for ACICS
March 2, 2016

Given the Department's responsibility to conduct a thorough analysis of ACICS in preparation for the review of its recognition in June, the Department is providing these additional questions for response from ACICS. **Responses are due to the Department no later than Friday, April 1, 2016.** Specific instructions on how to submit answers and documents will follow. If ACICS has already submitted a specific document with its petition that helps answer a question below, it should reference that document specifically in its response.

I. Overall Questions

Over the past few years, ACICS-accredited institutions have been the subject of major investigations and lawsuits from multiple federal agencies and state attorneys general. For example:

- Corinthian schools: fraudulent job-placement figures, problems that led to challenges to financial stability and ultimately closure, with major problems with teach out
- CEC: fraudulent job placement figures
- ITT: misleading and unfair recruiting practices, title IV compliance
- Michigan Jewish Institute: enrollment and title IV eligibility issues
- Westwood: fraudulent job placement figures, misleading and unfair recruiting practices related to wages and transferability of credits, closure in 2016
- Lincoln Tech: fraudulent job placement figures, misleading and unfair recruiting practices
- Globe: misleading and unfair recruiting practices related to job opportunities and transferability of credits
- Le Cordon Bleu: fraudulent job placement figures, misleading and unfair recruiting practices

This record suggests more than isolated or disparate issues, but a consistent pattern of significant and illegal actions on the part of ACICS-accredited institutions. As required in section 496 of the HEA, the Secretary must consider not just the existence but the effectiveness of each accrediting agency's standards, policies and practices: whether the agency has applied effectively the requirements of the statute, and whether it is a reliable authority on the quality of education offered. Please provide narrative with supporting Documents for each of the following questions.

1) Accrediting standards such as 602.16(a)(1)(i), 602.16(a)(1)(iii), 602.16(a)(1)(vii), 601.16(a)(1)(x), 602.17(f), and 602.24(c)(1) exist in order to prevent the specific kinds of

issues listed above, or at a minimum to identify and have the accreditor act on those kind of issues. Sections 602.19 and 602.20 require accrediting agencies to monitor and enforce standards to ensure institutional compliance with those standards. How did your standards, policies, and practices allow these situations to occur and continue over time? How were those schools meeting ACICS standards for accreditation despite their practices?

2) Sections 602.19 and 602.20 require accrediting agencies to monitor and enforce standards to ensure institutional compliance with those standards. At what point did you learn about the investigations (state attorneys general, FTC, CFPB, ED, etc.)? What actions were you undertaking with these institutions, and when – e.g., probation, warning, increased monitoring, intervention, etc.?

3) Section 602.27(a) (6-7) and (b) require an agency to inform the Department of Education with the identity of any institution or program it accredits that it believe is failing to meet its Title IV, HEA program responsibilities or is engaged in fraud or abuse, along with the agency's reasons for concern about the institution or program. What information were you sharing with the Department, and when, about these situations as they developed?

4) How have you changed your standards, policies, and practices as a result of these situations, and how will the changes prevent these situations from occurring again?

II. Questions related to specific standards in Jan. 2016 submission

Please provide further information, and Documentation as appropriate, on the following questions related to your January 2016 submission to the Department.

a. 602.13 acceptance of the agency by others – How has the number of major investigations into and actions against so many of ACICS's schools (CEC, Corinthian, ITT, MJI, Westwood, Lincoln Tech) by multiple federal agencies and states, plus the Congressional inquiry, affected ACICS's public acceptance and credibility? What actions have you taken in response?

b. 602.15(a)(1) staffing/financial resources – Are you confident in the number and expertise of your staff and institutional review teams, and in the level of your financial resources? Any changes you have made or plan to make?

c. 602.15(a)(2) competency of representatives -- Are you confident in the process and criteria you use to choose members of your review teams, and the expertise of your

representatives? Confident in your conflict of interest policies and practices? Any changes you have made or plan to make?

d. 602.16(a)(1)(i) student achievement – Given what's happened with Corinthian, CEC, ITT, MJI, Westwood, and Lincoln Tech related to inaccurate student achievement data, what were the shortcomings in your process of verifying those data and how are you changing the process to prevent this from happening in the future? How did these issues occur despite ACICS's 2012-2013 move to require independent verification and auditing of student achievement data? Do you define retention as completion of the current academic year, rather than return for a subsequent term, even if a program may typically require over 12 months to complete. Is this different from other agencies' methods of calculating retention for programs over 12 months in length? If so, why do you measure retention this way?

e. 602.16(a)(1)(vii) recruiting and 602.26 notification of accrediting decisions – Provide Documentation about each instance of an issue with recruiting practices or advertising for Corinthian schools, ITT, MJI, Westwood, Lincoln Tech, and Globe, and Documentation indicating whether or when you notified the Department. For each of these instances, please provide all emails among, and Documents sent or received by, any of ACICS directors, officers, staff members, consultants (including all members of college review teams), and third parties which concern those schools, for the following time periods:
    - Corinthian Schools: from January 1, 2014, to the present.
    - ITT: From November 1, 2013, to the present
    - Westwood: from November 1, 2011, to the present
    - Lincoln Tech: from July 1, 2014 to the present
    - Globe: from July 1, 2014 to the present
    - Le Cordon Bleu: February 1, 2013 to the present

    And: are you changing your policies and practices in any way given these issues?

f. 602.16(a)(1)(x) Title IV responsibilities and 602.19(b) monitoring – Provide Documentation, including all communications and analyses, of when you had reason to believe and when you notified the Department of each instance that a Corinthian school, ITT, CEC, and MJI, had violated its Title IV responsibilities or engaged in fraud or abuse.

g. 602.17(f) compliance and student achievement – Provide all Documentation of institutions that you continue to believe have issues with verifiable achievement data since the last time you amended either your policies or processes for the submission of such data. When did you last amend those policies or processes, and what Documentation do you have of changed policies or processes?

h. 602.19 monitoring -- For each of the instances listed in Section I, please provide all emails among, and Documents sent or received by, any of ACICS directors, officers, staff members, consultants (including all members of college review teams), and third parties which concern those schools, for the following time periods:
   - Corinthian Schools: from January 1, 2014, to the present.
   - CEC: from February 1, 2013, to the present
   - ITT: From November 1, 2013, to the present
   - MJI: from October 1, 2012, to the present
   - Westwood: from November 1, 2011, to the present
   - Lincoln Tech: from July 1, 2014 to the present
   - Globe: from July 1, 2014 to the present
   - Le Cordon Bleu: February 1, 2013 to the present

i. 602.20(a) and (b) enforcement timelines and actions – With respect to when you have identified problems in general since January 1, 2013, please provide the total number of institutions or programs you have reviewed off cycle; as well as the number of instances in which you have taken adverse action and the nature of those actions; the number in which you have placed the institution or program on probation or equivalent status; and the number in which you have taken other corrective actions and the nature of those actions.

   What is the mean time you actually allowed (including all extensions) for a school to come into compliance under each of 602.20(a)(2)(i), (ii), and (iii)? For each such school, provide the time allowed and break out this data for probation and show cause.

j. 602.21(a)(b) systemic review of standards and 602.21(c) revision of standards – Has any review or change been prompted by the multiple issues and investigations over the past few years? If so, what? If not, why not?

k. 602.24(c)(1), (c)(4), (c)(5) teach out plan triggers, requirements, application – Provide all Documentation regarding teach out policies and processes in general or the application of such policies and processes to any institution in the last three years. Provide all

Documentation on specific teach out plans adopted to date for ITT, MJI, or any other schools for whom you are contemplating adverse action.

l. 602.27(1)(6-7),(b) fraud and abuse and 602.21 review of standards – Given what's happened with problem schools, are there any changes to policies and procedures you've made or plan to make? For each of the instances listed in Section I, please provide all emails among, and Documents sent or received by, any of ACICS directors, officers, staff members, consultants (including all members of college review teams), and third parties which concern those schools, for the periods specified in item h above.

m. 602.28(e) information sharing with other accrediting/approval bodies and and 602.19(b) monitoring -- Given what's happened with problem schools, are there any changes to policies and procedures you've made or plan to make?

What materials do you request from the institution and what additional materials do you systematically gather prior to your review? Provide all pre-review materials for each Corinthian, CEC, and ITT campus that you had gathered.

Per sections 602.14 and 602.15, provide all instances in which you have changed your reviewers or provided your reviewers with information to focus their review based upon this information.

Per 602.17 and 602.18, how do you verify information provided by a school?

From: Anthony Bieda <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/3625966aa21b477ea17337561576fd9f-ABieda>
Sent: 2/26/2016 5:50:04 PM -0500
To: Anthony Bieda <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/3625966aa21b477ea17337561576fd9f-ABieda>
Subject: FW: Article by Annie Waldman, ProPublica

My margin notes below.

Anthony S. Bieda

Vice President for External Affairs

Accrediting Council for Independent Colleges and Schools

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Chronicle of Higher Education

FOR-PROFIT EDUCATION

Who's Regulating Troubled For-Profit Institutions? Executives at

Other Troubled For-Profit Institutions

By Annie Waldman (ProPublica) FEBRUARY 26, 2016

Plenty of accreditors have come under scrutiny for failing to hold colleges — especially for-profit institutions — accountable for low rates of graduation and high rates of student-loan default. But none has felt more heat than the Accrediting Council for Independent Colleges and Schools, or Acics.

(ACICS elected to participate in a direct exchange with members of the U.S. Senate HELP Committee in 2015 regarding the circumstances of the demise of Corinthian; since that time, the scrutiny and criticism of ACICS has escalated dramatically.)

Acics allowed Corinthian Colleges Inc. to keep on operating right up until the for-profit college chain collapsed after evidence emerged that its campuses had lured thousands of needy students into predatory loans. The

(Without substantial evidence and exhausting mandatory due process, no accreditor can withdraw accreditation simply on the basis of allegations against an institution; to have done so in the case of Corinthian/Everest Colleges would have displaced tens of thousands of students from the continuation or completion of their post-secondary education programs, a completely irresponsible outcome. In addition, ACICS had performed comprehensive reviews of dozens of CCi campuses in the three years prior to the demise of the company and when it found non-compliance issues with ACICS standards, required the campuses to come into compliance within the appropriate timeframes. More details of these reviews were provided in Congressional testimony and to the Center for American Progress/Ben Miller in October 2015).

accreditor placed a Corinthian campus on its "honor roll"

(Any campus that successfully completes a comprehensive accreditation review without findings of deficiency is eligible for honor roll status under the ACICS process; what the story fails to mention is that dozens of other CCi campuses were not put on honor roll status after the comprehensive review and instead received deferrals pending the remediation of issues identified by the Council's review) just months before the U.S. Education Department forced the college to shut down.

Acics, which oversees hundreds of for-profit institutions, is now the target of two government investigations.

(Re: CFPB: Before the federal district court in Washington, D.C. RE: Other inquiry by Senate Committee: no update; volumes of information was provided in good faith by ACICS in October 2015; there has been no other word or follow-up request for information. It is noteworthy that the a pattern of open-ended government inquiries into career colleges and their accreditors produces many headlines and conversations, but very little findings of facts or basis for formal sanctions; inquiries and investigations do not equal findings of wrong-doing; multiple investigations that produce no sanctions or findings of wrong-doing do not have any more meaning than a single investigation that produced the same outcomes.

A ProPublica analysis also found that colleges overseen by Acics had the lowest graduation rates among those of any accreditor.

So who are the people behind the beleaguered accreditor? They include executives at some of the most scandal-plagued colleges in the country.

We looked at all Acics commissioners since 2010 and found that two-thirds of them have worked as executives at for-profit colleges while sitting on the council. A third of the commissioners came from institutions facing consumer-protection lawsuits, investigations by state attorneys general, or federal financial monitoring.

Consider Beth Wilson. Ms. Wilson, executive vice president of Corinthian Colleges, joined Acics in 2014, less than three months after Kamala D. Harris, the California attorney general, filed a lawsuit against Corinthian for deceptive advertising and falsifying job-placement numbers. Ms. Wilson was no stranger to accreditation, having previously been the chair of another accreditor of primarily for-profit colleges. And she was no stranger to Corinthian's

problems. According to the attorney general's continuing suit, Ms. Wilson ordered employees to alter Corinthian's job-placement statistics.

Ms. Wilson did not respond to requests for comment.

Having a majority of commissioners be industry executives violates no federal rules. The Department of Education requires only a small fraction of commissioners to be from outside the industry, and accrediting agencies for both nonprofit and for-profit colleges are largely composed of industry players.

However, some education experts argue that potential conflicts of interest in for-profit accreditation are especially troubling because of the heightened scrutiny of the industry.

Robert M. Shireman, a former deputy under secretary in the Department of Education and currently a senior fellow at the Century Foundation, calls the accreditation process "a giant cesspool of corruption." Mr. Shireman, who has long worked to bolster regulation of for-profit colleges, says the accreditation process "needs to be independent" and not overseen by the industry itself.

"It would be like getting the CEOs of the airlines together," he says, "to review whether the airplanes are safe."

"The scandals surrounding the for-profit-college industry have thrown a spotlight on flaws in the accreditation system," says Stephen Burd, a senior policy analyst at New America, a Washington think tank, and a former reporter for *The Chronicle.* "These agencies turn a blind eye to abuses, and lobby on behalf of the industry."

The 15 commissioners of Acics, who are unpaid, are the decision makers on whether a college receives accreditation — a necessary seal of approval to receive federal student-aid funds. Acics, like other accrediting agencies, is funded through membership fees from the colleges it oversees, and its commissioners are mainly peer reviewers at member institutions.

"The scandals surrounding the for-profit-college industry have thrown a spotlight on flaws in the accreditation system."

Albert C. Gray, executive director of Acics, says the agency has a strict conflict-of-interest policy and recusal practices that do not allow

commissioners to sit in on hearings that involve their own colleges.

"It might appear that it's compromised by the fact that the peer reviewers are affiliated with the institutions," he says. "But while that may be an appearance, proper protections are put in place in the system to ensure that doesn't occur."

Here is a rundown of a handful of commissioners, their day jobs, and what their companies have been accused of:

Commissioners David Luce and Beth Wilson

When they served: Mr. Luce served from 2008 to 2013 (his second term with the agency); Ms. Wilson served in 2014.

Where they also worked: Corinthian Colleges Inc. Mr. Luce was assistant vice president for accreditation and licensing; Ms. Wilson was executive vice president.

What their institution was getting heat for: A whole lot, including deceptive marketing techniques and predatory loan practices. The list includes investigations by the Government Accountability Office, more than 20 state attorneys general, the Department of Education's inspector general, the Consumer Financial Protection Bureau, and the Securities and Exchange Commission. The Government Accountability Office investigation resulted in a congressional hearing, and the Consumer Financial Protection Bureau secured a default judgment finding Corinthian liable for more than half a billion dollars. Many of the other investigations are continuing.

What happened to their institution's accreditation: Not much. In the years leading to Corinthian's collapse, the number of institutions that Acics accredited increased from 35 in 2005 to 57 in 2013. By the time the Education Department reached a deal with Corinthian to close and sell its campuses, Acics was the chain's leading accreditor. In 2014, just months before the department took action, Acics put a Corinthian institution on its honor roll. Acics did not revoke the accreditation of any of Corinthian's campuses before the department stepped in.

How much federal aid their institution received: Around $1.4 billion annually.

What they say: Neither David Luce nor Beth Wilson responded to requests for comment. Mr. Luce left Acics' council at the end of his term, and Ms. Wilson resigned midway through 2014, according to Acics officials.

Commissioners John Euliano and Richard Bennett

When they served: Mr. Euliano has served since 2011; Mr. Bennett has served since January.

Where they also worked: Southern Technical College. Mr. Euliano is the founder; Mr. Bennett is senior vice president for financial aid.

What their institution was getting heat for: Accepting invalid high-school diplomas and financial compliance. *The Miami Herald* reported last year that Southern Technical College and others had enrolled students without proof that they finished high school. Two Southern Technical College campuses have also been flagged by the Department of Education for problems of financial responsibility as of December 2015. One campus received the government's lowest possible financial rating for the 2012 academic year (the most recent data), a score shared by only 40 of 3,400 institutions across the country. From 2011 to 2012, the college was subject to a Department of Education review to confirm that it met federal student-aid requirements. In a review of two years of data, the department found more than $200,000 in liabilities because of compliance problems, including incorrect financial-aid calculations and invalid high-school diplomas.

What happened to their institution's accreditation: Again, not much. None of Southern Technical College's campuses have had their accreditation suspended or revoked. And in 2012 three of the campuses were put on the accrediting agency's honor roll.

How much federal aid their institution received: $36 million during the 2013 academic year.

What they say: Mr. Euliano told ProPublica in an email that there is no conflict of interest within Acics' council. "Any insinuation that there is any 'home cooking' or that our peer-review process is somehow 'the fox running the hen house' (it seems like that is where you are going) is absolutely 100% false," he said. (Read his email.) Mr. Euliano also described the Education Department review as "not out of the ordinary" and the liabilities that were found "small compared to the amount of aid processed." He sold the college in 2012, staying on for a year to help with the transition.

Mr. Bennett said in an email that the low financial score was a result of the sale, and that it wasn't a good indicator of the company's fiscal viability. He also said that landing on the Department of Education's list of colleges with

financial-compliance problems is "not always representative of any wrongdoing/findings from the department." The department has described the list as a "caution light."

Commissioner Francis Giglio

When he served: 2009 to 2012.

Where he also worked: Lincoln Educational Services. Mr. Giglio is vice president for compliance and regulatory services.

What his institution was getting heat for: Eric T. Schneiderman, New York's attorney general, opened an investigation into Lincoln Educational Services in 2011 to see whether the company had misrepresented its education quality, tuition costs, program accreditation, or ability to find jobs for students.

What happened to his institution's accreditation: Yet again, nothing, really. None of the college chain's campuses have had their accreditation suspended or revoked.

How much federal aid his institution received: $200 million during the 2013 academic year.

What he says: "If, in fact, in that institution there was some type of conviction or determination that there was fraud, waste, or abuse, then that person would no longer be on the commission," Mr. Giglio told ProPublica. "But in the meantime, there's always the opportunity for that person to say, This is fiction, these students have said these things, but this isn't truly what's happening." Mr. Giglio said his company had not heard from the attorney general since it sent the requested documents. Mr. Schneiderman's office declined to comment.

Commissioner Jeanne Herrmann

When she served: 2009 to 2015.

Where she also worked: Globe University/Minnesota School of Business. Ms. Herrmann is chief operating officer.

What her institution was getting heat for: Job-placement numbers and marketing tactics. In 2013 a former dean at Globe University won a whistle-blower lawsuit against the institution. The dean said she had been fired after complaining about fraudulent job-placement numbers and misleading

recruiting practices. Lori Swanson, Minnesota's attorney general, filed a lawsuit against Globe in 2014, accusing it of misrepresenting job opportunities to students. That suit is continuing.

What happened to her institution's accreditation: Again, not much. None of the college's campuses have had their accreditation suspended or revoked.

How much federal aid her institution received: $74 million during the 2013 academic year.

What she says: Ms. Herrmann did not respond to a request for comment.

Commissioners Gary Carlson and Edwin Colon

When they served: Mr. Carlson served from 2006 to 2011; Mr. Colon served from 2009 to 2014.

Where they also worked: ITT Technical Institute. Mr. Carlson was vice president for academic affairs at ITT until his retirement, in late 2010. Mr. Colon was director of an ITT Technical Institute campus until May 2014, according to his online résumé.

What their institution was getting heat for: Job placements and recruiting practices. A continuing whistle-blower lawsuit, brought in 2007, alleges that the institute submitted false claims to the government to receive more financial aid. In 2010 a U.S. Senate committee began an investigation into ITT, eventually finding that the company had used aggressive recruiting tactics and that many of its students had left without finishing their degrees. The Consumer Financial Protection Bureau opened an investigation in 2013 and filed suit a few months later, accusing the company of predatory lending. In 2014, ITT was hit with a dozen investigations by state attorneys general. The suits from the Consumer Financial Protection Bureau and the attorneys general are continuing, according to the company's most recent SEC filings.

What happened to their institution's accreditation: And again … not much. Acics has not revoked or suspended any of the college's campuses.

How much federal aid their institution received: $796 million during the 2013 academic year.

What they say: "I don't think that everybody that's under investigation is always immediately guilty," said Mr. Carlson. "When we paint-brush one whole industry as being bad because of some not following the rules, it's

probably a mistake." Mr. Colon did not respond to a request for comment.

In response to the list of commissioners from scrutinized institutions, Anthony Bieda, vice president for external affairs at Acics, describes members of the council as "highly ethical" and "committed public servants who receive no pay for their service." He says the commissioners were nominated or appointed before the scrutiny of their companies occurred.

"If issues related to the commissioners' institution were raised in a council meeting, the commissioners always and diligently recuse themselves from the discussion and any subsequent decision," says Mr. Bieda. He adds that "the commissioners themselves were not under scrutiny or accused of wrongdoing."

Ultimately, the makeup of the accreditation boards reflects the industry itself, warts and all.

"The way the agency commissioners are selected, it stands to reason that an agency that covers what we'll call at-risk schools will have commissioners from at-risk places," says Susan Phillips, the chair of a Department of Education committee that reviews accreditors.

This article was co-published with ProPublica.

From: Google Alerts [mailto:googlealerts-noreply@google.com]
Sent: Friday, February 26, 2016 8:21 AM
To: Quentin Dean
Subject: Google Alert - ACICS

ACICS

As-it-happens update · February 26, 2016

NEWS

[Who's Regulating Troubled For-Profit Institutions? Executives at Other Troubled For-Profit Institutions]

Chronicle of Higher Education (subscription)

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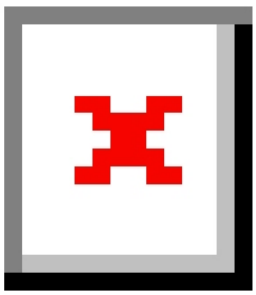

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From:	Anthony Bieda <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/3625966aa21b477ea17337561576fd9f-ABieda>
Sent:	2/5/2016 2:17:08 PM -0500
To:	Albert C. Gray <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/a1a35d9f738542d48eb5f1ddabe428e0-agray>; jgurubatham@acics.org
Subject:	FW: Department of Education scan
Attachments:	memo-accreditor-recommendations-01202016.doc

We believe this is the recommendations letter to which the conference call referred on Wednesday.

FYI.

Anthony S. Bieda

Vice President for External Affairs

Accrediting Council for Independent Colleges and Schools

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

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From: Debra Cabral [mailto:Debra.cabral@Storypartnersdc.com]
Sent: Friday, February 05, 2016 11:12 AM
To: Anthony Bieda
Cc: Jake Lynn
Subject: FW: Department of Education scan

Tony,

The blog post from Ted Mitchell is attached and below.

The first 3 stories from today's ACICS sweep, copied again below, dealt with the issue. The memo from John King is attached and the blog post from Ted Mitchell is the second story copied below.

Inside Higher Ed: Education Dept. Adds Requirements for Accreditors (National, Negative)

The U.S. Department of Education this week introduced several new requirements for accreditors, adding to the slightly beefed-up new rules it announced in November. The department has pushed more aggressive reforms to the accreditation process, including a request for the U.S. Congress to drop its ban on imposing specific standards on accreditors. But those ideas are unlikely to come to fruition during the Obama administration's final year.

This week the department said it would require accreditors to provide more information to the feds -- and to the public, when possible -- about sanctions the agencies slap on colleges, including the reason for those sanctions. The department also will require accreditors to separate their reporting of punitive actions against colleges from the other information they submit to the federal government, such as when colleges receive renewal of their accreditation status.

"Agencies need to do more than certify that institutions make quality offerings available; they must gauge the extent to which the institutions actually help more students achieve their goals," Ted Mitchell, the Under Secretary of Education, wrote in a blog post. "And because of our belief in the importance of equal opportunity to learn and achieve, that means strong outcomes for all students, not just some."

Other new requirements announced this week generally revolve around more coordination and basic communication. For example, accreditors will meet more regularly with the department and share information about "schools of concern."

Department of Education Office of the Under Secretary: Strengthening Accreditation's Focus on Outcomes (National, Neutral)

America is home to the best colleges and universities in the world. These institutions provide students with quality degrees and certificates that prepare them for a good career, a good salary, and full participation in their community and our democracy. But there are still institutions that fail to offer hard-working students a quality

CL_Review021264

education. These schools over-promise and under-deliver, leaving students without the education and skills for success in the job market and in life.

To ensure all Americans have the opportunity to succeed in higher education and that federal investments to help students and families pay for college are well spent, we need the federal government, states, and accrediting agencies all to step up and fulfill the critical role each plays in ensuring the quality of colleges and universities.

For more than half a century, the accreditation process has sought to help colleges and programs set standards and continuously improve the education they provide. And it is one stamp of approval the Department requires—an indicator that is intended to ensure a school offers a solid investment of public dollars—before an institution is eligible to receive federal student aid.

But while this system is meant to focus our higher education field on quality, it is all too clear that we all must do more to address substandard and underperforming institutions, variations in quality and student outcomes, and the challenges facing today's more diverse group of students. This includes our accreditors.

Students and families trust that accreditation indicates that a school or program will offer them a worthwhile education that prepares graduates for work and life—in other words, positive outcomes for students. Accreditors' evaluations must increasingly put a premium on student outcomes. We do not intend to impose specific standards on institutions, but want to ensure that accreditors establish and enforce strong and meaningful outcome standards, evaluated by the Department, that effectively address educational quality, including student achievement. Agencies need to do more than certify that institutions make quality offerings available; they must gauge the extent to which the institutions actually help more students achieve their goals. And because of our belief in the importance of equal opportunity to learn and achieve, that means strong outcomes for all students, not just some.

The Obama Administration continues to work on shared efforts to update the accreditation process and better protect students and taxpayers. In November 2015, our Department announced a set of executive actions and legislative proposals to improve accreditation and improve transparency and accountability. At that time, Secretary Arne Duncan also invited further recommendations, specifically on improved information-sharing and coordination with accreditors and clearer guidance on the flexibility accreditors have to focus resources on problematic institutions, which we are sharing today.

The Department will undertake additional steps to achieve these goals, including:

Meeting more regularly with accreditors to increase their knowledge of Department policies and, where possible, share information on schools of concern.

Sharing more information with accreditors about actions the Department plans to take, once we have safeguards in place for sharing sensitive information.

Requiring information submitted by accreditors to the Department to be structured to better distinguish where additional action is needed, and categorize key terms and definitions to promote consistency.

Requiring—and sharing publicly when possible—more information from accreditors on why institutions were placed on probation, placed on warning, or found out of compliance with one or more of the accrediting agency's standards.

Clarifying the flexibility agencies have to differentiate review processes for institutions, with guidance on specific standards and criteria that accreditors could use to strengthen their focus on outcomes.

The focus on outcomes is essential to increase the rigor of accreditation and to provide the flexibility that can foster the innovation we need in higher education in order to serve all students well. All of us—colleges and universities, accrediting agencies, the Department, states, and the public we serve—share a stake in ensuring quality outcomes for all students.

The actions we're announcing today represent another important step in this direction. But we can't do it alone. In November, we announced a suite of legislative proposals that will enable accrediting agencies and the Department to conduct more rigorous, outcome-oriented reviews of institutions, and to take more forceful actions where appropriate. We look forward to working with Congress to complement the measures we have announced with new reforms that provide even stronger support for students and families.

Huffington Post: Obama Ridiculed For Sluggish Moves On College Accreditation
(National, Negative)

In November, following the failure of an accredited for-profit college chain that state and federal regulators had accused of mass fraud, then-Education Secretary Arne Duncan gave his top deputies a homework assignment: Find ways the department

could reform college accreditation to prevent future debacles like the collapse of Corinthian Colleges Inc.

Duncan had called accreditors -- private groups paid by colleges to evaluate whether schools are good enough to continue receiving taxpayer money in the form of federal student loans and grants -- "watchdogs that don't bite."

Over the last two years, federal regulators have sued for-profit chains Corinthian Colleges, ITT Educational Services Inc. and DeVry Education Group, alleging they misled prospective students -- who collectively have taken on billions of dollars in federal student loans -- about their future career prospects. Despite the allegations, the companies' schools maintained accreditation.

And there's no fix in sight. Duncan's former deputies' Jan. 20 response, disclosed Thursday, largely amounts to a request for more time and a promise to shuffle more paperwork between more offices at the U.S. Department of Education.

The Education Department wields tremendous power over accreditors: Schools can receive federal student aid funds only if they're accredited by organizations approved by the Education Department. The department can revoke its approval if accreditors aren't up to snuff. But with less than a year left in office, it's unlikely the Obama administration will achieve anything meaningful in reforming the accreditation system.

Instead, according to Barmak Nassirian, director of federal relations and policy analysis at the American Association of State Colleges and Universities, the Education Department is "rearranging the deck chairs on the Titanic."

"This administration has been in office for seven years now. That's enough time to figure out what's been going on," Nassirian said. "I'm not sure what hope there is for meaningful change."

In their memo to Duncan's successor, John King Jr., Education Department officials Lynn Mahaffie and James Runcie detailed the steps they've taken or plan in order to improve the nation's accreditation system. They range from the obvious (more regular meetings with accreditors, something the department has long had the authority to pursue) to the banal (publicizing information already public on the department's website and asking accreditors to separate the information they send to the department so that enforcement actions against poor-performing colleges are more readily apparent to key Education Department officials).

Mahaffie and Runcie also said the department, over the next four months, would suggest how accreditors could tweak their campus reviews. They also said the department could toughen examinations of accreditors.

Meanwhile, the Education Department continues to funnel taxpayer money to schools facing federal lawsuits alleging they systematically defrauded students with fake job placement rates. Corinthian collapsed and declared bankruptcy. ITT and DeVry are still in business and maintain accreditation. All three have denied allegations of wrongdoing.

"Given the scale of mass fraud that has been and continues to be perpetuated, these kinds of minor improvements are really inadequate," Nassirian said. "There is just way too much money at stake and way too many students being victimized. We need far more decisive action."

Education Undersecretary Ted Mitchell, who oversees the work of Mahaffie and Runcie, declined an interview request through a department spokeswoman, Dorie Nolt. In a blog post Thursday, Mitchell largely put the blame on accreditors and Congress.

The department's interest in accreditation is relatively new, said Arthur Rothkopf, a member of the National Advisory Committee on Institutional Quality and Integrity, or NACIQI, which advises King on accreditation issues.

Until a few months ago, Rothkopf said, the department generally left accreditation matters to NACIQI. Department officials only got involved if a college complained about its accreditor, Rothkopf said.

The Education Department never withdrew its recognition of an accreditor during Duncan's seven years in office, department spokeswoman Denise Horn said in November.

The department's newfound interest in accreditation matters is partly due to the fact that high-ranking officials who would've been focused on these issues had been preoccupied with other matters, such as the fight to end the bank-based federal student loan program and the battle to impose new rules on wasteful career and for-profit programs that saddle students with unmanageable debt loads, said Ben Miller, who helps lead higher education policy for the Center for American Progress, a Washington advocacy group with close ties to the Obama administration.

A 2008 law that prohibits the department from implementing new rules that would define "student achievement" also limited the Education Department's ability to regulate accreditors, Miller said.

But that doesn't explain why Obama's education team isn't being more aggressive in forcing accreditors to police poor-performing colleges, since the Education Department can effectively put them out of business, Nassirian said.

It also doesn't explain why the Education Department and accreditors missed the alleged widespread fraud by giant for-profit college chains until lawsuits were filed by state attorneys general, the Consumer Financial Protection Bureau, and the Federal Trade Commission.

"What the department is trying to do is work with the community," said Judith Eaton, president of the Council for Higher Education Accreditation, a group that represents colleges and recognizes 62 accreditors. "Instead of saying, 'We're going to take action' and that kind of thing, the department is saying, 'We think there needs to be more movement here so how can we work together.'"

The Accrediting Council for Independent Colleges and Schools, or ACICS, which oversaw a large part of Corinthian's schools, may be the first real test of the department's resolve, Miller said. The department last year determined that many of Corinthian's campuses faked their job placement rates. The accreditor is up for Education Department review later this year.

Anthony Bieda, vice president of external affairs at ACICS, declined to comment, citing the upcoming review.

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From: Cassie Doyle
Sent: Thursday, February 04, 2016 8:57 AM
To: Jake Lynn <jake.lynn@Storypartnersdc.com>; Debra Cabral <Debra.cabral@Storypartnersdc.com>
Subject: Department of Education scan

This is what I have seen so far. Will also include in the daily clips.

Wall Street Journal: Obama Steps Up Pressure on College Accreditors

The Obama administration is stepping up pressure on the gatekeepers of billions of dollars in federal aid to crack down on colleges and universities where students fare poorly.

Under Secretary of Education Ted Mitchell said he wants accreditors to "do more to address substandard and underperforming institutions" by focusing their efforts on weak schools while reviewing elite schools less rigorously.

"Accreditors' evaluations must increasingly put a premium on student outcomes," Mr. Mitchell said in a memo laying out the second phase of an executive order announced in November.

Elite schools, including Princeton University and Vanderbilt University, have long complained of the burden of proving to accreditors that they are quality institutions.

On the other end of the spectrum, even colleges with graduation rates in the single digits rarely lose accreditation once it is granted, according to a Wall Street Journal investigation published in June.

Still, some college presidents worry that judging schools by things like graduation rates could mean that high-risk students will have less access to higher education.

Accreditation is necessary for colleges to gain access to the $150 billion in federal aid schools receive annually. Poor outcomes at some colleges are tolerated because not all accreditors hold schools to specific standards.

A 2008 law prohibits the executive branch from imposing tougher regulations on accreditors. The Education Department has asked Congress to repeal that law, but in the meantime, officials are stretching their limited authority to persuade accreditors to act on their own.

"This is a continuation of the department's transparency agenda," said Judith Eaton, who leads the Council for Higher Education Accreditation, which includes 60 accrediting bodies. "They have become much more involved in the oversight of accreditation and this really brings the department into the internal workings."

In November, the department said it would post metrics like graduation rates and student-loan default rates of the schools alongside the organization that accredits them. The transparency would have the effect of shaming accreditors that oversee schools with very low graduation rates or very high rates of student-loan defaults.

In an interview Tuesday, Mr. Mitchell said the federal government wants accreditors to voluntarily set those standards "and to hold institutions accountable for meeting them." In addition, the executive order demands that accreditors share with the department more information about struggling schools and alert officials if a school is placed on warning.

It also asks that accreditors standardize their procedures. The majority of public and private nonprofit schools are accredited by six different regional organizations, and each operates a little differently.

The department said it will issue guidance this spring to clarify the areas and acceptable ways accreditors can differentiate their review process. The goal is to empower accreditors to concentrate on schools that are weak. Stronger schools might be reviewed on the same schedule but be subject to a "lighter touch," Mr.

Mitchell said.

Former Princeton President Shirley Tilghman welcomed that news. Accreditation "occupies a portion of our time and resources that is all out of proportion to the value we get from the exercise," she said.

Ms. Tilghman said she was glad to hear the department of education was promoting additional flexibility so that accreditors could "focus on schools that really need a very rigorous review."

Presidents of less prestigious universities see the department's move as ominous. By singling out metrics such as graduation rates and punishing schools that don't hit specific marks, accreditors may end up limiting access to college for at-risk students, said John Bassett, president of Heritage University, a private school in Washington state. Heritage graduates 16% of its freshmen seeking a bachelor's degree in six years.

"I think you need a better measuring stick than how many diplomas you hand out," Mr. Bassett said. "I think you have to be very careful of unintended consequences. If you focus on graduation rates, then you incentivize schools to target wealthy and middle-class kids and not go after anybody else."

David Decker, president at Franklin University in Ohio, which has a similar graduation rate, called the push to demand more rigor on graduation rates "a solution in search of a problem."

"I'm against it in principle," he said. "I think one of the biggest strengths of our higher-education system is the multilayered, multipurposed approach. I know that offends people in Washington who have to have things a certain way, but things have evolved that way because it responds to the market's demands and the demands of society."

Mr. Mitchell countered that the demands of society and the protection of students will best be maintained by enforcing benchmarks. "I believe that if institutions have known about the standards and have been given an adequate opportunity to remediate against things like cohort default rate or completion rates, then they should be at risk of losing their accreditation," he said.

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CL_Review021273

October 19, 2015

Kevin M. Modany
Chief Executive Officer
ITT Educational Services, Inc.
13000 North Meridian Street
Carmel, IN 46032-1404

Re: Additional Reporting Requirements
OPE-IDs: 00732900 – ITT Technical Institute
03071800 – ITT Technical Institute
00473100 – Daniel Webster College

Dear Mr. Modany:

As a result of its heightened review of ITT Educational Services, Inc. (ITT), the U.S. Department of Education (Department) is providing this letter to identify additional procedures that ITT will need to follow in order to continue its participation in Title IV, HEA programs under ITT's current heightened cash monitoring method of payment.

On August 19, 2014, the Department sent you a letter citing ITT for its failure to submit timely an acceptable annual compliance audit and/or audited financial statement submission for ITT's fiscal year ending December 31, 2013. ITT's failure to make this timely submission resulted in the Department imposing a requirement that ITT be provisionally certified for a cumulative period of at least five years, pursuant to 34 C.F.R. § 668.175(f), and that ITT post an irrevocable letter of credit (LOC) for a period of five years in the amount of 10% of the Title IV, HEA program funds received by ITT during its most recently completed fiscal year (approximately $79.7 million). At that same time, the Department also required ITT to make disbursements to eligible students and parents under the Heightened Cash Monitoring method of payment, as described in 34 C.F.R. § 668.162(e)(1) (HCM1).

Subsequent events since August 2014 – including ITT's failure of the general standards of financial responsibility set forth in 34 C.F.R. Part 668, Subpart L (due to a failing financial composite ratio) and the announcement by the Securities and Exchange Commission of a civil action against ITT and two of its officers – led the Department to impose additional reporting requirements, in order to permit the Department to more closely monitor ITT's ongoing participation in Title IV, HEA programs.

In taking each of the steps noted above, the Department considered – as it has considered again with the issuance of this letter – that as a condition of participation in Title IV, HEA programs, ITT agreed to act as a fiduciary responsible for the administration of federal funds. *See* 34 C.F.R. § 668.14(b)(2). Moreover, in issuing this letter, the Department has again considered that its Cash Management regulations are expressly intended to promote sound cash management of Title IV,

ED00034483

HEA program funds by an institution, to minimize the financing costs to the Federal Government of making Title IV, HEA program funds available to a student or an institution, and to minimize the costs that accrue to a student under a Title IV, HEA loan program. 34 C.F.R. § 668.161(a)(1).

RECONCILIATION OF TITLE IV, HEA PROGRAM FUNDS

When a school receives funds pursuant to a Title IV, HEA program, it holds those funds in trust for intended student beneficiaries. As a trustee of, and with a fiduciary responsibility to administer and account for, those funds, a participating institution must have procedures in place that ensure that Title IV funds are used as intended. As described in the Federal Student Aid handbook, a "key component" of compliance with the cash management regulations and the fiduciary standards is the process of reconciliation. Title IV reconciliation is the process by which a school reviews and compares Title IV aid recorded on the Department's systems with the information in the school's internal records. Through reconciliation, disbursement and cash discrepancies are identified and resolved in a timely manner to ensure the school meets all regulatory requirements. Schools must document their reconciliation efforts and retain this documentation for auditing purposes.

With respect to the Direct Loan program, institutions are required to reconcile, on a monthly basis, institutional records with Direct Loan funds received from the Department and Direct Loan disbursement records submitted to and accepted by the Department. *See* 34 C.F.R. § 685.300(b)(5). Institutions are also required to implement a quality assurance system to ensure they are complying with program requirements and meeting program objectives. See 34 C.F.R. § 685.300(b)(9). The quality assurance process should document that the school is completing monthly reconciliation and program year closeout.[1]

With respect to the Pell Grant program, FSA has advised participating institutions that, at a minimum, an institution should reconcile FSA financial records at least monthly. *See* FSA Handbook 2015-16 at 4-92. FSA has also cautioned institutions that, "the more frequently [a] school performs reconciliation, the more likely you will be able to identify issues and resolve them before they become part of a systemic problem." *Id.* FSA has further cautioned that "it is almost impossible to satisfy other program requirements without performing monthly reconciliation of your school's Pell Grant Program participation." *Id.* at 4-96. As further provided in the FSA Handbook:

> If a school is meeting all disbursement/adjustment reporting, excess cash, and reconciliation requirements, final reconciliation should begin no later than the last award or payment period end date at the school for a given program and year. A school should be able to reconcile to a zero ending cash balance soon after its final disbursements and should not carry an ending cash balance (positive or negative) for an extended period.

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[1] *See* Electronic Announcement dated November 21 ,2014 (http://ifap.ed.gov/eannouncements/112114DirectLoanProgramReconciliation.html); Electronic Announcement dated November 13, 2013 (http://ifap.ed.gov/eannouncements/111313DirectLoanQualityAssuranceRequirementReminder.html)

2015-16 FSA Handbook at 4-101.

During the course of its heightened oversight of ITT, the Department has reached the following conclusions with respect to ITT's cash management:

1. Since at least the 2009-2010 award year, ITT failed to timely reconcile its Title IV, HEA program accounts;

2. Prior to August 27, 2015, ITT had no written policy or procedure in place to guide the reconciliation of Title IV funds; and

3. ITT has requested to reopen prior award years to correct additional reconciliation issues with a frequency substantially greater than that of comparable institutions.

In addition, in July, August, and September 2015, FSA staff worked with ITT to assist with the reconciliation of Title IV, HEA funds for award years 2009-2010 to present. During that time, ITT provided conflicting information regarding the status of the reconciliation of Pell Grant Award years 2010-11, 2011-12, and 2012-13 (the reconciliation of which should have been completed well before July 2015).

Taken together, these facts demonstrate a failure by ITT to meet its fiduciary obligations, to properly and timely reconcile Title IV program funds as per the regulations and Federal Student Aid guidance, and to meet the standards of administrative capability required of institution's participating in Title IV, HEA programs, *see, e.g.*, 34 C.F.R. §§ 668.16(a), (c)(1).

ADDITIONAL RESTRICTIONS

As a result of the facts set forth above, and as a condition of remaining on the HCM1 payment method, the Department is requiring ITT to take additional steps to identify unearned Title IV HEA funds under ITT's control, and provide additional documentation to the Department regarding Title IV, HEA funds administered and drawn by ITT on behalf of its students.

1. Cash Management / Disbursements

ITT will not be permitted to disburse Title IV funds to students or parents ten days prior to the first day of classes for a payment period, as provided for in 34 C.F.R. § 668.164(f)(1). Effective immediately, ITT may only disburse Title IV funds to a student or and parent once: (i) an academic term has begun; (ii) ITT has confirmed that the student has attended courses sufficient to justify the enrollment status which supports that student's Title IV eligibility; and (iii) ITT provides written confirmation to the Department, using the form and certification attached hereto as Exhibit A (hereinafter "Certification Form"), of the student's eligibility to receive Title IV funds. Certification Forms are to be submitted to the Department no more than once by main OPEID per seven-day period.

ITT must also retain all information on which it relies to substantiate the enrollment status of each student it believes to be eligible to receive Title IV funds. If ITT is unable to document that a student has commenced attendance in a term, it may not disburse funds to the student, and it must

CL_Review021276

revise the student's Title IV awards in accordance with the Department's published guidance. All other requirements of HCM1, 34 C.F.R. § 668.162(e)(1), shall remain in effect. Moreover, nothing stated in this condition shall change the requirement stated in 34 C.F.R. § 685.303(b)(5).

2. Student Disbursement Reporting

Effective immediately, the Department is modifying the requirements for ITT to submit a monthly enrollment roster. This requirement was established on May 20, 2015 and modified June 18, 2015. In particular, ITT must now include disbursement information when submitting the monthly roster in the format (and with the information requested) shown in the Excel file provided herewith. Additionally, ITT must submit a written certification attesting to the accuracy of that roster, and attesting to ITT's adherence to these requirements. The first roster submitted must include all disbursements and refunds made in the 30 days prior to the submission date of the roster. Each subsequent roster must include all disbursements and refunds made since the submission of the previous roster. Please see enclosed sample Disbursement Roster Spreadsheet.

The certification should be made by an individual with authority to bind ITT, and should state:

> By submitting this information, I certify to the best of my knowledge and belief that the information contained herein is true, complete, and accurate. I further certify that ITT Educational Services, Inc. ("ITT") has verified the eligibility of each individual to receive a disbursement of the Title IV funds provided. I further certify that ITT did not disburse Title IV, HEA funds to or for the benefit of any student listed on this roster until ITT had verified that student's attendance in the payment period for which the disbursements was intended. I further certify that ITT is and will remain in compliance with the terms and conditions of the Program Participation Agreement under which these funds have been provided. I am aware that the provision of any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me and/or ITT to criminal, civil, or administrative penalties for fraud, false statements, false claims, or other violations. (U.S. Code Title 18, Section 1001; Title 20, Section 1097; and Title 31, Sections 3729-3730 and 3801-3812).

3. Additional Reporting Requirements

Effective immediately, on the first business day of each month, ITT must provide documentation to substantiate its reconciliation of all Title IV funds drawn as of the last day of the month preceding the month before the submission date. (For example, on November 2, 2015 ITT must submit documentation to substantiate its reconciliation of Title IV funds as of the last day of September, 2015; on December 1, 2015, ITT must submit documentation to substantiate its reconciliation of Title IV funds as of the last day of October, 2015.) The reconciliation documentation must provide evidence that ITT has reconciled the program accounts as described in the Department's publications, including Electronic Announcements dated December 18, 2014

and January 23, 2015.[2] Please submit such documentation to Byron Scott, Case Manager, via email at Byron.Scott@ed.gov, accompanied by a statement, signed by an individual with authority to bind the company, stating that:

> By submitting this information, I certify to the best of my knowledge and belief that the information contained herein is true, complete, and accurate. I further certify that ITT is and will remain in compliance with the terms and conditions of the Program Participation Agreement under which Title IV, HEA funds have been provided. I am aware that the provision of any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me and/or ITT to criminal, civil, or administrative penalties for fraud, false statements, false claims, or other violations. (U.S. Code Title 18, Section 1001; Title 20, Section 1097; and Title 31, Sections 3729-3730 and 3801-3812).

4. Additional Reporting Requirement of Bank Conditions

ITT must submit to the Department a description of any conditions that have been established by any bank or other entity that are related to ITT's participation in the Title IV HEA programs. ITT must promptly supplement this report when any new conditions are established, or when any changes are made to the existing items that have already been reported. Please submit such documentation to Byron Scott, Case Manager, via email at Byron.Scott@ed.gov

5. Additional Reporting of Individuals with Institutional Authority

Within seven days of the date of this letter, ITT must submit to the Department a list of all individuals who have the authority to direct or otherwise control the payment of any "refund[s] of unearned institutional charges" to the Department, as that phrase is used in 20 U.S.C. § 1099c(e)(6)(B). Please submit such documentation to Byron Scott, Case Manager, via email at Byron.Scott@ed.gov

Protection of Personally Identifiable Information (PII):

Because responses to certain of the above conditions will contain PII, please note the following information. PII is any information about an individual that can be used to distinguish or trace an individual's identity (such as name, Social Security number, and date/place of birth). The disclosure of PII can result in substantial harm, embarrassment, and inconvenience to individuals and may lead to identity theft or other fraud. To protect PII, please see the enclosure Protection of Personally Identifiable Information (PII) for instructions regarding submission of documents containing PII.

[2] http://ifap.ed.gov/eannouncements/121814TitleIVAidDisbureRptExcessCashReconciliRequirements.html and http://www.ifap.ed.gov/eannouncements/012315FederalPellGrantProgramReconciliation.html

If you have any questions, please contact Byron Scott, Case Manager, by phone at 312-730-1534 or by email at Byron.Scott@ed.gov.

Sincerely,

(b)(6)

Michael Frola
Director, Multi-Regional and Foreign School Participation Division

Enclosures:

Example Student Disbursement Roster Certification form (soft copy provided under separate email)
Disbursement Detail and Summary Tracking Spreadsheet
Protection of Personally Identifiable Information

NB: SAMPLE Certification -- To be placed on ITT stationery

DATE: **<date>**

TO: U.S. Department of Education

FROM: **<name>**, as an authorized agent and representative of ITT Educational Services, Inc. ("ITT")

SUBJECT: ITT Student Disbursement Roster Certification covering the period **<date>** through **<date>**

On behalf of ITT Educational Services, Inc., I certify that, to the best of my knowledge and belief that:

a) ITT will be making a disbursement of Title IV funds to students or parents on **<date>**. No disbursements are being made to or for the benefit of any student as to whom ITT has not confirmed that the student has attended courses sufficient to justify the enrollment status which supports that student's Title IV eligibility.

b) ITT has retained all information on which it relies to substantiate the enrollment status of each student it believes eligible to receive Title IV funds.

By submitting this information, I certify to the best of my knowledge and belief that the information contained herein is true, complete, and accurate. I further certify that ITT has verified the eligibility of each individual to receive a disbursement of the Title IV funds and in the amount provided. I further certify that ITT is and will remain in compliance with the terms and conditions of the Program Participation Agreement under which these funds have been provided. I am aware that the provision of any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me and/or ITT to criminal, civil, or administrative penalties for fraud, false statements, false claims, or other violations. (U.S. Code Title 18, Section 1001; Title 20, Section 1097; and Title 31, Sections 3729-3730 and 3801-3812)

Authorized Signature: _____

Date: _____

CCi
CORINTHIAN COLLEGES, INC.

6 Hutton Centre Drive Suite 400
Santa Ana, CA 92707
tel (714) 427-3000fax (714) 427-3010
www.cci.edu

April 30, 2015

SENT VIA EMAIL: agray@acics.org

Albert C. Gray, Ph.D.
Executive Director & CEO
ACICS
750 First Street, NE, Suite 980
Washington, DC 20002-4223

Dear Dr. Gray,

This letter constitutes formal notice that on April 27, 2015, Corinthian Colleges, Inc. (CCi) ceased substantially all operations and discontinued instruction at its remaining 28 ground campuses. Campuses closed include Corinthian's ACICS accredited Everest Institutes located in California and New York. We understand that pursuant to ACICS Criteria 2-2-301, the grant of accreditation for these institutions was revoked effective the date of closing.

Since signing an operating agreement with the U.S. Department of Education in July 2014, CCi has been focused on completing the orderly sale or wind-down of all of its schools. In November 2014, CCi announced that it had entered into an agreement to sell 56 Everest and WyoTech campuses to Zenith Education Group, Inc. As part of that sale, Zenith also agreed to conclude the teach-out process at 12 additional schools that were being closed. That transaction was completed in February of this year for all but three locations, one of which was Everest Institute in Rochester, NY. Zenith recently advised CCi the closing conditions have not been satisfied for Everest Institute Rochester.

CCi had recently been in advanced negotiations with teach-out partners to allow its Everest College and WyoTech students in California to continue their education. Unfortunately, these efforts were unsuccessful largely as a result of federal and state regulators seeking to impose financial penalties and conditions on teach-out partners. The timing of the closure did not allow further preparation of teach out plans for any of our campuses.

CCi 's campuses hosted meetings during this past week for students to obtain an official and unofficial copy of their academic transcripts and to learn about options for continuing their education. These "transfer fairs" were also attended by representatives of the U.S. Department of Education and, in most cases, representatives from state licensing agencies. For more information, see www.cci.edu. We expect to provide a further communication regarding the safeguarding of and access to student records shortly.

Overall, our schools did a good job for the students they served. We made every effort to address regulators' concerns in good faith. Neither our Board of Directors, our management, our faculty, nor our students believe these schools deserved to be forced to close.

Sincerely

(b)(6)

Jack D. Massimino
Chairman & CEO

cc: I. Harazduk, iharazduk@acics.org
J. Gurubatham, jgurubatham@acics.org
A. Bieda, abieda@acics.org
S. Greer, sgreer@acics.org

From: Anthony Bieda <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/3625966aa21b477ea17337561576fd9f-ABieda>
Sent: 1/14/2016 12:47:14 PM -0500
To: 'Shawn Crawford at HQ' <SCrawford@itt-tech.edu>
Subject: ITT Media Coverage Dec. 16

Regarding the adverse information ACICS requested of ITT. (Below)

FYI.

Anthony S. Bieda

Vice President for External Affairs

Accrediting Council for Independent Colleges and Schools

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

www.acics.org | 202.336.6781 - p | 202.842.2593 - f

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International Business Times: For-Profit Colleges: Amid Investigations And Protests, Is ITT Technical Institute In Trouble?

Sandra Watson wanted to go to college, but she wasn't sure she could afford it. As she sat in the admissions office of ITT Technical Institute, an entrance counselor told her she couldn't afford not to go. Watson said that's when the counselor began to pressure her, implying that if she didn't sign up she'd regret it. "You're already 27 years old," the counselor said. "What are you waiting for?"

Watson, whose grandfather had been a police officer, enrolled in the criminal justice program, but she became concerned with its quality almost immediately. Her textbooks had typos, students were allowed to miss class with impunity and administrators repeatedly called her down to the financial aid department to sign

loan agreements with climbing totals.

Watson asked to transfer, but she learned no local colleges would take her ITT course credits. Already halfway through the program, she resolved to finish. Watson threw herself into school, simultaneously working a full-time job and sometimes sleeping only three hours a night. By commencement, she had a 3.96 grade-point average.

Even so, she said she couldn't land a job in her field. Watson knew how hard she'd worked for her degree, but that didn't matter to interviewers. "Once they saw my transcripts from ITT Tech, they either told me I wasn't eligible or I never heard from them again," she said.

A decade later, living in Sebastian, Florida, and selling jewelry on Etsy to help her husband with the bills, 37-year-old Watson starts to cry when she talks about her college experience. Watson has 16 student loans, owing a total of $93,500 for a degree worth nothing to her.

"It's as if the school has ruined everything," she said. "No one wants me."

ITT Educational Services Inc., a publicly traded company with more than 45,000 students at some 140 campuses in about 40 states, runs one of the largest for-profit college chains in the United States. But that may soon change. ITT is facing investigations by multiple government agencies and complaints from graduates like Watson, who allege recruiters deluded them about the prices they'd pay for school and jobs they'd land afterward. Meanwhile, enrollment and revenue are slipping.

ITT Technical Institute's downslide has inspired comparisons to Corinthian Colleges Inc., which shut down in April after years of fighting regulations and forced the White House to initiate a debt relief scheme that could cost up to $3.5 billion and cover 350,000 disgruntled alumni. Now, as the controversies pile up and former students organize massive protests against the company, experts say it's possible that ITT could be the next for-profit college chain to collapse. If that happens, thousands of students might have to start over and the government could be saddled with the burden of forgiving millions in student loans.

"If the school is really systematically leaving students worse off than if they hadn't gone to college at the institution, then they shouldn't be operating," said Elizabeth Baylor, the director of postsecondary education at the Center for American Progress, a progressive policy institute based in Washington, D.C. "But then, nobody wants to be cheering for students to lose their school … we also have to have clear safeguards

for students.”

When contacted by International Business Times requesting an interview with an executive, ITT spokeswoman Nicole Elam sent emailed answers to questions. She wrote that the company remains confident about its future, operations and service to students. Elam said ITT is in a “materially different financial condition” than Corinthian was.

“The two situations are virtually incomparable,” she said, adding, "We remain focused on our students and their best interests and expect to continue to do so for a long time."

The nation’s roughly 3,400 for-profit colleges can derive up to 90 percent of their revenue from federal student aid programs, which include loans, grants and work-study money under Title IV of the Higher Education Act. In 2011, taxpayer support to for-profit colleges totaled about $32 billion. Corinthian, for example, was reportedly getting about $1.4 billion annually before it shut down. ITT received about $797 million in Title IV funding between 2013 and 2014.

Whereas traditional nonprofit colleges run by states or trustees allocate revenue back into the schools, for-profit colleges owned by shareholders are allowed to divide up revenue among themselves, according to a 2014 report from the Center for American Progress. As a result, some for-profits have developed negative reputations for methods aimed at boosting revenue. For example, chains often advertise students’ job prospects. But in at least one study, employers have rated for-profit college graduates among their least-desirable job candidates, possibly due to the industry’s reputation for having lower admission and graduation standards.

The Obama administration has pursued new rules aimed at protecting people from these allegedly predatory practices. In one case, the White House enacted gainful employment rules that require for-profit and certificate programs to prove their students are making enough money after graduation to comfortably make regular loan payments or face losing aid.

"I think it's appropriate for the government to demand accountability," said David Halperin, a Washington, D.C., lawyer who tracks investigations into for-profits. “The complex and expensive process of paying back students who were ripped off should force the government to realize that it’s time to stop making the problem even worse by sending money to schools that are just as bad as Corinthian."

Corinthian's shutdown was years in the making, following allegations it rigged job

placement rates, spread false advertising and issued predatory loans to students. The chain paid $6.5 million to settle a 2007 lawsuit over claims it gave students inaccurate salary and employment information, and in 2014 the Education Department ordered it to shut down 12 campuses and sell the other 85. The Zenith Education Group bought most of them in February 2015, but as the department continued to levy fines on Corinthian the corporation found itself unable to find a buyer for the remaining colleges. It closed the rest of its properties in April, leaving some 16,000 students in the lurch.

The Education Department vowed to help students who felt defrauded by Corinthian, but it lacked the infrastructure to handle the influx of requests. As a result, critics attacked its handling of the shutdown, alleging the department made it too difficult for students to get their money back. More than six months later, federal education officials are still working on a streamlined process to relieve debt and hold schools accountable — perhaps in preparation for the next for-profit college collapse.

"Sadly, we think this will not be the last domino to fall," outgoing Education Secretary Arne Duncan told reporters in June. "And we're looking at this with an eye first to doing the right thing by the Corinthian students. But we're also … trying to send a very clear message to this industry."

The tough talk has educators closely following interactions between the White House and for-profits to determine which chain could be the next to shut down, leaving thousands of students without degrees. The industry's instability has caused several changes for its major players in recent months. There's the University of Phoenix, whose parent company saw stock fall 32 percent in one day in October. There's the Education Management Corporation, which closed 15 of its Art Institute campuses in May. And then there's ITT.

Predatory Practices?

ITT is owned by ITT Educational Services Inc., which has its headquarters in Carmel, Indiana. It was founded in 1946 and was a subsidiary of the ITT Corporation from the '60s until its initial public offering in 1994. Starwood Hotels and Resorts Worldwide Inc. merged with ITT Corporation in 1998, and the ITT Corporation lost its beneficial ownership a year later. ITT/ESI uses the "ITT" name under license.

Like other for-profits, ITT focuses much of its efforts — and its budget — on recruitment. A 2012 report commissioned by recently retired Sen. Tom Harkin, D-Iowa, discovered that ITT allocated nearly a fifth of its revenue to marketing.

Harkin's report listed various ways school recruiters persuaded prospective students to sign up. They were persistent — "recruiters are instructed that they are to make 140 calls a day if they have no appointments, and 100 if they have one," the report read. They were bribed — managers could give out prizes, awards and better shifts to successful employees. They were calculated — "recruiters are instructed to 'poke the pain a bit' and remind them what things will be like if they don't continue forward and earn their degrees," the report read.

Dawn Lueck, who said she worked for both ITT and Corinthian, described admissions as a streamlined, regimented process. The 34-year-old said she attended weekly meetings where potential applicants were discussed in detail.

"You're drilled so much on these students you start getting disconnected from the students' actual story and what happened in their lives because all that information is brought into meetings to strategize on how to get them into class," Lueck said. "'Were they vulnerable? Where was their support system? Tell me about your early education. Who knows that they're meeting with me today that really cares?' You're asking questions that really should establish trust. But you're using it."

Lueck started working at the ITT campus in Henderson, Nevada, in 1999, and moved to the company headquarters in 2002. She was a refund coordinator for a year, then returned to a campus in Murray, Utah, where she served as a financial aid administrator, recruitment representative and eventual director of finance. In 2007, she transferred to a campus in Phoenix. She joined Corinthian in 2009 but later left the business because, she said, "I just reached a point where I'm selling my soul, and it doesn't feel good."

During her time with ITT, Lueck became a master at her craft: getting students to enroll in, and stay in, class. She learned how to get students to come back within 72 hours of initially expressing interest — a window where they're emotionally unstable or "still hot," she said. The financial aid process was vague and confusing. Lueck said she and her colleagues were taught to only show potential students nine months of financial statements at a time. Sometimes, they rushed applicants on purpose.

"You're throwing these amounts of dollars out in front of them, assuring them that they're going to get the job to pay this back," she said. "When you're in an appointment for 45 minutes and you've got 18 pieces of paper flooding in front of you, then it's online … how many students were clicking not knowing they were clicking to sign and authorize a master promissory note?"

Lueck recalled using return on investment graphs designed to show students how much they stood to make based on the program they pursued. But that research

was funded and presented by ITT itself, so how true could it be? she said.

"ITT Tech is so good at arguing that 'No, they're not doing anything wrong' because they know their process so well," she said. "I lose sleep at night about this: These people really showed up with this dream. They believed this is going to better my life, and it is not what's happening."

Shielding Students, or Trying to

Christina Hammond, a 35-year-old ITT alumna in Grand Rapids, Michigan, wears a black-and-white striped prison uniform whenever she visits campus these days. She stands on the side of the road, near the line of picket signs warning would-be students to turn back and hands out fliers printed with facts about the school. A duct-taped ball and chain sit in the grass around her ankles.

Hammond knows she looks crazy — she wants to draw attention. But the inmate identity isn't much of a stretch.

Hammond, who graduated in 2013, describes her ITT experience as a nightmare she can't wake up from. She developed depression when she couldn't find a job in her field. She and her husband stopped talking about having children because of the overwhelming debt. Just last month, a grandmother removed Hammond from her will because she was afraid collectors would prey on the inheritance.

"A person with a life sentence from prison, it doesn't matter what they do to try to get out — they're going to serve their time," said Hammond, who owes $104,000 in student loans. "I feel like that."

The government has stepped up its scrutiny of ITT in recent years. In February 2014, the Consumer Financial Protection Bureau sued the company for predatory student lending, alleging that it pushed many students into private student loans "destined to default." It said ITT relied on the fact that its credits weren't transferable to trap students and also misled them about their job prospects. Annual tuition at ITT costs roughly $26,000.

About a year later, the Securities and Exchange Commission accused the company and its executives of defrauding investors by hiding the poor performance of two private loan programs. The programs gave students off-balance sheet loans, and ITT convinced financiers to buy in by promising them guarantee payments if too many students defaulted. But when the loan pools performed badly, the company allegedly

didn't tell investors it faced paying millions in guarantees. It found ways around it, like secretly making payments on delinquent loans itself to keep them from defaulting, according to an SEC news release .

This past September, the U.S. Department of Justice announced an investigation into whether ITT purposefully provided false statements and defrauded the government. In October, the Education Department imposed tighter reporting requirements in order for ITT to keep getting federal aid. Under the new rules, the chain has to make sure that a student attends enough courses before it disburses financial aid to them and submit a monthly enrollment roster that includes disbursement information.

Essentially, ITT students were enrolling and withdrawing from classes so fast that the school couldn't keep track of its money, said Baylor, the director of postsecondary education at the Center for American Progress. These and other developments might not bode well for ITT's future, she said.

"All of these things sort of indicate a record of bad practices," Baylor said.

But the Education Department might be poised to better handle an ITT shutdown simply because it already experienced Corinthian's. In April, authorities found themselves so overwhelmed that they jumpstarted change in borrower repayment schemes, later hiring Special Master Joseph Smith to develop a debt relief system for defrauded students. Similarly, lawmakers were inspired to call for protections that would make for-profits have proverbial skin in the game. The rationale behind this is that if the schools shut down and leave students stranded, taxpayers won't have to shoulder most of the debt. The specific measures could come in the Higher Education Act, which is up for reauthorization this year.

A Teacher's Anguish

On the first day of classes, former ITT computer networking professor Deanna Hennigar used to pull certain students aside, close the door and offer them an out. She'd say knew they couldn't afford the school, so if they wanted, she would mark them absent. That way they could drop the class and not have to pay a full semester's worth of fees.

"The amount of money they charged these people was not fair at all," Hennigar said. But "I don't think I ever had anybody drop out. I was really good at bringing them in and keeping them. I kind of feel guilty about that — not about the education they

got. The way they got taken monetarily."

Hennigar, 60, loved her students, and they loved her back. She entered classrooms to calls of "hey, Miss H!" She came in early and stayed late, conducting impromptu advising sessions at her desk. She said she was voted "teacher of the quarter" at the Austin, Texas, campus in 2008 and held onto the title for four years.

Even today, she stands by the education her students received. She said the curriculum she taught was solid and well-paced. Career counselors held mock interviews to prep people for job hunting, and Hennigar said the students who worked hard generally got hired after graduation by companies like Cisco or Dell.

Meanwhile, the school's administrative side was changing. In her later years, Hennigar said counselors often pigeonholed people into programs they didn't request — it was "about the numbers, not about the students," she added. ITT switched up its schedule so classes ran longer every night, which Hennigar said made attending school harder for adult learners who worked all day. Administrators asked Hennigar to lead classes outside her field, causing her to spend 60 hours a week working. She ended up teaching courses in paralegal writing, computer studies, structured cabling, sociology and business.

Hennigar said she was eventually fired for letting students leave early on the last day of classes. Now, her LinkedIn and Facebook feeds are filled with former students complaining about student loans.

"When I left, I felt abused," she said. And she wasn't the only victim: "I felt very badly for the students who went there. They will never be able to pay that money back."

Money, Money, Money

ITT's revenue in 2014 was about $962 million — down about 10 percent from the year before, according to its annual report on form 10-K . As of Sept. 30, 2015, ITT's total assets were $728 million. The corporation's third-quarter earnings report shows it's spent $20.1 million on settlements and legal fees alone in the first nine months of the year.

Elam, the chain's spokeswoman, said in a statement that ITT is complying with the Education Department's requirements and being cooperative in all investigations -- many of which the company has publicly criticized. For example, after the Consumer

Financial Protection Bureau announcement, ITT released a statement saying the complaint over predatory student lending shouldn't have been filed for a variety of reasons, one of which was that the issues didn't fall under its purview. A federal judge later granted ITT's motion to dismiss one of the four counts.

ITT denied any wrongdoing in a statement about the Securities and Exchange Commission charges, as well, saying it "repeatedly expanded [its] disclosures in an effort to present material information to investors." As for the Justice Department probe, it simply said its compensation practices were in compliance.

Elam said ITT hasn't received any "out of the ordinary" student or investor reactions to recent news, but she noted fluctuations in enrollment. At the end of 2012, ITT had about 61,000 students. This past September, it was down to 48,000. She added that more than 70 percent of ITT's class of 2014 got jobs using skills taught in their degree programs.

But on a conference call last month, chief executive officer Kevin Modany told listeners he was "certainly not pleased" with the company's declining new student enrollment numbers. He announced a plan to reverse the trend by customizing communications for individual students and helping them make informed decisions.

Kevin Kinser, an associate professor and for-profit college expert at the University at Albany, also noted that the restrictions the White House put on ITT were more relaxed than those for Corinthian. He suggested the government may be hesitant to take ITT down because it's still scrambling to figure out how to forgive Corinthian students' loans.

"The department is concerned that if they hit ITT too hard, they will have a Corinthian times three on their hands with trying to deal with the blowback from it," Kinser added. "The department is now very aware that its regulatory action could be catastrophic to an institution."

'The School has Ruined Everything'

ITT's TV commercials were what drove Watson, the criminal justice graduate, to initially visit the Little Rock campus shortly after moving there in 2005. The advertisements made big promises: night classes, small groups and hands-on activities. Plus, there was the lure of employment.

The day she graduated, Watson was optimistic. She wore a thin black robe she wore

as she crossed the stage in a dark auditorium, celebrated with an Outback Steakhouse dinner afterward, and felt pride swell in her chest at being the first in her family to go to college. The daughter of a 10th-grade dropout and a longtime Kmart employee, Watson was determined to forge a career in criminal justice with her newly minted degree.

Over time, Watson's warm memories have grown cold. She's watched her inbox fill with job rejection letters, seen her house go into foreclosure and started screening phone calls to avoid collectors. She said she's angry not only at ITT for defrauding her but also at the government for not fighting back.

"It's been one of those things where I thought I was going to be bettering myself by going to that school, because they make it sound so great in the beginning," Watson said. "And just slowly, as it went on, it got worse and worse."

From:	Anthony Bieda <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/3625966aa21b477ea17337561576fd9f-ABieda>
Sent:	4/15/2015 2:02:10 PM -0400
To:	Terron King <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/ecc7fd59f77e45b5905f0c554cff080f-tking>
CC:	jgurubatham@acics.org; Susan Greer <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/c539aa149ae54c71a8d2bc2d86525db6-sgreer>
Subject:	Press Release on CCI: U.S. Department of Education Fines Corinthian Colleges $30 million for Misrepresentation

When you and Shaniqua have a minute, could you provide…

Total enrollment reported in 2014 CAR, all programs/all campuses of Everest

Total # of placements reported in 2014 CAR, all programs/all campuses of Everest

Total # of graduates/completers deemed unavailable for placement by Everest

% of 2014 placements classified as “by title” versus “by skills” versus “by benefits”

Have any of the 2014 CAR reports from Everest campuses been subject to review during site visits?

If so, were there any findings regarding verification of placements?

Are there site visits planned to Everest campuses Spring 2015 travel cycle?

Thanks.

Anthony S. Bieda

Vice President for External Affairs

Accrediting Council for Independent Colleges and Schools

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

www.acics.org | 202.336.6781 - p | 202.842.2593 - f

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From: Joseph Gurubatham
Sent: Tuesday, April 14, 2015 6:15 PM
To: Leadership Group
Cc: AID Management Team
Subject: Fwd: Press Release on CCI: U.S. Department of Education Fines Corinthian Colleges $30 million for Misrepresentation

U.S. Department of Education Fines Corinthian Colleges $30 million for Misrepresentation

Action complements ongoing steps to protect students and consumers against predatory for-profit colleges

April 14, 2015

Contact: (202) 401-1576, press@ed.gov

The U.S. Department of Education took additional steps today to protect students and taxpayers and crack down on abuses within the for-profit sector by continuing its enforcement actions against Corinthian Colleges Inc. After a comprehensive review, the U.S. Department of Education has confirmed cases of misrepresentation of job placement rates to current and prospective students in Corinthian's Heald College system. The Department found 947 misstated placement rates and informed the company it is being fined about $30 million.

Specifically, the Department has determined that Heald College's inaccurate or incomplete disclosures were misleading to students; that they overstated the employment prospects of graduates of Heald's programs; and that current and prospective students of Heald could have relied upon that information as they were choosing whether to attend the school. Heald College provided the Department and its accreditors this inaccurate information as well.

The Department has also notified Corinthian it intends to deny Corinthian's pending

applications to continue to participate in the Title IV federal student aid programs at its Heald Salinas and Stockton locations. Corinthian has 14 days to respond to the Department's notice, after which the Department will issue its final decision. Moreover, the Department has determined that Heald College is no longer allowed to enroll students and must prepare to help its current students either complete their education or continue it elsewhere.

The Obama Administration has led unprecedented efforts to protect consumers from predatory career colleges. It has established new gainful employment regulations to hold career training programs accountable and ensure that students are not saddled with debt they cannot repay. These regulations ensure that programs improve their outcomes for students – or risk losing access to federal student aid. Last year, the Department announced a new federal interagency task force to help ensure proper oversight of for-profit institutions, which will be led by Under Secretary Ted Mitchell.

"This should be a wake-up call for consumers across the country about the abuses that can exist within the for-profit college sector," U.S. Secretary of Education Arne Duncan said of the Department's enforcement action against Corinthian. "We will continue to hold the career college industry accountable and demand reform for the good of students and taxpayers. And we will need Congress to join us in that effort."

"Instead of providing clear and accurate information to help students choose which college to attend, Corinthian violated students' and taxpayers' trust," said Under Secretary Mitchell. "Their substantial misrepresentations evidence a blatant disregard not just for professional standards, but for students' futures. This is unacceptable, and we are holding them accountable."

As part of these ongoing efforts to ensure that career colleges prepare students for the workforce, institutions are required to provide accurate information about their graduates' job placement success and the types of employment their graduates obtained. The Department expects all institutions to adhere to the highest standard of care and diligence in following the requirements of participating in federal student aid programs to ensure colleges are always doing right by students and taxpayers.

After initial concerns about Corinthian Colleges' job placement rates were raised in January 2014, the Department has taken a series of steps to protect students and hold Corinthian accountable, including increasing the Department's financial oversight of Corinthian and requiring the company to sell or close all of its programs. The Department also mandated the establishment of an independent monitor – under the leadership of former U.S. Attorney Patrick Fitzgerald – to ensure Corinthian met its obligations to the Department, including proper, limited use of federal student aid dollars and providing valid information to students regarding their options during Corinthian's transition. The majority of Corinthian's campuses were sold to the nonprofit Zenith Education Group, which agreed to provide a number of new consumer protections, such as providing refund and withdrawal opportunities to students in poorly-performing programs, and has taken steps to strengthen programs and improve affordability, including by reducing tuition. The sale allowed most students to continue pursuing their career goals without disruption, and the Department and the Consumer Financial Protection Bureau have since worked to provide more than $480 million in loan forgiveness for borrowers who took out Corinthian's high-cost private student loans.

In its investigation of Corinthian Colleges, the Department found numerous causes for concern with practices throughout the Heald College system. Some examples

include:

- **Heald paid temporary agencies to hire its graduates to work at temporary jobs on its own campuses – and counted these graduates as placed.** For example, Heald paid companies to hire graduates for temporary positions as short as two days, asked them to perform tasks like moving computers and organizing cables, and then counted those graduates as "placed in field."
- **Heald College counted placements that were clearly out of the student's field of study as in-field placements.** For example, one campus classified a 2011 graduate of an Accounting program as employed in the field based upon a food service job she started at Taco Bell in June 2006. Another campus counted a 2011 Business Administration graduate as placed in the field based upon a seasonal clerk position she obtained in Macy's Shipping and Receiving Department during November 2010, which the student stated ended prior to her graduation.
- **Heald College failed to disclose that it counted as "placed" those graduates whose employment began prior to graduation, and in some cases even prior to the graduate's attendance at Heald.** The Department's analysis revealed that, according to Corinthian's own data for 2012 graduates, over one-third of the graduates reported to have been "placed in field" started their jobs prior to January 1, 2012, and over one-quarter started their jobs prior to January 1, 2011. And in follow-up interviews with some of those students, they told the Department that their jobs were not related to their field of study, nor had they received promotions or increased responsibilities or otherwise progressed in those jobs because of their Heald education.
- **In some of its disclosures, Heald failed to state that it had excluded students from its placement rate calculations who the college said had deferred employment for one reason or another.** In one case, a criminal justice program claimed a placement rate of 100 percent, but it had classified almost 60 percent of the graduates as unavailable for employment. In another case, a medical assisting program claimed a placement rate of 100 percent based upon 51 graduates having been placed, but it had classified almost 43 percent, or 38 of the 89 total graduates of the program, as unavailable for employment.

Throughout this process, the Department has sought a wind down of Corinthian Colleges that protects students, safeguards the investment taxpayers have made in their success, and creates opportunities for students to finish what they started. In the coming days, the Department will provide more information to Corinthian's students to help answer questions about their federal student aid and their options. The Department is also working on a process to help federal student loan borrowers submit a defense to repayment of their federal student loans.

"We have kept students at the heart of every decision we have made about Corinthian, and we will continue to do so as we move forward," Under Secretary Mitchell said. "When our borrowers bring claims to us that their school committed fraud or other violations of state law against them, we will give them the relief that they are entitled to under federal law and regulations."

From:	Quentin Dean <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/A57FC35FDB2B409982AEED3C044ED95D-QDEAN>
Sent:	8/20/2015 3:56:04 PM -0400
To:	Anthony Bieda <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/3625966aa21b477ea17337561576fd9f-ABieda>
Subject:	RE: ITT Technical Institute - New Adverse - ACICS Media Sweep | August 19, 2015
Attachments:	A1 Adverse - ITT.docx

Tony,

For your review, please find attached a draft adverse letter to ITT Educational Services, Inc. regarding their recruitment practices targeting veterans receiving GI Bill Educational benefits.

I am not quite sure of the angle you want approach in the adverse letter, so you may need to change some of the draft language:

August 21, 2015 ID Code 00015354

VIA E-MAIL ONLY

Mr. Shawn J. Crawford

SVP, Chief Compliance Officer

ITT Educational Services, Inc.

13000 North Meridian Street

Carmel, IN 46032

Dear Mr. Crawford:

The Council has been informed that ITT Educational Services, Inc., has engaged in a "military-specific" recruiting program, using high pressure enrollment tactics against prospective students for the purpose of getting access to their GI Bill veteran education benefits and meeting the Department of Education's 90/10 rule. The alleged enrollment tactics include the hiring of veterans to enroll other veterans to ITT's programs. "According to a 2008 ITT memo "Veterans will immediately have greater acceptance hearing our message from one of their own." The company planned to "target the largest installations first," with goals to hire recruiters from every branch of the military, according to the memo."

ACICS *Accreditation Criteria*, Section **3-1-410, Admissions and Recruitment**, stipulates:

> An institution may not delegate without supervision these activities to anyone whose economic incentives are to recruit prospects through means that are unethical or subject to public criticism or to admit ill-prepared applicants. The institution may not contract, directly or indirectly, with third parties who are generally unfamiliar with the institution. Institutions participating in Title IV programs must be aware of regulations imposed by the U.S. Department of Education as they apply to recruiting practices.

An institution is not allowed to target a specific population for recruitment, *Accreditation Criteria* Section **3-1-412. Recruitment**:

> **3-1-412. Recruitment.** Recruiting shall be ethical and compatible with the educational objectives of the institution. The allocation of an institution's financial resources for purposes of recruitment shall be consistent with the stated mission of the institution. The following minimums apply:
>
> (b) No prospective student names obtained as a result of a survey, canvass, promise of future employment or income while a student, or other marketing activity by an institution may be used for recruitment purposes unless the name of that institution is clearly identified and purposes of such activity are communicated to the respondent. This does not preclude the use of surveys or other studies to determine the employment needs and the educational desires of the local community.

The Council is required to review any adverse information regarding an institution once such information becomes known. Please provide this office with a written response to this information, including copies of appropriate materials to support your statements. The Council will expect your response on or before **September 4,**

2015.

Your immediate attention to this matter is appreciated. If you have any questions, please contact me at (202) 336-6781 or abieda@acics.org.

Sincerely,

Anthony S. Bieda

Vice President of External Affairs

From: Anthony Bieda
Sent: Wednesday, August 19, 2015 3:09 PM
To: Quentin Dean
Cc: Albert C. Gray
Subject: Fw: ACICS Media Sweep | August 19, 2015

Quentin: Let's open a new adverse inquiry for ITT regarding recruitment and admissions practices as alleged in the L.A. Times piece. Prepare the draft using standard language please and I will make edits before we send it out.

Thanks. --Tony

From: Debra Cabral <Debra.cabral@Storypartnersdc.com>
Sent: Wednesday, August 19, 2015 9:46 AM
To: Jake Lynn; Anthony Bieda
Subject: FW: ACICS Media Sweep | August 19, 2015

Do we have any data about the number/percent of veterans graduating from ACICS and getting jobs?

Are there certain schools with the highest number/percentage of veterans graduating and getting jobs?

Also, do we have any schools that have a model "Best Practice" recruitment program? Any recruiters at schools that we could interview for video?

Thanks.

Debi

From: Cassie Doyle
Sent: Wednesday, August 19, 2015 9:32 AM
To: ACICS Internal <ACICS_internal@Storypartnersdc.com>
Subject: ACICS Media Sweep | August 19, 2015

ACICS MEDIA SWEEP

August 19, 2015

Los Angeles Times: For-profit colleges are using the GI Bill to make money off veterans
(National, Negative)

Many of the nation's largest for-profit college chains have seen enrollments plummet amid investigations into questionable job placement rates and deceptive marketing practices.

One crucial source of revenue, however, has remained a constant: military veterans.

For-profit colleges have collected $8.2 billion from the latest GI Bill since it went into effect in 2009, according to a Los Angeles Times analysis of government data. Those colleges enroll only 8% of all U.S. students but 30% of the 1.4 million veterans who have used the most recent

version of the GI Bill.

That money for years helped prop up some of the industry's most distressed institutions — including ITT Educational Services Inc. and bankrupt Corinthian Colleges Inc. — which needed the funding to meet tough regulatory requirements.

Paul Fajardo, a Marine Corps veteran who was attending Corinthian Colleges' WyoTech campus in Long Beach, lost his GI Bill benefits after the school closed down. Fajardo is now enrolled at National Polytechnic College in the City of Commerce and is pursuing a degree to become a medical assistant.

To keep the GI Bill money flowing, the industry aggressively targeted veterans, and often hired them to help recruit their brethren returning home from the battlefields, according to internal school memos and interviews with former students and employees.

U.S. Army veteran Don're Walker took one of those recruiting jobs at an ITT campus in Orange County in 2012. He quit less than a year later.

His department faced intense pressure to enroll GI Bill beneficiaries, Walker said. Once he understood the school's high tuition costs — and students' low probability of transferring credits to traditional colleges — he regularly advised veterans against attending.

"It was basically 'Get people in any way possible,'" he said. "They were exploiting my brothers."

For-profit colleges grew rapidly during the Great Recession by offering admission to almost anyone with a high school degree, flexible class schedules and promises of job training to displaced workers.

As enrollments soared, regulators took notice of high tuition costs and poor student performance. For-profit colleges on average charge more than four times as much as community colleges, according to the College Board, and cost significantly more than the in-state tuition at public four-year colleges.

Associate's degree programs in fields such as automotive repair and information technology can

cost as much $47,000.

Many veterans were attracted to practical training programs that offered online coursework and start dates throughout the year. For veterans juggling families and other responsibilities and eager to get back in the workforce, it's a highly successful pitch, former students said.

"You're jumping on the first thing that looks good," said Ryan Gregory, who attended an ITT campus in the San Diego area after U.S. Army tours in Iraq and Afghanistan. "You're thinking 'I got a late start and I've got to get going.' And they feed off that."

The new GI Bill, the most generous veteran education benefit in U.S. history, covers 36 months of tuition at any public school or just over $21,000 a year at private institutions, as well as providing an ample housing allowance.

It was a godsend to for-profit colleges, which had been struggling to comply with a federal student aid regulation known as the 90/10 rule.

The rule — which requires for-profit schools to derive at least 10% of revenue from non-federal sources — is a cost and quality-control measure. It ensures that schools do not operate solely on federal financial aid.

By 2008, meeting the 90/10 rule was becoming more difficult as students found it harder to secure private loans amid a dismal economy. Because veterans' benefits are not counted as federal dollars in the equation, the bill offered a lifeline to schools that came dangerously close to violating the rule.

Corinthian Colleges had four institutions that failed to meet the federal 10% threshold in 2012 and 2013, putting the schools at risk of losing federal funding if they violated the rule for a second consecutive year.

Together, ITT and Corinthian have collected more than $1 billion in GI Bill benefits since 2009, the Times analysis shows. That's more than double the University of California, California State University, University of Texas and Arizona State University systems combined.

Corinthian's deputy general counsel, William Calhoun, said in a statement that the company is proud of its programs and that veterans "clearly saw value in our flexible schedule and curricula offerings." The company filed for bankruptcy in May amid federal and state investigations and shut down its campuses this spring.

Government disclosures, conference calls with investors and internal company documents obtained during a U.S. Senate investigation show the pressure to capture GI Bill money.

"Veterans will immediately have greater acceptance hearing our message from one of their own," read one such 2008 internal memo from the operations department of ITT. The company planned to "target the largest installations first," with goals to hire recruiters from every branch of the military, according to the memo.

A spokeswoman for ITT, Nicole Elam, said the company has never had a "military-specific" recruiting program and the memo was a "draft" plan that was never carried out.

Another internal memo from Danny Finuf, the president of Brown Mackie College, owned by Education Management Corp., directly connected veteran recruitment to the school's federal compliance struggles.

"Never give up, especially when dealing with important issues such as 90/10," he wrote. "The VA is a terrific opportunity."

A spokesman for Education Management Corp. declined to comment.

Apollo Group, which owns the University of Phoenix, has taken in about $1.25 billion worth of GI Bill benefits since 2009 — by far the most of any higher education institution.

Two former recruiters at the University of Phoenix in June filed a lawsuit in Kentucky alleging that employees were instructed to attend job fairs at military bases "under false pretenses." Phoenix recruiters showed up at military installations saying that they were there to hire veterans, but the suit says it was "a ruse for obtaining leads and enrollments."

Mark Brenner, a spokesman for Apollo Group, said the University of Phoenix plans to

"vigorously defend" against the former employees' "fictitious allegations."

The U.S. Federal Trade Commission and California Atty. Gen. Kamala Harris' office recently ordered the University of Phoenix to provide documentation on its military recruiting practices, according to company filings.

U.S. Undersecretary of Education Ted Mitchell, who has overseen recent for-profit college regulations, has urged Congress to pass legislation closing the "inappropriate loophole" that fails to count veterans' benefits as federal dollars. Bills that would make that change have stalled in Congress.

"The last thing we should be doing for our veterans is making them cash cows," Mitchell said in a recent interview.

The industry's share of GI Bill money has held steady despite an executive order from President Obama, signed more than three years ago, calling on the U.S. Department of Veterans Affairs to discipline schools that engage in "aggressive and deceptive" targeting of veterans — particularly at for-profit career colleges.

VA officials said they are now providing more information to veterans, such as an online tool that lists overall graduation and loan default rates, and will soon publish data on veteran student performance.

Lawmakers and veterans' advocates argue that the VA has failed to police problematic institutions despite clear warning signs. In the case of Corinthian — which collapsed following a U.S. Department of Education probe into falsified job placement rates — the company had warned about an impending shutdown since June 2014.

Though the VA administers the GI Bill, state-run veterans' agencies decide whether to revoke a school's ability to collect GI Bill money. Some states, including Massachusetts and California, stepped in quickly to cut off Corinthian's funding. Other states did nothing.

When Corinthian closed its remaining campuses in April, 422 veterans were still enrolled at schools in Arizona, Hawaii, Oregon and New York.

"While you could paint that as a negative, overall the effect on our beneficiaries was minimized," said Robert Worley, who directs the VA education service. Many states stepped in early to protect thousands more veterans, he said.

Worley suggested that students could have withdrawn if they had concerns following news reports of trouble at Corinthian.

Charles Haislip, a former U.S. Army Military Police officer, attended Corinthian's Heald College in Honolulu. He said he had heard about Corinthian's problems, but he relied on the VA's continued approval as a reason to keep attending.

When the college shut down, Haislip's GI Bill housing allowance was immediately cut off. He fell behind on his rent.

"I didn't do anything wrong," said Haislip, who was just three classes away from graduating with a criminal justice degree. "I served my country. I enrolled in school and took advantage of my benefits. Why should I be punished?"

Veterans left hanging when schools close have few options. Unlike students with federal loans, who can have their debt erased after a school shutdown, the GI Bill benefits simply vanish when their 36 months of tuition run out.

ITT is the latest test for state and federal authorities.

This year the company was sued by the Securities and Exchange Commission for not fully disclosing to investors the risk posed by two of its private student loan programs. A separate civil lawsuit filed by the U.S. Consumer Financial Protection Bureau last year alleges that ITT engaged in predatory lending. The company is under investigation by more than a dozen state attorneys general.

ITT has denied the allegations in the lawsuits, which are ongoing.

Only New York and California have moved to suspend GI Bill benefits at ITT schools — and neither has succeeded.

Meanwhile, legislative efforts in Congress have failed to restore GI Bill eligibility for veterans attending schools that abruptly close.

That would have helped Paul Fajardo, a Marine Corps veteran who served in Afghanistan in 2010. He lived out of a Chevrolet Suburban for three months last year after California suspended GI Bill benefits to Corinthian's WyoTech campus in Long Beach — and with it, the housing allowance.

The time at WyoTech cost him most of his benefits, but he's racing to complete a medical assisting degree at National Polytechnic College in the City of Commerce.

"They were excited to have us because they knew it was a guaranteed paycheck," said Fajardo, who lives in Montebello. "I wasted a lot of years of my life going to that school."

Hamlet Hub: AG Jepsen Joins Multistate Effort Supporting Victims of Predatory For-profit Schools (Local, Negative)

Attorney General George Jepsen today joined with 10 fellow attorneys general from around the country in calling on the U.S. Department of Education to cancel federal student loans in cases where Corinthian Colleges and other for-profit colleges and universities have broken state law, including laws prohibiting unfair and deceptive sales practices, and to provide clear processes for students seeking relief.

In a letter sent to U.S. Secretary of Education Arne Duncan and recently appointed Special Master Joseph Smith – who has been charged with reviewing the debts of students who attended Corinthian schools and establishing procedures for discharging their student loan debts – the attorneys general ask that they be included in the planning process, that students not be subjected to a burdensome or onerous process and that clarity be brought to the process to ensure that victims are not left with debts stemming from unfair and illegal practices.

"Students in Connecticut and across the country – including many military veterans – are coping with high student loan debts that they incurred after aggressive sales tactics and deceptive

marketing practices that exploited their hopes and dreams of achieving a quality education," said Attorney General Jepsen. "While I commend the Department of Education for taking steps toward providing relief to students who were victimized by these schools and their unfair tactics, it is important that additional burdens not be placed on students who are already struggling. Attorneys general are well-equipped to offer evidence of illegal practices and to support students through the loan discharge process. It is my sincere hope that the department will heed the advice my colleagues and I have offered and will take our concerns seriously as it moves forward with relief efforts for these deserving students."

The letter raises a number of concerns about the Department of Education's state law discharge process and offers several recommendations, including:

Easing the burden on students to achieve relief: Borrowers should have a clear process for applying for a discharge of their state loans based on violations of state law. Students should not be held to a difficult burden in proving that they were deceptively induced to enroll or that the school engaged in other unlawful acts. While many consumers have been victimized by for-profit schools, they are often in a poor position to prove that the schools committed unfair or deceptive practices.

Allowing attorneys general to make showings of state law violations: As part of the review process, the department should invite interested attorneys general to provide supporting materials regarding unfair and deceptive practices. Attorneys General, who are experienced in investigating trade practice violations and have access to substantial information about for-profit college abuse, are typically better equipped to demonstrate schools' unfair or deceptive practices than individual students.

Discharging loans of groups: Provide a mechanism by which the loans of entire cohorts of students may be discharged. The department should accept findings or evidence from government entities on behalf of the students.

Ensuring relief regardless of loan status: The department should clearly state that discharges are available for Direct loans, Federal Family Education Loan Program (FFELP) loans, PLUS program loans and loans that have been consolidated into new debt. The department should also make clear that students may recover amounts already paid on Title IV loans.

Additionally, the attorneys general asked the department to ensure immediate relief to Corinthian borrowers and to address eligibility problems concerning the implementation of the closed school discharge program as it relates to Corinthian loans.

In April, a group of nine attorneys general – including Attorney General Jepsen – sent a letter to Secretary Duncan expressing the importance of defense to repayment for student borrowers at for-profit schools that have broken state law. In June, the department announced its new debt relief process for Corinthian students and, later that month, announced the appointment of Joseph Smith as Special Master.

In addition to Connecticut, and led by the Massachusetts attorney general, today's letter was signed by the attorneys general of California, Illinois, Kentucky, Maryland, New Mexico, New York, Oregon, Pennsylvania and Washington.

Assistant Attorney General Joseph Chambers is assisting the Attorney General with this matter.

Cassie Doyle

Story Partners, LLC

The Flour Mill Building

1000 Potomac Street, NW Suite 102

Washington, DC 20007

O: 202.706.7800

M: 941.928.7392

August 21, 2015 ID Code 00015354

VIA E-MAIL ONLY

Mr. Shawn J. Crawford
SVP, Chief Compliance Officer
ITT Educational Services, Inc.
13000 North Meridian Street
Carmel, IN 46032

Dear Mr. Crawford:

The Council has been informed that ITT Educational Services, Inc., has engaged in a "military-specific" recruiting program, using high pressure enrollment tactics against prospective students for the purpose of getting access to their GI Bill veteran education benefits and meeting the Department of Education's 90/10 rule. The alleged enrollment tactics include the hiring of veterans to enroll other veterans to ITT's programs. "According to a 2008 ITT memo "Veterans will immediately have greater acceptance hearing our message from one of their own." The company planned to "target the largest installations first," with goals to hire recruiters from every branch of the military, according to the memo."

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An institution is not allowed to target a specific population for recruitment, Accreditation Criteria Section 3-1-412. Recruitment.

> **3-1-412.** ***Recruitment.*** Recruiting shall be ethical and compatible with the educational objectives of the institution. The allocation of an institution's financial resources for purposes of recruitment shall be consistent with the stated mission of the institution. The following minimums apply:
>
> (b) No prospective student names obtained as a result of a survey, canvass, promise of future employment or income while a student, or other marketing activity by an institution may be used for recruitment purposes unless the name of that institution is

clearly identified and purposes of such activity are communicated to the respondent. This does not preclude the use of surveys or other studies to determine the employment needs and the educational desires of the local community.

The Council is required to review any adverse information regarding an institution once such information becomes known. Please provide this office with a written response to this information, including copies of appropriate materials to support your statements. The Council will expect your response on or before **September 4, 2015.**

Your immediate attention to this matter is appreciated. If you have any questions, please contact me at (202) 336-6781 or abieda@acics.org.

Sincerely,

Anthony S. Bieda
Vice President of External Affairs

From:	Susan Greer <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/C539AA149AE54C71A8D2BC2D86525DB6-SGREER>
Sent:	6/19/2015 11:48:39 AM -0400
To:	Quentin Dean <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/a57fc35fdb2b409982aeed3c044ed95d-qdean>
CC:	Anthony Bieda <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/3625966aa21b477ea17337561576fd9f-ABieda>
Subject:	FW: DOE Program Review Announcements
Attachments:	Announcement Letter - Broadview.docx; Announcement Letter. Globe University.docx

Quentin

Here is the list of requirements our schools need to provide the Department of Education prior to a program audit. Each ppt group asks for different information, but you can add this to your "information box".

Sue Greer

Vice President – Accreditation Operations

202-336-6789

From: Mitchell Peterson [mailto:mitchellpeterson@globeuniversity.edu]
Sent: Thursday, June 18, 2015 2:56 PM
To: Susan Greer
Subject: DOE Program Review Announcements

Sue,

I hope this email finds you well. I spoke with Dee Ann Kerr this morning and she mentioned that you requested a copy of Broadview University's DOE Program Review Announcement letter. I have attached the letter to this email (along with a similar announcement for Globe University). The letters indicate that ACICS was copied, so I was under the assumption that you had already received them. My apologies for not forwarding sooner.

Feel free to let me know if you have any questions.

Thanks,

Mitch

Mitchell H. Peterson, Ph.D.

Director of Institutional Quality and Effectiveness

Corporate Offices - Operations

8089 Globe Dr.

Woodbury, MN 55125

Direct: 651.332.8237

Mobile: 715.821.1672

Main: 651.332.8000

Fax: 651.332.8001

http://www.globeuniversity.edu/about-us

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Woodbury, MN 55125
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Accrediting Council for Independent Colleges and Schools
Attn: Anthony S. Bieda, Vice President for External Affairs
750 First Street NE, Suite 980
Washington, DC 20002-4223

RE: Globe University [ID 00015232]

BY ELECTRONIC MAIL ONLY

Dear Mr. Bieda,

Globe University (Globe) has received your letter dated March 11, 2015 requesting an update regarding certain issues involving Globe and hereby submits this written response as requested by the Council.

On December 15, 2014, the Minnesota Court of Appeals affirmed the district court ruling in favor of former employee Ms. Heidi Weber. Globe petitioned the Minnesota Supreme Court to review the case but unfortunately on March 17, 2015 the Minnesota Supreme Court denied our petition. There are no further appeals in this matter, so the judgment in favor of Ms. Weber will stand. Final calculations regarding attorney fees and interest on the judgment are in process and payment will be made promptly when these amounts have been finalized.

In July 2014 our attorneys agreed to accept service of an amended class action complaint initiated by five students, and this matter has been relatively inactive since our last update to the Council provided in November 2014. As of the date of this letter, no mediation or arbitrations have been scheduled.

Globe continues to be in a probationary status with the Department of Defense (DoD). On February 17, 2015, Globe sent a follow up letter to the DoD asking for reconsideration of its decision given the allegations in the lawsuit referenced as a basis for the decision have not been proven. Further, if the DoD is not willing to remove the probationary status, we have asked for an explanation why Globe has been placed in this status while similar schools with similar or worse allegations have not. As of the date of this letter, we have not received a response.

On March 20, 2015, the Minnesota Attorney General (AG) amended her complaint against Globe adding allegations regarding placement statistics and our institutional loan program. We intend to work with our attorneys to motion the court to dismiss the most recent allegations. Globe's legal team continues to push for cooperation from the AG; however, she remains steadfast on using this lawsuit to publicly attack our colleges and the sector to push her political agenda. We are in the discovery phase of the litigation and have mediation scheduled for May 12, 2015. Globe remains willing to work with the AG to find an amicable resolution, but we do not take her accusations lightly and will continue to fiercely defend our colleges, students and graduates.

If you have further questions or concerns regarding any legal matters, please contact me directly.

Sincerely,

(b)(6)

Kenneth J. McCarthy
Chief Financial Officer
Globe University/Minnesota School of Business
Broadview Institute, Inc.
8147 Globe Drive
Woodbury, MN 55125
(651) 332-8010 direct
(651) 332-8002 fax

Cc: Jeanne Herrmann, Chief Operating Officer
Mitchell Peterson, Director of Institutional Quality and Effectiveness

GLOBE EDUCATION NETWORK

8147 Globe Drive
Woodbury, MN 55125
Phone: (651) 332-8000
Fax: (651) 332-8001
globeuniversity.edu/about-us

Accrediting Council for Independent Colleges and Schools
Attn: Anthony S. Bieda, Vice President for External Affairs
750 First Street NE, Suite 980
Washington, DC 20002-4223

RE: Globe University [ID 00015232]

BY ELECTRONIC MAIL ONLY

Dear Mr. Bieda,

Globe University (Globe) has received your letter dated June 30, 2015 requesting an update regarding certain issues involving Globe and hereby submits this written response as requested by the Council.

In July 2014 our attorneys agreed to accept service of an amended class action complaint initiated by five students. On June 25, 2015, the parties participated in mediation with no success. A second mediation has been scheduled for July 15, 2015.

Globe continues to be in a probationary status with the Department of Defense (DoD). Since the last update provide by Globe to the Council, we still have yet to receive a response from the DoD.

On March 20, 2015, the Minnesota Attorney General (AG) amended her complaint against Globe adding allegations regarding placement statistics and our institutional loan program. We are past the discovery phase of the litigation and participated in mediation on May 12, 2015 without success. Both sides intend to file motions for summary judgment, and the judge has scheduled the hearing for summary judgment arguments on September 1, 2015, with a decision from the judge due December 1, 2015. A trial date has been set for April 2016.

If you have further questions or concerns regarding any legal matters, please contact me directly.

Sincerely,

(b)(6)

Kenneth J. McCarthy
Chief Financial Officer
Globe University/Minnesota School of Business
Broadview Institute, Inc.
8147 Globe Drive
Woodbury, MN 55125
(651) 332-8010 direct
(651) 332-8002 fax

Cc: Jeanne Herrmann, Chief Operating Officer
Mitchell Peterson, Director of Institutional Quality and Effectiveness

June 30, 2015

ID Code 00015232

VIA E-MAIL ONLY

Ms. Jeanne Herrmann
Chief Operating Officer
Globe University/Minnesota School of Business
2008 Paris Alcove North
West Lakeland, MN 55082

Mr. Mitchell Peterson
Director of Operations
Globe University
8089 Globe Drive
Woodbury, MN 55125

Dear Ms. Herrmann and Mr. Peterson:

This letter is a request for updated information regarding the following issues:

- The informal resolution resulting from the dismissed class-action suit filed by five current and former students against Globe University Inc.
- The status of the probationary period placed on Globe University and the Minnesota school of Business by the Department of Defense, for offering a Criminal Justice program without disclosing its relationship to state licensing requirements.
- The lawsuit against Globe University by the Attorney General of Minnesota, regarding recruiting and marketing practices, including accusations of violations of state law by offering unlicensed college loans and charging "usurious interest rates."

Please provide the Council with an update regarding these issues by **July 10, 2015.** Until these matters are resolved, please continue to provide information to the Council as it becomes available.

If you have any questions, please contact me at (202) 336-6781 or abieda@acics.org.

Sincerely,

(b)(6)

Anthony S. Bieda
Vice President of External Affairs

GLOBE EDUCATION NETWORK

8147 Globe Drive
Woodbury, MN 55125
Phone: (651) 332-8000
Fax: (651) 332-8001
globeuniversity.edu/about-us

Accrediting Council for Independent Colleges and Schools
Attn: Anthony S. Bieda, Vice President for External Affairs
750 First Street NE, Suite 980
Washington, DC 20002-4223

RE: Globe University [ID 00015232]

BY ELECTRONIC MAIL ONLY

Dear Mr. Bieda,

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Globe continues to be in a probationary status with the Department of Defense (DoD). Since the last update provide by Globe to the Council, we still have yet to receive a response from the DoD.

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If you have further questions or concerns regarding any legal matters, please contact me directly.

Sincerely,

(b)(6)

Kenneth J. McCarthy
Chief Financial Officer
Globe University/Minnesota School of Business
Broadview Institute, Inc.
8147 Globe Drive
Woodbury, MN 55125
(651) 332-8010 direct
(651) 332-8002 fax

Cc: Jeanne Herrmann, Chief Operating Officer
Mitchell Peterson, Director of Institutional Quality and Effectiveness

June 30, 2015

ID Code 00015232

VIA E-MAIL ONLY

Ms. Jeanne Herrmann
Chief Operating Officer
Globe University/Minnesota School of Business
2008 Paris Alcove North
West Lakeland, MN 55082

Mr. Mitchell Peterson
Director of Operations
Globe University
8089 Globe Drive
Woodbury, MN 55125

Dear Ms. Herrmann and Mr. Peterson:

This letter is a request for updated information regarding the following issues:

- The informal resolution resulting from the dismissed class-action suit filed by five current and former students against Globe University Inc.
- The status of the probationary period placed on Globe University and the Minnesota school of Business by the Department of Defense, for offering a Criminal Justice program without disclosing its relationship to state licensing requirements.
- The lawsuit against Globe University by the Attorney General of Minnesota, regarding recruiting and marketing practices, including accusations of violations of state law by offering unlicensed college loans and charging "usurious interest rates."

Please provide the Council with an update regarding these issues by **July 10, 2015.** Until these matters are resolved, please continue to provide information to the Council as it becomes available.

If you have any questions, please contact me at (202) 336-6781 or abieda@acics.org.

Sincerely,

(b)(6)

Anthony S. Bieda
Vice President of External Affairs

GLOBE UNIVERSITY

8147 Globe Drive
Woodbury, MN 55125
Phone: (651) 332-8000
Fax: (651) 332-8002
www.globeuniversity.edu

July 23, 2014

Accrediting Council for Independent Colleges and Schools
Attn: Anthony S. Bieda, Vice President for External Affairs
750 First Street NE, Suite 980
Washington, DC 20002-4223

RE: Globe University [ID 00015232]

BY ELECTRONIC MAIL ONLY

Dear Mr. Bieda,

Globe University (Globe) has received your letter dated July 15, 2014 requesting an update regarding two adverse inquiries related to legal matters involving Globe and hereby submits this written response as requested by the Council.

On October 2, 2013, a Class Action Complaint and Jury Demand was filed against Globe University, Inc., on behalf of five former and current students alleging: 1) violation of the Minnesota Prevention of Consumer Fraud Act; 2) violation of the Minnesota Unlawful Trade Practices Act; 3) violation of the Minnesota Deceptive Trade Practices Act; 4) false advertising; and 5) unjust enrichment. On May 9, 2014, Plaintiffs voluntarily dismissed the Class Complaint pursuant to Rule 41 of the Minnesota Rules of Civil Procedure. In an effort to avoid the cost, expense, and uncertainty of litigation, the parties are exploring informal resolution of the claims asserted in the Class Complaint.

On August 14, 2013, a Washington County jury found Globe liable for a whistleblower complaint filed by former employee Ms. Heidi Weber. On February 11, 2014, the court denied Globe's post-trial motions for a new trial and remittitur, upheld the damages awarded in the jury's verdict totaling approximately $395,000, and awarded the plaintiff approximately $510,000 for legal fees resulting in a total judgment of approximately $905,000. On June 17, 2014, Globe filed with the Minnesota Court of Appeals our Brief and Addendum of Appellant, and on July 17, 2014 a Respondent's Brief was filed by the plaintiff. As of the date of this update, our attorneys are drafting our reply which is due July 28, 2014. A hearing date has not been set by the Minnesota Court of Appeals.

On July 22, 2014, Dr. Mitchell Peterson informed the Council of a lawsuit filed against Globe by the Minnesota Attorney General. Per a request from Dr. Al Gray, we also provided a copy of the Attorney's General's filing for review. We are in the process of reviewing the complaint and will provide similar updates upon request from the Council.

PRIVILEGED AND CONFIDENTIAL

If you have any further questions or concerns regarding any of these legal matters, please contact me directly.

Sincerely,

(b)(6)

Kenneth J. McCarthy
Chief Financial Officer
Globe University/Minnesota School of Business
Broadview Institute, Inc.
8147 Globe Drive
Woodbury, MN 55125
(651) 332-8010 direct
(651) 332-8002 fax

Cc: Jeanne Herrmann, Chief Operating Officer
Mitchell Peterson, Director of Institutional Quality and Effectiveness

July 15, 2014

ID Code 00015232

VIA E-MAIL ONLY

Ms. Jeanne Herrmann
Chief Operating Officer
Globe University/Minnesota School of Business
2008 Paris Alcove North
West Lakeland, MN 55082

Mr. Mitchell Peterson
Director of Operations
Globe University
8089 Globe Drive
Woodbury, MN 55125

Dear Ms. Herrmann and Mr. Peterson:

This letter is a request for updated information regarding the planned appeal of the lawsuit by Ms. Heidi Weber in the Washington County Court which resulted in a judgment against your institution in February 2014.

In addition, please provide the Council with an update regarding the class-action suit filed by five current and former students against Globe University Inc.

Please provide the Council with an update regarding these issues by **July 25, 2014.** Until these matters are resolved, please continue to provide information to the Council as it becomes available.

If you have any questions, please contact me at (202) 336-6781 or abieda@acics.org.

Sincerely,

(b)(6)

Anthony S. Bieda
Vice President of External Affairs

October 20, 2015 ID Code 00015354

VIA E-MAIL ONLY

Mr. Shawn J. Crawford
SVP, Chief Compliance Officer
ITT Educational Services, Inc.
13000 North Meridian Street
Carmel, IN 46032

Dear Mr. Crawford:

The Council has been informed that ITT Educational Services, Inc., is subject to additional restrictions on its access to Federal Student Aid, an action taken by the U.S. Department of Education due to alleged "failure by ITT to meet its fiduciary obligations, to properly and timely reconcile Title IV program funds as per the regulations and Federal Student Aid guidance, and to meet the standards of administrative capability required of institution's participating in Title IV, HEA programs."

Furthermore, the Council has received information that ESI is the subject of a Civil Investigative Demand by the U.S. Department of Justice regarding ESI's compliance with regulations regarding compensation.

Regarding the fiduciary obligations of institutions participating in Federal Student Aid, the ACICS *Accreditation Criteria* stipulates:

> **3-1-434.** ***Administration of Student Financial Aid.*** Participation in state or federal student financial aid programs requires serious administrative responsibility. The Council expects all institutions participating in such programs to be knowledgeable of and in compliance with applicable laws and regulations.

Regarding the integrity and the administrative and organizational capacity of the institution, the *Criteria* require:

> ***3-1-200 – Organization***
> Each institution should have an organizational structure designed to promote among all staff and faculty a spirit of understanding, cooperation, and responsibility. Performance standards and monitoring controls need to be employed to insure adequate administrative functioning.

3-1-202. *Integrity.* The integrity of an institution is manifested by the professional competence, experience, personal responsibility, and ethical practices demonstrated by all individuals comprising the ownership, control, or management.

An institution must assume full responsibility for the actions, statements, and conduct of its representatives and must, therefore, select each of them with the utmost care, provide them with adequate training, and arrange for constant and proper supervision and evaluation of their work. The Council considers the following to be important:

(a) Emphasis shall be placed upon the efficiency and effectiveness of the overall administration of the institution. Attention shall be given to educational activities, admissions, student financial aid, financial operations, plant and equipment, student services, and compliance with applicable local, state, and federal laws.

3-1-303. *Records.* Careful recordkeeping is crucial to the smooth day-to-day operation of an institution. The data from these records are important to the institution for future planning, to students for informational purposes, and to evaluation teams during school visits. All such records should be maintained at each institutional site or shall be available at each site during evaluation visits. The Council expects at least the following:

(a) Adequate records shall be kept by each institution relative to administrative operations. These include financial aid activities, admissions, curriculum, accreditation and licensure, guidance, instructional resources, supplies and equipment, school plant, faculty and staff, student activities, and student personnel.

Regarding the institution's compliance with applicable federal requirements regarding compensation paid to admissions and enrollment personnel:

1-2-100 – Minimum Eligibility Requirements
To be eligible for consideration for accreditation, an institution or entity must satisfy the following minimum requirements.
(f) It shall be in compliance with all applicable laws and regulations.

The Council is required to review any adverse information regarding an institution once such information becomes known. Further, it may it may direct "a currently accredited institutions to provide a school closure plan or a formal teach-out agreement in response to adverse information." (**Section 2-2-303, *Teach-Out*.)**

Therefore, ESI is directed to provide the following:

1. An explanation of the basis for the findings of the U.S. Department of Education:

   (a) Since at least the 2009-2010 award year, ITT failed to timely reconcile its Title IV, HEA program accounts;
   (b) Prior to August 27, 2015, ITT had no written policy or procedure in place to guide the reconciliation of Title IV funds; and
   (c) ITT has requested to reopen prior award years to correct additional reconciliation issues with a frequency substantially greater than that of comparable institutions.

DRAFT

2. Detailed remedies undertaken, if any, by ESI to remedy the findings and to bring the institution's administration of Federal Student Aid in compliance with Sections **3-1-434, 3-1-200, 3-1-202 and 3-1-303** of the ACICS *Accreditation Criteria*.

3. An explanation of the circumstances that led to the Department of Justice's Civil Investigative demand regarding compensation paid by ESI to admissions and recruitment personnel.

4. ESI's response to the DOJ's CID.

5. A contingency plan outlining the options that ESI will develop and provide to students enrolled in programs currently eligible for Federal Student Aid if the institution's participation in FSA is further constrained or terminated.

Please provide this information, including copies of appropriate materials to support your statements. The Council will expect your response on or before **Friday, Nov. 6, 2015.**

Your immediate attention to this matter is appreciated. If you have any questions, please contact me at (202) 336-6781 or abieda@acics.org.

Sincerely,

Anthony S. Bieda
Vice President of External Affairs

DRAFT

From:	Albert C. Gray <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/A1A35D9F738542D48EB5F1DDABE428E0-AGRAY>
Sent:	3/7/2016 2:16:22 PM -0500
To:	Anthony Bieda <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/3625966aa21b477ea17337561576fd9f-ABieda>; Jeff Olszewski <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/5b5c75d2faf243ad81863a2950d5c8f9-JOlszewski>; Katy Fisher <kfisher@acics.org>
Subject:	FW: ITT Educational Services, Inc. – Additional Reporting (Sent on behalf of Kevin M. Modany)
Attachments:	Cover Letter 3-7-16 (#38).pdf; Student Roster 3-7-16.xls; ITT Student Disbursement Roster - February 2016.zip; ITT Student Disbursement Roster Certification Covering the Month of February 2016.pdf

From: Robin Shapiro at HQ [mailto:RShapiro@itt-tech.edu]
Sent: Monday, March 07, 2016 12:28 PM
To: Tiffany.Hill@ed.gov; Byron.Scott@ed.gov
Cc: michael.Frola@ed.gov; Kevin Modany at HQ; Ryan Roney at HQ; Shawn Crawford at HQ; Butner, Blain (bbutner@cooley.com); Rocco Tarasi III at HQ; Albert C. Gray; Mick Lindvay at HQ; Steve.Finley@ed.gov
Subject: ITT Educational Services, Inc. – Additional Reporting (Sent on behalf of Kevin M. Modany)

Dear Ms. Hill and Mr. Scott,

Please find attached our thirty-eighth report of additional information from ITT Educational Services, Inc. as requested in Michael Frola's May 20, 2015 and October 19, 2015 letters. The following documents are attached:

- Cover Letter
- Student Roster in Excel Format - **The file is encrypted. I will send you the password for the file in a separate e-mail.**
- Title IV Disbursement & Refund Activity Rosters for ITT and DWC in Excel Format – **The files are encrypted. I will send you the password for the files in a separate e-mail.**
- Disbursement Roster Certification signed by Mick Lindvay, Senior National Director, Student Financial Services

Please do not hesitate to contact me or Mick if you have any questions.

Mick Lindvay

Vice President, Student Financial Services

ITT Educational Services, Inc.

317-706-9227

mlindvay@itt-tech.edu

Sincerely,

Robin M. Shapiro

Director, Regulatory Affairs

ITT Educational Services, Inc.

317-706-9276

rshapiro@itt-tech.edu

CL_Review021327

ITT Technical Institute

ITT Educational Services, Inc.
13000 North Meridian Street
Carmel, IN 46032-1404

(317) 706-9200
(877) 316-7054
www.itt-tech.edu

Date: March 7, 2016

To: U.S. Department of Education

From: Mick Lindvay, as an authorized agent and representative of ITT Educational Services, Inc. ("ITT")

Subject: ITT Student Disbursement Roster Certification Covering the Month of February, 2016

Attached hereto are queries that include information on all Title IV funds disbursements and refunds made by ITT during the month of February, 2016.

By submitting this information, I certify to the best of my knowledge and belief that the information contained herein is true, complete, and accurate. I further certify that ITT has verified the eligibility of each individual to receive a disbursement of the Title IV funds provided. I further certify that, beginning October 20, 2015, ITT did not disburse Title IV, HEA funds to or for the benefit of any student listed on this roster until ITT had verified that student's attendance in the payment period for which the disbursement was intended. I further certify that ITT is and will remain in compliance with the terms and conditions of the Program Participation Agreement under which these funds have been provided. I am aware that the provision of any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me and/or ITT to criminal, civil, or administrative penalties for fraud, false statements, false claims, or other violations. (U.S. Code Title 18, Section 1001; Title 20, Section 1097; and Title 31, Sections 3729-3730 and 3801-3812).

Authorized Signature: (b)(6)

Print Name: Mick Lindvay

Title: Vice President, Student Finance

Date: 3/7/16

From:	(b)(6) @wellsfargo.com
Sent:	2/26/2014 5:16:10 PM -0500
To:	(b)(6) @wellsfargo.com
CC:	(b)(6) @wellsfargo.com
Subject:	FW: Consumer Financial Protection Bureau Moves Against ITT: Urdan/Wells Fargo
Attachments:	ESI022614-110808.pdf

WELLS FARGO SECURITIES

Equity Research

ESI: Consumer Financial Protection Bureau Moves Against ITT

ITT Educational Services, Inc.

Education

Trace A. Urdan, Senior Analyst (415) 947-5470
trace.urdan@wellsfargo.com
Jeffrey Lee, Associate Analyst (415) 396-4328 ***jeffrey.lee@wellsfargo.com***
Wells Fargo Securities, LLC.

- As anticipated, the CFPB has filed suit against ESI alleging that the company exploited its students with a "rushed" and "predatory" loan process that pushed them into high-cost loans "very likely" to default. The agency is seeking restitution for borrowers, a civil fine and an injunction. The suit draws an analogy to mortgage lenders and suggests that the company's incentives were misaligned, leading it to care simply about maximizing access to Title IV funds (loans and grants) without consideration of the potentially detrimental impact on students.
- The agency notes that ITT's nationally-accredited credits were difficult to transfer to state institutions; it alleges the company's descriptions of job prospects were misleading, and it cites an expected default rate of 64% as inherently harmful to students. In particular, the agency cites a no-interest introductory loan as a misleading vehicle to a high-interest loan made in the student's second year.
- We expect the company to vigorously defend its practices as fully legal and consistent with those of other schools. The company has previously stated that while the category of unskilled, independent students served has a credit profile consistent with this rate of default assumption, it does not have data to indicate which student specifically is likely to default. It has further noted that the federal government itself made (and makes) loans to the very same category of students.
- That said, if the CFPB is true to prior practice with other sectors under its jurisdiction, it may be more concerned with a declared victory than with a large

financial settlement, and management has indicated that it will remain open to potential settlement. In particular, loan forgiveness against balances that have largely been written off, a permanent injunction against the described private loan practices (already abandoned), are examples of low (cash) cost outcomes.

- In our view, the risk is exactly the same as the off balance sheet loan risk and should have already been incorporated into the stock price. While the suit announcement may create challenges for new student enrollment, we expect these to be largely marginal and temporary as students are far more concerned with ITT's programs and job placement rates. Furthermore, with its reduced tuition pricing, supplemental loans have become a non-issue.

ITT Educational Services, Inc. (ESI-NYSE) --Outperform (1) / V

Price as of 2/26/2014: $32.4
FY 14 EPS: $3.15
FY 15 EPS: $3.75
Shares Out.: 25.6 MM
Market Cap.: $829.44 MM

Sector Rating: Post Secondary, Overweight

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

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

This electronic communication is subject to a disclaimer, please click on the following link or cut and paste the link into the address bar of your browser.
https://www.wellsfargo.com/com/disclaimer/red4

From:	Anthony Bieda <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/3625966aa21b477ea17337561576fd9f-ABieda>
Sent:	11/16/2015 2:01:10 PM -0500
To:	latanaya.johnson@calvet.ca.gov
Subject:	FW: ITT letter
Attachments:	ITT letter 11 16 15.pdf

Dear Ms. Johnson:

The 14 campuses of ITT Tech in CA are all operating under ACICS grants of accreditation that are intact through Dec. 31, 2017 as indicated on our website.

In addition, the Council has received information from the U.S. Department of Education regarding the compliance of ITT Tech with accounting requirements for Title IV student aid.

ACICS has opened an inquiry regarding this matter; ITT Tech has provided a response; both the inquiry and the response from the institutions will go before the Council for review the week of Dec. 7, 2015.

Let me know if I can be of further assistance.

Anthony S. Bieda

Vice President for External Affairs

Accrediting Council for Independent Colleges and Schools

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

www.acics.org | 202.336.6781 - p | 202.842.2593 - f

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

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: Quentin Dean
Sent: Monday, November 16, 2015 1:55 PM
To: Anthony Bieda
Subject: ITT letter

November 16, 2015

Ms. Latanaya Johnson
Education Administrator | California Department of Veterans Affairs
California State Approving Agency for Veterans Education
1227 O Street, Suite 625
Sacramento, CA 95614

Dear Ms. Johnson:

This letter is to confirm that the ITT Technical Institutes listed below, operating as accredited private post-secondary institutions in California, are currently in compliance with the ACICS financial stability standards as set forth in the ACICS Accreditation Criteria, Section 3-1-203:

ITT Technical Institute
4000 West Metropolitan Drive Suite 10
Orange, CA 92868

ITT Technical Institute
16916 South Harlan Road
Lathrop, CA 95330,

ITT Technical Institute
2051 Solar Drive, Suite 150
Oxnard, CA 93030-2699,

ITT Technical Institute
10863 Gold Center Drive
Rancho Cordova, CA 95670

ITT Technical Institute
670 East Carnegie Drive
San Bernardino, CA 92408

ITT Technical Institute
401 Mile of Cars Way Suite 100
National City, CA 91950

ITT Technical Institute
12669 Encinitas Ave.
Sylmar, CA 91342

ITT Technical Institute
2555 West 190th Street Suite 125
Torrance, CA 90504

ITT Technical Institute
650 West Cienega Avenue
San Dimas, CA 91773-2933

ITT Technical Institute
362 North Clovis Avenue
Clovis, CA 93612

ITT Technical Institute
440 South Melrose Drive Suite 100
Vista, CA 92081-4321

ITT Technical Institute
1140 Galaxy Way, Suite 400
Concord, CA 94520

ITT Technical Institute
4160 Temescal Canyon Road, Suite 100
Corona, CA 92883

ITT Technical Institute
1200 Clay Street Suite 200
Oakland, CA 94612

This reflects the publicly disclosed information at www.acics.org>About Us>Directory of Institutions. Please let me know if you need more information or would care to discuss.

Regards,

(b)(6)

Anthony S. Bieda
Vice President for External Affairs

Cc: Mr. Shawn Crawford, ITT technical Institutes

From:	Albert C. Gray <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/A1A35D9F738542D48EB5F1DDABE428E0-AGRAY>
Sent:	8/25/2014 5:14:39 PM -0400
To:	Anthony Bieda <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/3625966aa21b477ea17337561576fd9f-ABieda>; Joseph Gurubatham <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/2839eec7707f4128a4de87103ed162f4-JGurubatham>
Subject:	FW: ITT Technical Institutes - Status of Audited Financial Statements
Attachments:	Letter of Credit Request- ITT Educational Services, Inc..pdf

From: Shawn Crawford at HQ [mailto:SCrawford@itt-tech.edu]
Sent: Monday, August 25, 2014 5:11 PM
To: Albert C. Gray
Cc: Jeff Olszewski
Subject: RE: ITT Technical Institutes - Status of Audited Financial Statements

Dr. Gray:

The ITT Technical Institutes have received a second letter from the U.S. Department of Education (Department) related to our failure to submit acceptable compliance and financial statement audits timely.

In this letter dated August 21, 2014, the Department advised that our untimely submissions constitute a failure of financial responsibility under the Department's regulations and the ITT Technical Institutes will not be financially responsible under the Department's regulations for five years from August 21, 2014, or longer if our institution provides untimely submissions in subsequent years.

As a result, the ITT Technical Institutes may continue participation in the Title IV, HEA programs, but will be (a) provisionally certified for a period of three years, and (b) required to post an irrevocable letter of credit (LOC) for a period of five years. Upon expiration of the three year provisional period, the certification will be extended for the duration of the LOC requirement.

As communicated previously, we are working closely and collaboratively with the Department to address the financial responsibility determination, and are committed to keeping you fully informed of our efforts and progress. We will continue to keep you apprised of all developments as we work determinedly with our independent auditors and others to submit acceptable compliance and financial statement audits. We expect to be able to submit the final, audited financial statements in the near future, but please understand that we do not completely control that timing.

If you have any questions or require any additional information, please do not hesitate to contact me.

From: Shawn Crawford at HQ
Sent: Thursday, August 21, 2014 3:29 PM
To: 'Albert C. Gray'
Subject: ITT Technical Institutes - Status of Audited Financial Statements
Importance: High

Dr. Gray:

The ITT Technical Institutes are well aware of the need to provide financial statements to ACICS, and we sincerely regret that our failure to do so may have inconvenienced ACICS. I sincerely appreciate the courtesy and understanding that we are asking ACICS to extend as our colleges seek to finalize audited financial statements which accurately reflect the financial responsibility, strength and sustainability of our institutions.

As we discussed, our ability to provide audited financial statements has been delayed by a review of certain complex accounting issues related to the financial statements of our parent company, ITT Educational Services, Inc., by the U.S. Securities and Exchange Commission. The SEC review, which concerns the proper accounting treatment for our private loan program, in turn, delayed the completion of our annual audit. While the audit is still not complete, significant audit procedures have been performed and the audit is nearing completion. The accounting issues reviewed by the SEC will not have any impact on our schools. And, I am glad to confirm that we will meet the financial responsibility requirements of the U.S. Department of Education.

Accordingly, we are hereby submitting to ACICS a draft of the consolidated financial statements of ITT Educational Services, Inc. for the fiscal year ending December 31, 2013, which at this time are still in unaudited form. The consolidated financial statements are the same that we are providing to the U.S. Department of Education and, as such, we are including the draft calculation of our composite score under the U.S. Department of Education's financial responsibility regulations.

We respectfully submit that the attached financial information demonstrates that our colleges will continues to meet ACICS' standards for financial stability. Also, we continue to work diligently with our independent auditors and others to submit our final audited financial statements. We currently expect to be able to submit the final, audited financial statements within approximately 60 days, but please understand that we do not completely control that timing.

Please note that the enclosed materials contain confidential, non-public, and proprietary business and financial information. We request that they be treated by ACICS as such, in accordance with relevant privacy laws and any other applicable laws, and not released to any party outside ACICS in response to a

public records request or otherwise.

For your reference, I've also attached a copy of the communication recently received from the U.S. Department of Education with respect to our late annual audit submission, which you may have already received.

If you have any questions or require any additional information, please do not hesitate to contact me.

Sincerely,

Shawn

Shawn J. Crawford

Vice President, Compliance & Regulatory Affairs

ITT Educational Services, Inc.

13000 N. Meridian Street

Carmel, IN 46032

(317) 582-0720

August 27, 2015 ID Code 00015354

VIA E-MAIL ONLY

Mr. Shawn J. Crawford
SVP, Chief Compliance Officer
ITT Educational Services, Inc.
13000 North Meridian Street
Carmel, IN 46032

Dear Mr. Crawford:

The Council has learned of allegations that ITT Educational Services, Inc., engaged in a student recruiting program that used high pressure enrollment tactics against military veterans. The alleged enrollment tactics included the hiring of veterans to enroll other veterans to ITT's programs.

ACICS Accreditation Criteria, Section 3-1-410, Admissions and Recruitment, requires:

> *An institution may not delegate without supervision these activities to anyone whose economic incentives are to recruit prospects through means that are unethical or subject to public criticism or to admit ill-prepared applicants. The institution may not contract, directly or indirectly, with third parties who are generally unfamiliar with the institution. Institutions participating in Title IV programs must be aware of regulations imposed by the U.S. Department of Education as they apply to recruiting practices.*

The Council is required to review any adverse information regarding an institution once such information becomes known. Please provide this office with a written response to this information, including copies of appropriate materials to support your statements. The Council will expect your response on or before **Friday, September 11, 2015.**

Your immediate attention to this matter is appreciated. If you have any questions, please contact me at (202) 336-6781 or abieda@acics.org.

Sincerely,

Anthony S. Bieda
Vice President of External Affairs

750 First Street, NE, Suite 980 • Washington, DC 20002-4223 • t - 202.336.6780 • f - 202.842.2593 • www.acics.org

ACICS' Current Recruitment Standards

Recruiting must be ethical and lawful.

- "Recruiting shall be ethical and compatible with the educational objectives of the institution. The allocation of an institution's financial resources for purposes of recruitment shall be consistent with the stated mission of the institution."
- "An institution shall conform to the laws and regulations of each of the states in which it operates and shall ensure that each of its representatives is properly licensed or registered as required by the laws of that state."

Who is doing the recruiting must be transparent.

- "No prospective student names obtained as a result of a survey, canvass, promise of future employment or income while a student, or other marketing activity by an institution may be used for recruitment purposes unless the name of that institution is clearly identified and purposes of such activity are communicated to the respondent. This does not preclude the use of surveys or other studies to determine the employment needs and the educational desires of the local community."
- "The ultimate responsibility for the activities of an institution's employees, vendors, contractors, or agents in the referral, recruiting, evaluation, and admissions processes always remains with the institution."
- "An institution may not delegate without supervision these activities to anyone whose economic incentives are to recruit prospects through means that are unethical or subject to public criticism or to admit ill-prepared applicants."

Referral fees are allowed.

- "Referrals are permitted, and the referrer may be paid a fee so long as the referrer provides full disclosure and does not misrepresent the purposes of soliciting a prospective referral and such payments do not violate state or federal laws."

Recruiters must be truthful about their titles and what they are selling.

- "Representatives of an institution shall use only those titles which accurately reflect their actual duties and responsibilities."
- "An institution shall ensure that any person or entity engaged in admissions or recruitment activities on its behalf is communicating current and accurate information regarding courses and programs, services, tuition, terms, and operating policies."

Recruiters and financial aid decisions should not mix.

- "Recruitment and enrollment personnel may not be designated as counselors or advisors and may not make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement."
- "The person or persons assigned to administer student financial aid programs must in all cases be a part of the administration. Administrative personnel involved in student recruitment as their major activity shall not have the final decision-making authority in the approval or awarding of student financial aid."

Recruiters must be supervised to ensure compliance.

- "All recruiters must be supervised by the institution's administration to ensure that their activities are in compliance with all applicable standards."

Recruitment Standards of Other Accreditors That ACICS Does Not Have

Other accreditors have standards about WHERE recruitment cannot take place.

- ACCSC: States that it will not recruit prospective students at, in or near welfare offices, unemployment lines, food stamp centers, homeless shelters or other circumstances or settings where such persons cannot reasonably be expected to make informed or considered enrollment decisions.

Other accreditors require recruiters and admissions personnel must acknowledge their Criteria and/or Code of Ethics.

- ACCSC: States that all recruiters and admissions personnel must "acknowledge having received a copy of the ACCSC Standards of Accreditation and having read the sections pertaining to recruitment, advertising and admissions."
- DETC: "Show evidence that each recruiter clearly understands and takes seriously the 'Code of Ethics for Student Recruitment Personnel of the DETC'…and that copies of the signed 'Code of Ethics' are kept in the appropriate files."

Other accreditors require institutions to disclose advertising and promotional budgets.

- DETC: Requires that institutions describe how advertising and promotional budgets are established for any given fiscal period and tell what percent of the institution's total operating budget is used for advertising and promotional purposes.

Other accreditors have specific disclosures on all recruiters.

- DETC: Requires a number of disclosures on all recruiters/sales personnel including:
    - Amount of salary and added incentives
    - Criteria used to select and evaluate performance
    - Rate of turnover and average length of service
    - Supervisory ratio
    - Number of complaints on personnel

Other accreditors have standards on how recruiters are compensated.

- DETC: Recruiters cannot be paid a commission, bonus or other incentive directly or indirectly based on their success in enrolling students.

Recurring Media Criticisms on For-Profit College Recruiting/Advertising

GENERAL COMPLAINTS

1. **For-profits spend more money on recruiting and marketing than on educating students.**
   - "For-profit institutions have been criticized for spending more money on recruiting students and marketing their schools — particularly to draw online students — than actually educating them."[1]
   - For-profit colleges spend 22.7 percent of their revenue on marketing, advertising, recruiting and admissions. They realize 19.4 percent of all revenue as pretax profit. They spend 17.2 percent of all revenue on instruction.[2]
   - Senate HELP Report: "Some for-profit colleges, including many with the highest profit margins, spend more per student on marketing, recruiting, and profit than on instruction. Publicly traded for-profit education companies spent, on average, $248 million on marketing and recruiting in 2009. Marketing and recruiting includes all spending on advertising, other marketing spending, lead generation, and the recruiting sales staff. That spending equates to 23 percent of total revenue, on average. Some companies dedicate a higher percentage: Grand Canyon and Bridgepoint Education, two companies with common roots, spent 32.6 and 32.1 percent respectively, on marketing and recruiting. Alta Colleges, Inc., a privately held company that operates Westwood Colleges, devoted 29.1 percent of its revenues to marketing and recruiting. Together, the 30 education companies examined by the committee spent $4.2 billion on marketing in 2009, or 22.7 percent of all revenue. This translates to approximately $2,622 per student spent on marketing."

2. **For-profits have more recruiters on staff than do career-service advisers.**
   - The HELP report also found that some for-profit companies have employed "nearly 10 times as many recruiters as career-services advisers," and have spent "more on marketing than on instruction," says the AP.[3]
     - "These recruiters — and there are 35,000 of them nationwide, 10 times the number of job and career counselors employed by the for-profit universities — have been known to actively recruit at Wounded Warriors centers and at veterans hospitals, where they can corner bedridden GIs and entice them with promises of free education and more," explains Jack Shakely, president emeritus of the California Community Foundation[4]
   - HELP Report: "The committee found that the 30 for-profit education companies examined employed 35,202 recruiters, or about one recruiter for every 53 students attending a for-profit college in 2010."

3. **For-profits use deceptive and coercive recruiting tactics.**
   - "Government and media investigations have shown that many for-profit colleges use deceptive and coercive recruiting to lure veterans and low-income Americans into high-priced, low-quality programs – leaving students deep in debt, and leaving taxpayers, who fund financial aid at for-profit colleges to the tune of $32 billion a year, with wasted investments."[5]
   - "Sadly, many of the schools that are part of Mr. Gunderson's trade association, APSCU, do no such thing. They excel at recruiting students with misleading and coercive recruiting tactics."[6]

4. **For-profit recruiters are primarily sales professionals.**
   - HELP Report: **"**For-profit colleges prefer to hire recruiters with past sales experience. Some colleges make this clear in their hiring and training documents. A Corinthian Colleges training manual, for example, instructed Directors of Admissions to look for 'sales experience' and 'phone, telemarketing experience' among potential hires. Anthem Career College's training manual stated that a recruiter 'is a sales position.' Similarly, the official job description of a recruiter in one Kaplan manual made it clear that selling was the dominant focus of the position. A recent job advertisement by ATI, a Texas-based chain of schools, stated its recruiter positions offer a 'lucrative' opportunity for applicants with a 'proven track record of sales

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[1] "Mitt Romney's For-Profit College Connections Highlighted In Video Made By Student Debt Activists," *Huffington Post*; By Tyler Kingkade
[2] "Crisp: Education, profit motive don't mix," *Ventura County Star*; By John M. Crisp
[3] "Too early for the for-profit bandwagon," *Daily Progress*
[4] "Opinion: 'Dollar signs in uniform,'" *LA Times*
[5] "Controversial For-Profit College Industry Using Your Tax Dollars to Support Romney Victory," *Huffington Post*; By David Halperin
[6] "For-Profit College Industry's Phony Pitch to Obama: Now We're BFFs!," *Huffington Post*; By David Halperin

performance.' A recent EDMC posting for an Assistant Director of Admissions position told applicants "the position is heavily sales focused and is not a traditional counseling position."

- HELP Report: **"**Documents indicate that the recruiting process at for-profit education companies is essentially a sales process. Investors' demand for revenue growth is satisfied by enrolling a steady stream of new student enrollees or "starts." During the period examined, at many companies the performance of each person in the admissions chain, from CEO to newly-hired junior recruiters, was rated at least in part based on the number of students enrolled."

5. **For-profits recruit unqualified students.**
   - Recruiters were encouraged to enroll even applicants who were unable to write coherently, who appeared to be under the influence of drugs or who sought to enroll in an online program but had no computer.[7]

[7] "EDMC Professors and Students Speak: How Lobbyists & Goldman Sachs Ruined For-Profit Education," *Republic Report*; By David Halperin

SPECIFIC COMPLAINTS

7. **For-profits use sales scripts aimed at shaming and invoking pain in students.**
   - It's an industry whose aggressive boiler room salespeople have referred to students as "pieces of business" and "asses in classes" and used sales scripts aimed at exploiting the pain and shame of prospective recruits. It's an industry that has been caught time and again making false statement to students, state regulators, and federal authorities.[8]
   - A recurring theme in for-profit colleges' recruitment materials was "pain" — more specifically, how recruiters could manipulate a potential student's emotional distress or dissatisfaction with his current circumstances to get him to sign on the dotted line.[9]
   - Recruiters at ITT Educational Services Corp., known to most of its students as ITT Tech, relied on a "pain funnel" diagram to lead them through a series of probing questions. If a student signed up for school but then balked, recruiters were encouraged to "poke the pain a bit" to get the student to recommit.[10]
   - According to the suit, recruiters were also led to exploit applicants' psychological vulnerabilities — for example, a parent's hopes of moving a child out of a dangerous neighborhood.[11]
   - HELP Report: "For-profit colleges seek to enroll a population of non-traditional prospective students who are often not familiar with traditional higher education and may be facing difficult circumstances in their lives. Recruiting materials indicate that at some for-profit colleges, admission representatives were trained to locate and push on the pain in students' lives. They were also trained to "overcome objections" of prospective students in order to secure enrollments."
   - Education Sector: "Although these programs cover a range of different jobs, they employ similar marketing tactics. Colleges are forbidden by law to make false promises of jobs or to inflate salary data, so they play on emotions, appealing to students' desires to be valued in their careers."[12]

8. **For-profits recruit at certain locations that should be off-limits.**
   - These recruiters have been known to actively recruit at Wounded Warriors centers and at veterans hospitals, where they can corner bedridden GIs and entice them with promises of free education and more.[13]
     - "I've even heard about cases where for-profit recruiters have managed to obtain exclusive access to Wounded Warrior Barracks, offering what is presented as biweekly educational counseling," said Holly Petraeus, an assistant director in the Consumer Financial Protection Bureau and the wife of CIA Director David Petraeus.[14]
   - National American University encouraged recruiters to trawl for potential students at hair salons and Walmart or "any stores that may have people that need to get an education."[15]

9. **Recruiters and for-profit college websites evade questions about tuition costs.**
   - HELP Report: "If a potential student asks about the price of tuition, recruiters, as explained below, often are encouraged to evade directly answering questions about cost. And, as illustrated further below, many for-profit colleges emphasize to prospective students that they will have to pay little or no out-of-pocket expenses through the use of student loans and grants."
   - HELP Report: "Moreover, for many for-profit colleges, it is difficult to find a current and accessible source for the price of tuition. Despite regulations requiring colleges to clearly post the price of tuition and fees, some for-profit education companies continue to employ tactics to make this information difficult to find."
     - "For example, Rasmussen's Web site features a prominent link to the 'Tuition' page. But even after clicking this link and entering a zip code and the degree sought, prospective students only learn the cost per credit hour. There is no statement of how many dollars or credits are required for a degree, for a year of classes, or even for a term. Moreover, links produced by a search of 'tuition' that returned results including 'Frequently Asked Questions' and 'Financial Aid' do not

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[8] "Without Romney to Shield Them, For-Profit Colleges Must Face Reality," *Huffington Post;* By David Halperin
[9] "For-profit colleges provide lesson in strong-arm sales: Plain Dealing," *Plain Dealer*
[10] "For-profit colleges provide lesson in strong-arm sales: Plain Dealing," *Plain Dealer*
[11] "EDMC Professors and Students Speak: How Lobbyists & Goldman Sachs Ruined For-Profit Education," *Republic Report*; By David Halperin
[12] "Are You Gainfully Employed?" *Education Sector*
[13] "Opinion: 'Dollar signs in uniform,'" *LA Times*
[14] "For-profit schools taking in millions from GI Bill," *Star-Telegram*; By Chris Vaughn
[15] "For-profit colleges provide lesson in strong-arm sales: Plain Dealing," *Plain Dealer*

provide any further information. Only the eleventh link, 'Rasmussen College Student Investment Disclosure Information,' the mandated disclosure, actually explains the cost."

- "Similarly, clicking 'cost and financial aid' on the Capella Web site eventually leads to a page telling potential students that a Bachelor's degree requires credits, which cost $290 per credit hour for lower level courses and $350 per credit hour for upper level courses. But the page does not tell the student that the program requires, at a minimum, that a student take 96 upper-level credits (a potential cost differential of up to $5,760). The page instead twice mentions that an 'enrollment counselor,' the company term for recruiters, can help the student determine the price. Upon contacting the company via an online chat, a committee staff member received three separate cost estimates."

10. **Recruiters and for-profit college websites mask "total program" costs.**
    - HELP Report: "Even in the case of companies that charge the same price for each credit and reveal the number of credits required for a degree, students can still find it difficult to determine total program cost. For instance, at Career Education Corporation-owned Colorado Technical University, the officially disclosed program cost for a 'Bachelor's Degree in Business Administration and Management, General' is $31,453. A notation then explains, 'Tuition, Fees & Books information above represents the average total charges incurred by students who completed the program in normal time between 07/1/2009 and 6/30/2010.' However, this information is out-of-date, and the Web site does not disclose that a student enrolling today could pay nearly $22,000 more."
        - "Some companies also mask program costs by adding expensive fees that are not included in cited tuition figures. For instance, Bridgepoint Inc.'s Ashford University charges a 'technology fee' of $1,290 to every new student's account during the 6th week of enrollment. Westwood charges all online students a $40 per-credit-hour fee, which adds up to over $6,000 over the course of a Bachelor's degree. Nonetheless, by labeling the fee separately from tuition, Westwood can list a lower tuition, while still increasing the per-credit-hour cost to its students."
    - While prospective students face the most sophisticated evasion tactics, some companies also hide the cost of attendance from current students. For instance, an accreditor's review panel member suggested that an ITT campus could post tuition increases in the student lounge, so that current students would be notified without first having to locate and read the updated course catalog. ITT's Regulatory Affairs Manager denied the request, stating: "We comply with State requirements and ACICS criteria 3-1-342(a) by clearly posting the tuition and other charges in the catalog. Until the ACICS criteria require an additional posting all ITT Technical Institutes will list tuition and other charges as required in the catalog."

ACICS' Potential New Recruitment Standards

OVERARCHING PLAN TO COMBAT CRITICISM AND CREATE VALUE: Develop a new ACICS' Code of Ethics for Recruitment and Advertising. Include all of the existing recruitment and advertising standards. We also put forward for consideration the following new standards:

1. All recruiters must read ACICS' Accreditation Criteria Policies, Procedures, and Standards related to admissions and recruitment and sign acknowledgement to uphold it.

2. All schools must disclose their sales scripts. Sales scripts will be reviewed during the ACICS evaluation and submitted with the annual Campus Accountability Report.

3. No recruiting may take place at veterans hospitals, military barracks, in or near welfare offices, unemployment lines, food stamp centers, homeless shelters or other circumstances or settings where such persons cannot reasonably be expected to make informed or considered enrollment decisions.

4. All schools must disclose advertising and promotional budgets to their students and to the pubc.

5. All schools must disclose current tuition and total program costs on their website and marketing materials. For online disclosures, this page must be available via a link on the institution's homepage.

Comparison of Westwood Historic Disclosures to Those Mandated by the Colorado AG Consent Decree

Consent Decree Provision	Westwood's Practice Pre-April 2010	Westwood's Changes Between April 2010 and December 2011	Westwood Changes Post Consent Decree
Total Cost of Tuition	[redacted]	[redacted]	[redacted]
3.3(a)(i): "During the Admissions Interview, in Promotional Materials, on Westwood's web sites, in student catalogs and in enrollment agreements with students, the total tuition and fees that a student will incur to complete a particular degree program at Westwood. If a student asks about the cost to attend Westwood during an Admissions Interview, the recruiter or representative must immediately disclose the total tuition [it] charges for completion of the particular degree program."	From 2007 through mid-2010, during the initial admissions interview, Westwood admissions representatives would (based on the program of interest) describe the number of terms for the program and the expected cost per term. In addition, on its website, in the enrollment agreement, and in the catalog addenda, Westwood provided the total cost of the program. The student was required to sign the enrollment agreement (a two page document) and review the catalog before attending Westwood. Thus, the student was informed about total program costs in numerous ways prior to enrollment.	In mid-2010, Westwood rolled out College U, which automated the manner in which Admissions Representatives interfaced with prospective students. This allowed Westwood to better manage and control the admissions presentation and thereby all of the content prospective students receive during the initial admissions interview. College U also ensures prospective students will receive the presentation in both a visual and auditory manner. Westwood's new presentation described total cost by (a) term (because that is how costs are incurred), (b) academic year (because that is how financial aid is packaged), and (c) for the entire program (because that describes the full investment). Westwood began training Admissions Representatives on College U in mid-2010 and mandated its usage starting in August 2010. However, development of the primary content began in 2009, well before the Colorado AG began its investigation.	The only new requirement imposed by Consent Decree is that Westwood has agreed to provide a prospective student, upon inquiry, with the total cost of the degree they are inquiring about at any time during the admissions interview. It bears repeating that while Westwood has agreed to this term, Westwood always provided a prospective student with the total cost of the program prior to enrollment. College U affirmatively provides information on total program cost during the admissions interview. Westwood also will continue to provide information on program cost on its website, in the enrollment agreement, and in the catalog addenda.
Transferability of Credits	[redacted]	[redacted]	[redacted]
3.1(e): Westwood shall not represent "that [its] accreditation status means that credits earned by a student at Westwood	1. From 2005 through 2009, Westwood's Enrollment Agreement stated in bold font that "**Westwood College makes no guarantee of**	1. In 2010, the Westwood modified its Enrollment Agreement to state the following in bold font, "**Units Student earns at Westwood**	Westwood will modify its Catalog, Enrollment Agreement, and College U to emphasize even more explicitly the challenges a student may

Outline of Westwood's Historic Disclosures and Changes Due to Colorado AG Consent Decree

are transferable to other schools." and 3.1(f): Westwood shall not represent "that credits earned at Westwood may or will transfer to another educational institution, unless [it] has actual knowledge, meaning, a statement in writing from the receiving institution, that Westwood credits will readily transfer to or serve as a basis for obtaining a higher-level degree at such educational institution" and 3.3(a)(ii): "During the Admissions Interview, in Promotional Materials, on Westwood's web sites, in student catalogs and in enrollment agreements with students, that Westwood credits will not transfer to other schools and that a degree from Westwood will not be honored for admission to an advanced-degree program, except in limited circumstances.	**credit transfer. The decision regarding the transferability of credits is always at the discretion of the receiving school.**" In 2010, the Westwood modified its Enrollment Agreement to state the following in bold font, "**Units Student earns at Westwood College in most cases probably will not be transferable to any other college or university.**" (emphasis in original) 2. From 2005 through the present, Westwood's Catalog has contained the following language in larger font and bold print: **Notice Concerning Transferability of Units and Degrees Earned at Westwood. Units Student earns at Westwood College in most cases probably will not be transferable to any other college or university. For example, if you entered our school as a freshman, you will still be a freshman if you enter another college or university at some time in the future, even though you earned units here at Westwood College. In addition, if you earn a degree, diploma or certificate at Westwood, in most instances it will probably not serve as a basis for obtaining a**	**College in most cases probably will not be transferable to any other college or university.**" 2. Beginning in 2010, Westwood added "Transferring Credit Q&A" on its website, which included additional information about accreditation and its impact on the transferability of credits. One such disclosure states: **What is the difference between regional and national accreditation?** … National accreditation agencies typically accredit institutions which specialize in instruction and training for a profession or careers. Regional accreditation agencies accredit institutions that are community colleges and state universities generally located in their respective geographic region. Many regionally-accredited institutions are publicly supported. Both national and regional accreditation agencies are recognized by the U.S. Department of Education (http://ope.ed.gov/accreditation). These institutions review student performance by the level of support they receive as well as the teaching ability of the faculty and structure of the curriculum. Whether to opt for a regional or national accreditation should largely	have in attempting to transfer Westwood credits: In most cases your Westwood credits will not be transferable to other schools. Westwood makes no promise that Westwood credits will transfer to another institution unless Westwood has a written articulation agreement with that institution.

Outline of Westwood's Historic Disclosures and Changes Due to Colorado AG Consent Decree

	higher-level degree at another college or university. (emphasis in original) 3. During this same time period, Westwood's website had, one-click from the homepage under the "Admissions" tab, information under the heading "Transferring Westwood College Credit to other Colleges" that contained information on credit transfer virtually identical to the language in the Enrollment Agreement and Catalog.	depend on the student's future educational career aspirations. If the degree the student is pursuing is his final degree and he intends to complete education at the same school, the type of accreditation – regional or national – is not consequential. **But if a student is likely to change schools before completing the degree, intends to pursue post graduation studies, or is keen on gaining employment with companies that are concerned with accreditation issues, the student may then be well-advised to opt for a regionally-accredited institution.** (emphasis added).	
3.3(a)(ii): … Westwood shall maintain on its primary website (Westwood.edu) a list of the schools with which it has a written articulation agreement, and Westwood shall direct Prospective Students to that list of schools during the Admissions Interview.	Westwood has always maintained on its website a list of the schools with which it has a written articulation agreement.	Westwood has always maintained on its website a list of the schools with which it has a written articulation agreement.	While easily accessible, Westwood nonetheless agreed as part of the admissions interview to inform prospective students where they can find the list written articulation agreements on its website.
Employment Statistics	[redacted]	[redacted]	[redacted]
3.1(a): Westwood shall not represent "that a degree program at Westwood has a particular graduate employment placement rate, unless [it] can substantiate such a rate from actual	Westwood's accrediting bodies required Westwood to report its employment outcomes to the accrediting bodies on an annual basis. Westwood was not required by its accrediting bodies to disclose graduate employment	Westwood continued the exact same process as it has utilized for several years.	Westwood has agreed to an audit of its graduate employment data by a third-party (*see infra*).

Outline of Westwood's Historic Disclosures and Changes Due to Colorado AG Consent Decree

Westwood graduate employment data from the immediately preceding Reporting Year." and 3.3(a)(iii): "During the Admissions Interview, in Promotional Materials, and on Westwood's web sites, the most current underlying data, from the immediately preceding Reporting Year, pertaining to any and all graduate employment placement rates calculated and Advertised by Westwood.	outcomes to students, but the accrediting bodies required that if Westwood did so, it must provide students and prospective students with the same information supplied to the accrediting body. Westwood disclosed this information through "Performance Fact Sheets" provided to all students at the time of enrollment. The Fact Sheets were specific to campus and program. Westwood used this actual employment data – sometimes as aggregated for a campus or on a system-wide basis – in its advertisements and other materials, including on its website. In 2004, Westwood implemented a policy to ensure that it accurately and consistently reported graduate employment data (placement rate and salary figures). Westwood had an employee whose job it was to administer the policy and answer questions raised by campuses about whether a graduate was or was not employed in field. This same employee would sample and audit each campus's employment data. Westwood also worked with the accrediting bodies to explain why any students were excluded from the underlying data for various exceptions, such as employment in the military.		
3.1(b): Westwood shall not represent "that a particular Westwood degree program leads to the job titles and functions that [it] advertises unless	Westwood disclosed in its program materials some (but not all) representative job titles of actual positions obtained by Westwood graduates.	Westwood continued the same process. In July 2011, the Department of Education required colleges to disclose potential positions that a degree could lead to. The Department identified	Westwood will continue the same process, and provide the disclosures required by the Department of Education rules promulgated effective July 1, 2011.

Outline of Westwood's Historic Disclosures and Changes Due to Colorado AG Consent Decree

Westwood can substantiate such claims with graduate employment data that reflect actual [its] graduates obtaining the advertised job titles and functions within the immediately preceding Reporting Year." and 3.1(c): Westwood shall not represent "that a particular Westwood degree program leads to job titles and functions in a particular city or state unless [it] can substantiate such claims with actual Westwood graduate employment data that reflect the degree program's graduates obtaining the advertised job titles in the particular city or state within the immediately preceding Reporting Year."		the positions through cross-referencing codes associated with approved educational programs to the Department of Labor codes associated with certain job titles. Westwood's website includes these disclosures as required by federal law.	
3.2(b): "Advertising prospective salary data related to a Westwood degree program based on sources other than actual [its] graduates from the immediately preceding Reporting Year. If actual Westwood graduate data does not exist for a particular program at a particular campus, Westwood may (1) direct prospective students to a government source that provides salary data for the particular degree program;	Westwood reported salary data on the graduate's first position post-graduation. Westwood also used in its advertisements and in admissions interviews Bureau of Labor Statistics (BLS) data on prospective salary ranges and salary progression for more experienced employees. This allowed prospective students to see the potential long term implications of obtaining a degree in a particular field. The data was disclosed as BLS data, not as Westwood data. In 2004, Westwood implemented a policy to	Westwood continued the same process.	In the Consent Decree, Westwood agreed to avoid the use of BLS data unless 1) there are no Westwood-program specific outcomes for a particular program or campus; or, 2) students request information on access to the BLS website. Also, the Consent Decree allows Westwood to comply with current Department of Education regulations that allow click through to the BLS website from the program-specific job titles containing Department of Labor codes.

Outline of Westwood's Historic Disclosures and Changes Due to Colorado AG Consent Decree

or (2) direct prospective students to salary data for another Westwood campus that does have salary data for the degree program. In either case, Westwood must disclose that such data is not necessarily reflective of Westwood graduates in the particular program and campus in which the prospective student intends to enroll."	ensure that it accurately and consistently reported graduate employment data (placement rate and salary figures). Westwood had an employee whose job it was to administer the policy and answer questions raised by campuses about whether a graduate was or was not employed in field. This same employee would sample and audit each campus's employment data. Westwood would also work with the accrediting bodies to explain why any students were excluded from the underlying data for various exceptions, such as employment in the military.		
3.2(c): "Advertising prospective salary data from actual Westwood graduates without specifying the number of graduates that the salary figure is based on."	Westwood provided "Performance Fact Sheets" to each prospective student at the time of enrollment. The Performance Fact Sheet would have average graduate salaries per program, per campus. The Fact Sheet contained the following disclosure: On average, approximately 60 percent of Westwood College graduates report annual salary to Career Services. Westwood also disclosed the Performance Fact Sheets on its website.	Westwood continued to use the same Performance Fact Sheet process and disclosures.	If Westwood discloses, graduate salary information, Westwood will show the number of graduates upon whose salaries the average salaries presented by Westwood are based.
3.2(d): "Advertising prospective salary data from actual Westwood graduates without distinguishing part-time employment salary data from full-time employment salary data. (For purposes	Westwood provided "Performance Fact Sheets" to each prospective student at the time of enrollment. The Fact Sheet had the following disclosure: Salaries listed include salaries for all	Effective in 2012, the California state regulatory body began to require colleges subject to its regulation to break out full-time and part time employment in their graduate employment statistics. Westwood implemented this process	Westwood agreed to distinguish between full time and part time employment in its presentation of graduate employment data. In essence, Westwood will implement the California process across its system.

Outline of Westwood's Historic Disclosures and Changes Due to Colorado AG Consent Decree

of this provision, the parties agree that the employer shall designate whether it is full-time or part-time employment and, if the employer does not so designate, part-time employment means 1 to 34 hours per week.)"	graduates who are company employees, and hourly pay rates are aggregated to a 40-hour work week, regardless of part- or full-time status. Westwood also disclosed the Performance Fact Sheets on its website.	in California and used its historic process everywhere else.	
3.2(h): "Classifying a Westwood graduate as "employed in field" or "employed in related field" to calculate a degree program's employment placement rate, unless: (i) the employment utilizes the core skills taught in the degree program and is reasonably based on the educational objectives of the degree program from which the student graduated; (ii) with respect to the graduate's employment: (a) if the graduate is either a full-time or part-time "at will" employee, the employment must be sustainable and expected by the student and employer to last for a reasonable period of time; or (b) if the graduate is self-employed, free-lance, a contractor or an employee for a specific term, then Westwood must obtain written verification from the graduate that the graduate's work aligns with the graduate's employment goals, is based on the education and training received, and that the graduate is earning training-related income; (iii)	Historically, Westwood determined whether a position was "in field" or "in related field" based purely on job responsibilities. Westwood created a policy and trained its employees to this policy, which stated, *inter alia*: Length of employment is not defined by the accreditation guidelines. ***Therefore, any student who receives payment for work can be counted as employed. Short term employment (work lasting less than one month) should be the exception, not the norm.*** (emphasis added). Westwood provided "Performance Fact Sheets" to each prospective student at the time of enrollment. The Fact Sheet had the following disclosure: Self-employed/freelance graduates' income is calculated by the average hourly rate charged by all self-employed graduates who report their hourly rate to the campus Career	Westwood continued to use this process. Post-August 2010 GAO Report, ACCSC adopted more refined standards for self employment. The five Westwood campuses then subject to ACCSC accreditation standards (including the Colorado campuses) adopted new forms that students complete before graduation that identify (a) whether they have a position in field, (b) their salary/wage, and (c) whether they need additional assistance from Westwood's career services organization.	In the Consent Decree, Westwood agreed to evaluate whether the employment is sustainable under certain criteria. All other requirements of the Consent Decree were already embodied in the Westwood Career Services practices that Westwood will continue to apply going forward.

Outline of Westwood's Historic Disclosures and Changes Due to Colorado AG Consent Decree

the employment is a paid position; and (iv) the foregoing information (3.2(h)(i-iii)) is verified by Westwood in writing. Westwood shall make its best efforts to obtain written verification from the graduate or the graduate's employer. If Westwood is unable to obtain written verification from the graduate or the graduate's employer, [it] shall obtain verbal verification of the foregoing information (3.2(h)(i-iii)) and confirm the same in a written communication to the graduate's employer.	Services office. Westwood College does not track the number of hours freelancing graduates work nor their annual earned income. Westwood included as employed those students who were freelance and/or self employed. Westwood believed that this process was consistent with that used at other nationally accredited schools. Westwood has always required verification of employment from the student or employer. Westwood has always tried to obtain written verification, but will accept verbal verification when it could not obtain written verification. To be counted as a position, the position always had to be a paid position.		
3.3(a)(iii): "…Westwood must disclose all of the job titles (as reported by the graduate or employer) and the names of employers that it counts toward the employment placement rate for a particular degree program at a particular campus."	Westwood disclosed in its program materials some (but not all) representative job titles of actual positions obtained by Westwood graduates.	Westwood continued to use the same process.	Westwood agreed, on a campus specific basis, to disclose the all employers and job titles underlying its reported graduate employment outcomes.
APEX Financing	[redacted]	[redacted]	[redacted]
3.1(h): Westwood shall not represent "that [its] institutional financing option,	Westwood provided students taking APEX financing with a Retail Installment Contract	Westwood continued to do the same.	In making these disclosures, Westwood will comply with all Regulation Z disclosures (*see*

Outline of Westwood's Historic Disclosures and Changes Due to Colorado AG Consent Decree

known as APEX financing, has no interest rate if in fact the financing contract contains an interest rate"	("RIC") that contained a specified interest rate and other terms. One of the terms was that interest would not be charged during the time the student was enrolled at Westwood, and that interest charges would not start until 90 days after the student graduated or left Westwood. Also, starting in 2009 Westwood stopped charging interest on APEX, both to students in school and to those who were out of school.		*infra*, the next issue) when discussing interest rates.
3.2(a): "Advertising any 'triggering term' as described in Regulation Z, 12 CFR § 226.24(d)(1) in Westwood's institutional financing, known as APEX, without Clearly and Conspicuously disclosing the additional terms required by the UCCC and the federal Truth in Lending Act (12 C.F.R. § 226.24(d)(2))." and 3.4(b): "Charging any fees not expressly authorized by the Code, including without limitation, finance charges on transactions for which Westwood has not timely filed required notification fees, default rates of interest, insufficient fund charges in excess of what the Code allows, and delinquency charges in excess of what the Code allows." and	In its advertising collateral, Westwood disclosed information about APEX including (a) that there was no interest while the student was in school and (b) a maximum $150 monthly payment while the student was in school. Westwood's Retail Installment Contract ("RIC") – the document that memorialized the APEX financing – contained all of the Regulation Z disclosures. The student would be presented with and sign a RIC before becoming receiving APEX financing.	Westwood continued to do the same.	Going forward, <u>any time</u> Westwood describes interest or payment obligations for APEX, Westwood will provide all Regulation Z disclosures. These disclosures include: 1. The amount of the down-payment; 2. The terms of the repayment; and 3. The annual percentage interest rate.

Outline of Westwood's Historic Disclosures and Changes Due to Colorado AG Consent Decree

3.5(b): "Disclose to students to whom APEX financing is extended the information, disclosures, and notices required by, among others, the federal Truth in Lending Act, 15 U.S.C.A. § 1601, *et seq.*, including, but not limited to, Regulation Z, 12 C.F.R. 226. *See* Code § 5-3-101. Specifically, WESTWOOD must disclose (a) the transaction's prepayment provision, *see* Regulation Z § 226.18(k); (b) the transaction's late charges provision, *see* Regulation Z § 226.18(l); (c) a "Contract Reference" statement, *see* Regulation Z § 226.18(p); or (d) for those transactions entered into after February 4, 2010, the consumer's right to cancel, *see* Regulation Z § 226.47(c)."			
3.4(a) "Accelerating the maturity of any unpaid balance without providing a notice of right to cure to a student who defaults on APEX payments after withdrawing or graduating from Westwood." 3.5(e): "In the event a student defaults on his APEX financing, Westwood must allow at least 20 days after giving a notice to cure before accelerating the APEX balance. "	Westwood did not accelerate and demand payment of the entire outstanding balance from a student as a result of a non-payment default. Westwood's third-party servicer for the APEX program also did not accelerate and demand payment of the outstanding balance of an account because of a non-payment default. Instead, it would attempt to work with the student to work out a payment plan to obtain payment of the outstanding balance. Because Westwood would not accelerate and demand payment of the entire balance owed by a student,	Westwood continued to do the same.	Westwood will provide any required notices on acceleration and the right to cure in billing statements sent to students. Also, Westwood will enhance its RIC to provide students with similar notices.

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	the UCCC does not require Westwood to provide right to cure notices. The third party servicer would assign accounts to a third party collection agency for collection only in the event a student is totally non-responsive to the servicer's attempts to obtain payment. Westwood had no direct contact with the collection agency or agencies to which the servicer referred accounts for collection, and did not receive copies of any letters or notices the collection agency may send to a student.		
3.5(c): "Maintain its student finance records "in a manner that will establish that the creditor is complying with the provisions of" the Code. (Administrator Rule 10, 4 Code Colo. Reg. 902-1, illustrates the types of records creditors are required to maintain.) *See* Code § 5-3-109, C.R.S (2011). This includes, but is not limited to, maintaining copies of promissory notes, disclosures, or retail installment agreements, copies of, or other evidence that it provided students with, rights to cancel or notices of rights to cure, and accurate or complete transaction payment histories, including, without limitation, records of delinquency charges."	From 2006 forward, Westwood maintained records in a variety of locations, namely: (1) individual student files; (2) the billing and serving system of its third-party servicer; and (3) Westwood's student information system. When Westwood needed information about a student, it would gather materials from all three locations.	Westwood continued to do the same.	Going forward, Westwood plans to create a unified system to perform all of the work that the three systems managed in the past. Westwood will maintain one central repository for all APEX information.

Outline of Westwood's Historic Disclosures and Changes Due to Colorado AG Consent Decree

3.5(d): "Timely file all required notifications with the Administrator of the UCCC and pay all required fees to regularly engage as a creditor extending consumer credit for all APEX transactions entered into after entry of this Final Consent Judgment."	In 2005, Westwood retained a large Denver law firm to ensure that its APEX financing program complied with the laws of all states in which Westwood operated. Westwood followed the law firm's advice. In 2009, Westwood hired a different law firm to review its APEX program, including updating the APEX Retail Installment Contract and reviewing its processes. At that time, Westwood was advised that the UCCC required Westwood to annually file a one page form with the state of Colorado, and that it had not previously complied with this UCCC requirement. Westwood filed the required form in 2009 and has continued to do so each year thereafter.	Westwood continued to file the required forms on an annual basis.	Westwood will continue to file required forms on an annual basis.
Financial Aid Generally	[redacted]	[redacted]	[redacted]
3.1(d): Westwood shall not represent "that projected salaries will cover student loan repayments after graduation, unless [it] can substantiate such claims with actual Westwood graduate debt load and salary data. A program passing the U.S. DOE's Gainful Employment test articulated under 34 C.F.R. §668.7 shall constitute substantiation"	Westwood has never made a representation in any of its official documents (advertising or advertising collateral) that reported salaries would cover loan payments.	The Department of Education regulations require for-profit schools to provide "undergraduate training that prepares a student for gainful employment in a recognized occupation." 34 C.F.R. §§ 600.5(a) and 668.8(d)(1) (2010). In 2011, the Department of Education implemented new regulations that require for-profit schools to demonstrate that their programs lead students to be gainfully employed in recognized fields, and to disclose an employment placement rate for students completing such programs. *Id.* at §§ 668.6(b) and 7.	Going forward, Westwood will maintain its current policy and ensure its Admissions Representatives understand the policy.

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3.1(g): Westwood shall not represent "that payments made by a student while he or she is enrolled at Westwood are the only payments the student must make to obtain a degree at Westwood."	Westwood would inform students during the admissions presentation that the most they would have to pay was $150 per month, "***while they were in school.***" Westwood would further explain that this in school payment only applied to APEX institutional financing. During the financial aid presentation, Westwood would also explain the APEX repayment obligations, as well as repayment obligations of federal student loans and private student loans. Westwood would estimate the monthly payment amounts that would be due after completion of the program, depending on the total amount of financing taken.	Westwood continued to provide the same information to students. The Colorado AG argued that some students were confused with the presentation and thought the $150/month was a maximum monthly payment, even after school.	Westwood will provide all Regulation Z disclosures when it discusses monthly in-school payments associated with APEX financing during the admissions interview.
3.1(j): Westwood shall not represent "that military benefits, including, but not limited to, the GI Bill and tuition assistance, will cover a percentage or amount of a Prospective Student's tuition costs, unless [it] has received documentation from the … Veteran's Administration confirming the Prospective Student's benefits. Nothing herein shall prevent Westwood from disclosing that it is a Yellow Ribbon participating institution, if that is in fact true, and providing the URL to the United States Department of Veteran's Administration web site that discusses the program."	Westwood has always worked with military students and military benefits in the following manner: The prospective student identifies the benefits that they believe they qualify for; Westwood helps the prospective student apply for the benefits; once notification is received from the government about the benefits, Westwood packages the prospective student accordingly. However, it can take some time for prospective students to get confirmation of military benefits by the government.	Westwood continued to work in the same manner.	Westwood agreed that it will only represent that military benefits will cover a percentage of tuition costs when it has confirmation of those benefits by the Government.

Outline of Westwood's Historic Disclosures and Changes Due to Colorado AG Consent Decree

Not Part of Consent Decree: Westwood shall ensure that its students understand the obligation to repay federal student loans.	In 2009, Westwood created an automated process called the Financial Aid Portal. The portal emphasizes in numerous locations the obligation to repay loans and estimates the monthly payments for such loans (depending on the amount taken). Beginning in 2008, Westwood also created the Student Finance Operations Center, which centralized the Westwood financial aid processes, including Title IV compliance and functions.	Westwood will continue with its significant 2009 enhancements.	Westwood will continue with its significant 2009 enhancements.
Admissions Issues:	[redacted]	[redacted]	[redacted]
3.1(i): Westwood shall not represent that it "is a selective, limited enrollment institution, unless that is true and the requirements are Clearly and Conspicuously disclosed."	In 2007, Westwood implemented policies forbidding its Admissions Representatives from stating or otherwise suggesting that Westwood is a selective institution.	Westwood adhered to its policies forbidding its Admissions Representatives from stating or otherwise suggesting that Westwood is a selective institution.	Westwood will continue to implement its existing policy.
3.2(e): Westwood shall not have a practice of "compensating [its] student facing admissions or financial aid employees with bonuses, salary increases, or other incentive payment based fully or in part, directly or indirectly, upon enrollment and/or Starts, of students" 3.2(f): Westwood shall not have a practice of "compensating [its] student	In 2002, the Department of Education adopted "safe harbors" that allowed incentive payment to admissions employees so long as enrollment numbers were not the sole measure of compensation. Historically, Westwood followed these safe harbors and allowed enrollment numbers to be one factor in the overall compensation of its admissions personnel.	In August 2010, Westwood moved away from incentive based compensation for anyone in the Admissions Department. Effective July 1, 2011, the Department of Education eliminated the safe harbors, and issued new regulations barring incentive based compensation. Westwood was in compliance with these regulations before they became effective.	Westwood will continue to adhere to the federal standards that took effect on July 1, 2011.

Outline of Westwood's Historic Disclosures and Changes Due to Colorado AG Consent Decree

facing admissions or financial aid employees with bonuses, salary increases, or other incentive payment based fully or in part, directly or indirectly, upon enrollment by a student in any particular degree program or … campus."			
3.2(g): Westwood shall not have a practice of "compensating [its] employees who gather or compile employment information with bonuses, salary increases, or other incentive payment based in any part, directly or indirectly, upon the number of graduates coded in [its] graduate employment database as 'employed in field," 'employed in related field,' or 'unavailable for employment.' "	Historically, Westwood also provided its Career Services employees with the potential for modest bonuses for helping 80 percent or more of its graduates to find employment "in field" or "in related field." Westwood removed incentive based compensation for Career Services advisors in 2009.	Westwood continued to follow its 2009 policy that removed incentive based compensation for career services personnel.	Westwood agreed to continue to follow its 2009 policy.
3.3(a)(iv): "During the Admissions Interview, that the student may take as much time as the student deems necessary to review all enrollment paperwork before signing an enrollment agreement and paying any enrollment fees. This means the Prospective Student may end the Admissions Interview and re-contact Westwood in order to have sufficient time to review the enrollment paperwork and	Westwood has always allowed students to take the time they need to consider the enrollment decision, but encouraged their admissions representatives to work with prospective students to complete the process at in the initial admissions interview, if possible.	Westwood continued to work in the same manner.	The only change required by the Consent Decree is that Westwood agreed to formally advise prospective students that they can take any time they need to review and sign the enrollment documents.

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disclosures, and to contact a Westwood financial aid representative."			
3.3(a)(v): "During the Admissions Interview, in the enrollment agreement, and in the student catalogs, that, after classes commence within the first term, the Prospective Student has at least 14 days to determine if Westwood is a good fit academically and financially, before becoming obligated to pay any fees and tuition to Westwood."	Since before 2004, Westwood has had a practice of not charging students for tuition or fees until after the 14th day of their first term. This allowed Westwood to evaluate whether a student was properly engaged in classes before the student incurred a financial obligation. This practice was not disclosed to prospective students during the admissions presentation or in advertising.	Westwood recently modified its practice to now give students 30 days in their first term before they were financially obligated to pay for tuition or fees.	The only change required by the Consent Decree is that Westwood agreed to inform prospective students of this practice during the admissions interview.
3rd Party Reporting	[redacted]	[redacted]	[redacted]
3.3(b): "For a period of three years, upon receipt of a written complaint from a student or graduate that relates to admissions, financial aid or career services, forward within five business days each and every such complaint to the Colorado Attorney General's Office."	Westwood's accrediting bodies require it to maintain a complaint log at each campus. In addition, Westwood implements "My Safe Workplace" to give employees, and "My Safe Campus" to give students, a place to lodge complaints. Complaints are all logged and complainants receive formal responses or closure.	Westwood maintained its existing systems and processes.	Westwood will maintain its existing systems and processes. Going forward, any written complaints on the subjects of admissions, career services or financial aid will be forwarded to the Colorado AG.
3.3(c): "For a period of three years, retain an independent third party to conduct annual audits of a statistically significant sampling of [its] graduate employment data collected during the Reporting Year in each and every degree program."	In 2004, Westwood implemented a policy to ensure that it accurately reported graduate employment data (placement rate and salary figures). Westwood had an employee whose job it was to administer the policy and answer questions raised by campuses. This same employee would sample and audit data.	Westwood continued to work in the same manner.	Westwood agreed to have a third-party audit its career services process.

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	Westwood would also work with the accrediting bodies to explain why any students were excluded from the underlying data for various exceptions, such as employment in the military.		
3.3(d): "For a period of three years, record all Admissions Interviews that occur over the phone for Westwood College Online and National Admissions, and retain an independent third party to conduct a quarterly audit of a sampling of Westwood's recorded admissions calls during the preceding quarter."	Westwood has maintained the recordings of all of Westwood College Online and National Admissions admissions interviews. From 2007-2008, Westwood evaluated a percentage of those calls in an internal program for (a) adherence to the admissions presentation and (b) key issues of quality control and customer service. In 2009, Westwood voluntarily stopped its internal program of evaluating calls because the format utilized was not working to achieve the desired results.	Westwood continued to record all telephonic Westwood College Online and National Admissions admissions interviews. Directors of Admissions periodically would listen to calls of each representative and evaluate the calls for (a) adherence to training and (b) compliance.	Westwood agreed to have a third-party review 75 recorded admissions interviews per quarter for compliance with the terms of the Consent Decree.
3.3(e): "Westwood currently conducts secret shopping, and for a period of three years, shall continue to retain an independent third party to conduct secret shopping at least three times per year."		Post August 2010 GAO Report, Westwood implemented secret shopping at each of its campuses. Westwood hired a third-party, created a process, and enforced the policy. Westwood used the information gathered to make improvements to processes, develop training and improve disclosures. In limited circumstances, discipline of members of the admissions and financial aid teams has been necessary.	Westwood agreed to utilize its existing secret shopping program to provide the Colorado AG with reports that will show compliance with the terms of the Consent Decree.

WESTWOOD COLLEGE®

February 3, 2012

Dr. Michale McComis
Executive Director
Accrediting Commission of Career Schools and Colleges
2101 Wilson Boulevard, Suite 302
Arlington, Virginia 22201

Re: Westwood College- Denver North (#M000223)
Westwood College- Denver South (#B062660)
Westwood College- Los Angeles Anaheim (#B070304)
Westwood College- Los Angeles South Bay (#B070509)
Westwood College- Houston South (#B070722)

Dear Dr. McComis:

From its inception, it has been an honor and privilege for the Westwood College – Denver North campus to have operated with ACCSC accreditation. The Denver North campus was the first Westwood College campus, and from that initial campus Westwood College grew to eighteen campuses, including four branch campuses of Denver North.

As you are aware, Westwood College- Denver North pursued and, received in August 2011, an approval of an initial grant of accreditation from the Accrediting Council for Independent Colleges and Schools. This will consolidate with ACICS the accreditation of all of the Westwood College main and branch campuses and Redstone College.

Accordingly, upon receipt of this correspondence, Westwood College – Denver North and its branch campuses hereby provide official notification of the relinquishment of their current grants of accreditation from ACCSC.

Please do not hesitate to contact me if you have any questions.

Sincerely,

(b)(6)

William M. Ojile, Jr.
Senior Vice President
Chief Legal & Compliance Officer

cc: Natalie Williams, Campus President – Westwood College Denver North
Judy Kotts, Senior Director Regulatory Affairs - Westwood College
Dr. Albert C. Gray, Executive Director and Chief Executive Officer - ACICS
Heather DeLange, Colorado Department of Higher Education

7406 Technology Way ♦ Suite 400 ♦ Denver, CO 80237 ♦ (303)-846-1836
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The Graduation and Employment Chart

A Line by Line Analysis

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Graduation and Employment Chart

This webinar is designed to assist institutions seeking renewal of accreditation from ACCSCT to complete, format, and submit accurate information on the Graduation and Employment Chart.

This webinar will focus on a line by line analysis of the Graduation and Employment Chart, and is designed to provide an overview of the following topics:

- How to Determine Reporting Periods
- How to Successfully Complete the Graduation and Employment Chart
- Verifiable Records of Initial Employment: Examples

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For specific questions on the Graduation and Employment Chart that pertain to your institution, please contact:

Sean Forman at sforman@accsct.org

Maribel Ruiz at mruiz@accsct.org

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How to Determine Reporting Periods

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Defining the Reporting Period

- **Cohort Reporting**

- For the purpose of completing the Graduation and Employment Chart, a "cohort" is defined as a group of students that **start** a particular program together.

- Students are tracked based on **Start Date**
  - There are 12 columns on the G&E Chart, thus programs with rolling starts should be combined by month.

- The Graduation and Employment Chart provides a mechanism to track individual students within by cohort (start date) within the prescribed report period (dictated by program length).

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How to Determine Reporting Periods on the Graduation and Employment Chart

Institutions therefore must submit a Graduation and Employment Chart for each educational program offered.

- If a program is offered both **full time and part time,** a separate chart will be required for each program.

- The reporting periods will differ among individual programs with different program length(s) given the impact of Satisfactory Academic Progress.

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How to Determine Reporting Periods

Assumption: 12-month program
Report Date: July 2009 (07/2009)

Length of Program 12 months
Multiply Length by 1.5 times 18 months
Add Three Months for Placement 21 months

End of Reporting Period:
07/09 minus 21 months = **09/07**

Start of Reporting Period:
05/07 minus 12 months = **10/06**

Assumption: 18-month program
Report Date: July 2009 (07/2009)

Length of Program 18 months
Multiply Length by 1.5 times 27 months
Add Three Months for Placement 30 months

End of Reporting Period:
07/09 minus 21 months = **12/06**

Start of Reporting Period:
12/06 minus 12 months = **01/06**

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About the Graduation and Employment Chart

You will note there are a series of Tabs included on the Graduation and Employment Chart:

- G&E Chart
- Instructions
- Glossary

Other Features

- The Graduation and Employment Chart **automatically calculates** the Report Period (based on length of program and report date)
- **Automatically calculates** summary categories based on data entered
- Includes a self-checking mechanism to ensure there are no errors in data.

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Practical Example

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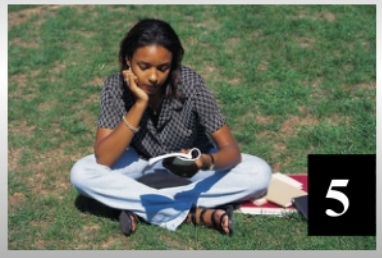
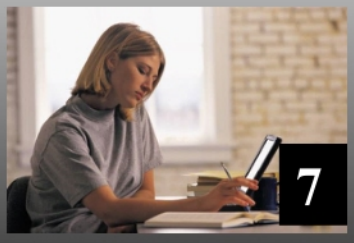
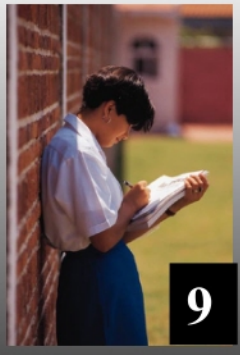
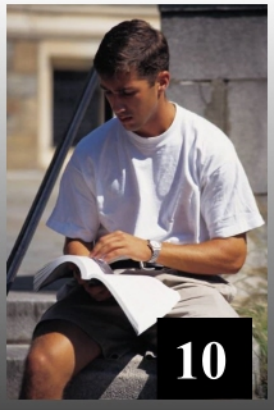
Track 10 students that started the Culinary Arts Program (12 month/certificate) together in December 2006.

Track 10 students that started the Culinary Arts program together in December 2006









Student 1

Transfers from the Culinary Arts program to the Medical Assistant program offered at the school

Line 3

Transfer to Another Program = 1

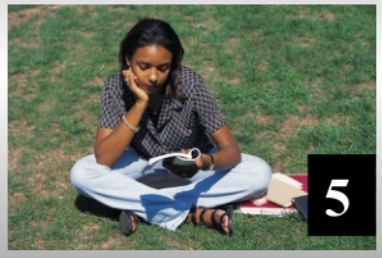
10 Students Start….
1 Student transfers from the Culinary Arts to the Medical Assistant program offered at the school.

1

2

3

4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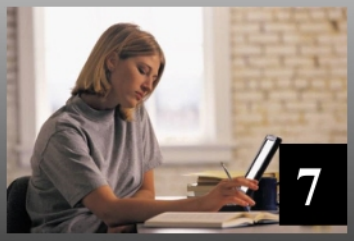
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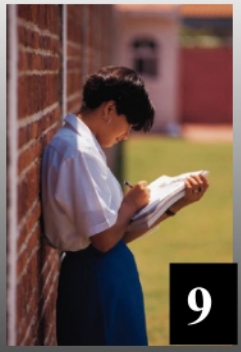
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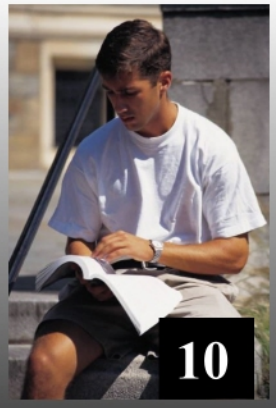

10

Student 11

Transfers from the Dental Assistant program to the Culinary Arts program offered at the school

11

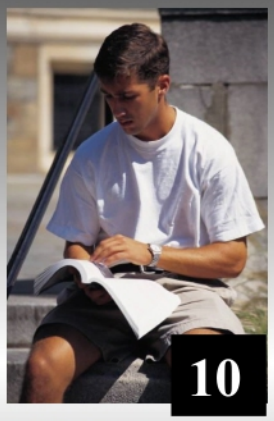
Line 4

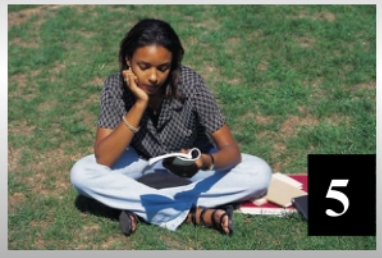
Student #11:

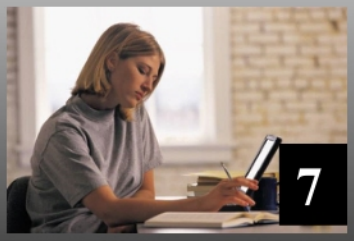
Transfer from Another Program = 1

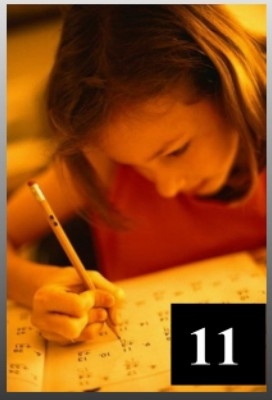
Line 5: Total Starts (Plus/Minus Transfers)=10

One Student transfers out; One students transfers into the program









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- **Line #5: Total Starts plus/minus Transfers**
- Line #2: 10 Starts
- Line #3: 1 Transfer TO another program
- Line #4: 1 Transfer FROM another program
- **Line #5: 10 Total Starts**

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Line 6: Unavailable for Graduation

This category removes from the graduation rate calculation students who fall into one of the following four classifications:

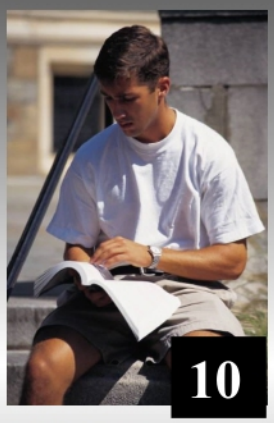
- **death**
- **incarceration**
- **active military service deployment, or**
- **the onset of a medical condition that prevents continued enrollment.**

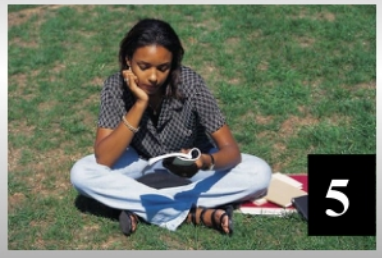
Line 6 = Unavailable for Graduation

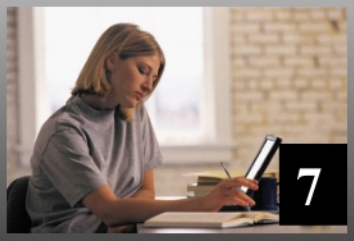
Student #2: Active military service deployment

(School maintains record to support categorizing this students as Unavailable for Graduation)

Line 7: Students Available for Graduation







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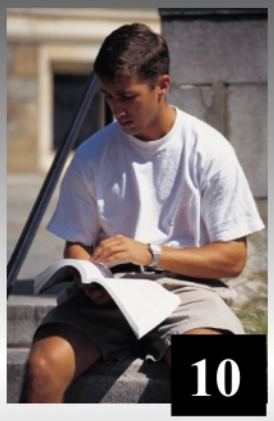
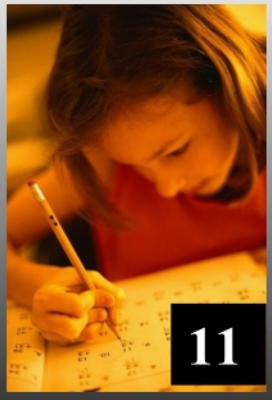
Line #7: Students Available for Graduation

- Line #2: 10 Starts
- Line #3: 1 Transfer **TO** another program
- Line #4: 1 Transfer **FROM** another program
- Line #5: 10 Total Starts plus/minus transfers
- Line #6: 1 Student Unavailable for Graduation (active military)

Line #7: 9 Students Available for Graduation

Line 8 = (Withdrawn/Terminated Students)





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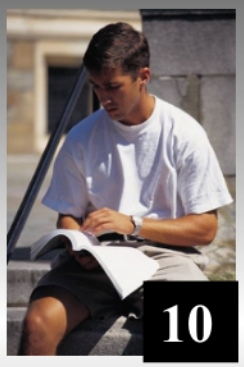
Line #8: Withdrawn / Terminated Students:

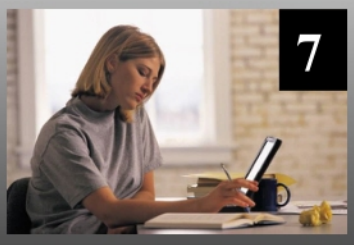
The number of students who withdrew or were terminated, within 150% of the program length, from each program. This number does not include the student classified as "Unavailable for Graduation" (Line 6).

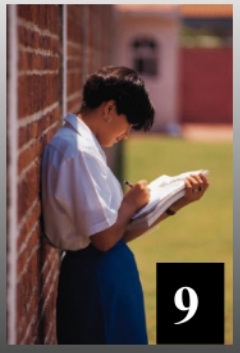
- Line #2: 10 Starts
- Line #3: 1 Transfer **TO** another program
- Line #4: 1 Transfer **FROM** another program
- Line #5: 10 Total Starts plus/minus transfers
- Line #6: 1 Student Unavailable for Graduation (active military)
- Line #7: 9 Students Available for Graduation

Line #8: 2 Withdrawn / Terminated Students

Line 9: Grads within 150% of the Program = 7







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- Line #2: 10 Starts
- Line #3: 1 Transfer **TO** another program
- Line #4: 1 Transfer **FROM** another program
- Line #5: 10 Total Starts plus/minus transfers
- Line #6: 1 Student Unavailable for Graduation (active military)
- Line #7: 9 Students Available for Graduation
- Line #8: 2 Withdrawn/Terminated Students
- Line #9: 7 Graduates within 150% of Program Length

78% Graduation Rate

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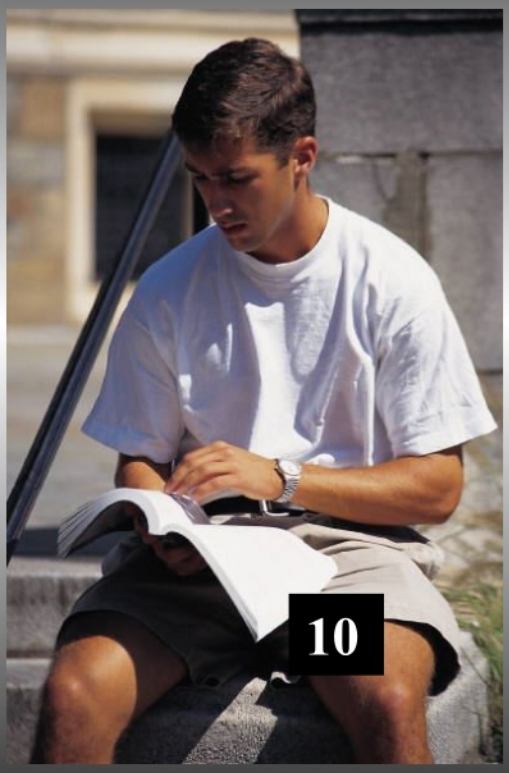
Line #11: Graduates – Further Education

- The number of graduates that continue on with education in an accredited institution of higher education (postsecondary) on at least a half-time basis.

Line 11: Graduates – Further Education



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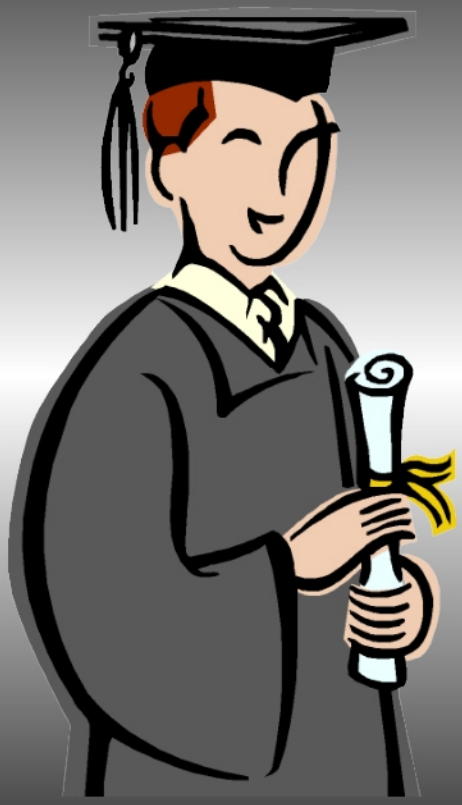

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Line #12: Graduates – Unavailable for Employment

This category removes from the placement rate calculation graduates who fall into one of the following categories:

- death,
- incarceration,
- **active military service deployment,**
- the onset of a medical condition that prevents employment,
- or international students who have returned to their country of origin.

=

active military service

Line #12: Graduates – Unavailable for Employment

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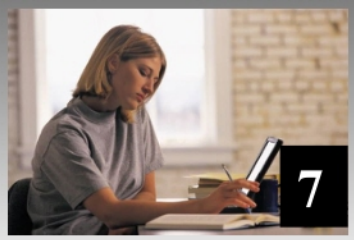
Line #13: Graduates Available for Placement

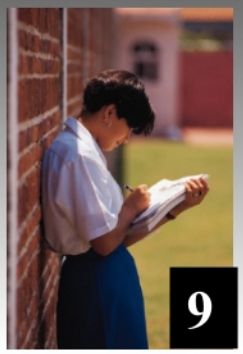
- Line #9: **7** Graduates within 150% of Program Length
- Line #11**:** **1** Graduate Further Education (Student #10)
- Line #12: **1** Graduate Unavailable for Employment (Student #8)

Line #13: 5 Graduates Available for Employment

(Students #4, #6, #7, #9, #11)

Line #14: Graduates – Employed in Field





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- Line #9: 7 Graduates within 150% of Program Length
- Line #11: 1 Graduate Further Education (Student #10)
- Line #12: 1 Graduate Unavailable for Employment (Student #8)
- Line #13: 5 Graduates Available for Employment
- **Line #14: 4 Graduates Employed in Field**

Line #15: Placement Rate: 80%

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Based on this cohort, which is one of several monthly cohorts within this program, the reported rates of student achievement are:

- **78% Graduation Rate**
- **80% Employment Rate**

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Who is missing?

Who is missing?

=

Grad Unknown = Line 18

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Line 19: Non-Graduated Students Who Obtained Training Related

- The number of withdrawn/terminated students from Line 8 who obtain employment in a field related to the program in which the student was enrolled and based upon the training provided by the school.

Line 8 = (Withdrawn/Terminated Students)

Line 19: Non-Graduated Students Who Obtained Training Related

=

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Line #20:

Employment Rate with Non-Graduated Students Who Obtained Training Related Employment:

The school's supplemental employment rate which calculates the total number or graduated and non-graduated students who obtained training related employment.

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- Line #9: 7 Graduates within 150% of Program Length
- Line #11: 1 Graduate Further Education (Student #10)
- Line #12: 1 Graduate Unavailable for Employment (Student #8)
- Line #13: 5 Graduates Available for Employment
- Line #14: 4 Graduates Employed in Field
- **Line #15: Employment Rate: 80%**
- Line #18: Graduates – Unknown
- Line #19: Non-Graduated Student Who Obtained Training Related Employment
- **Line #20: Employment Rate with Non-Graduated Employed Students 83%**

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Based on this cohort, which is one of several monthly cohorts within this program, we note:

- **78% Graduation Rate**
- **80% Employment Rate**
- 83% Employment Rate with Non-Graduated Employed Students

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Verifiable Records of Initial Employment

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Verifiable Records: Helpful Hints

Organize all supporting documentation by program, by start date

- Organize graduate transcripts by program, by start date
- Organize verifiable records of initial employment by program, by start date

- During an on-site evaluation, ACCSCT staff seeks to verify the validity of the data provided in the Graduation and Employment Chart.
- Organizing supporting documentation by program, by start date will help facilitate the verification of the data.

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Examples of supporting documentation for graduates listed as employed in the field:

- **Graduate Employment Verification Form:**
  - the name of the graduate,
  - telephone number of the graduate,
  - name of employer, date of hire, and position (title)
  - contact person at the place of employment, job title, and employer telephone number.
  - Any other pertinent information related to training related employment.
  - This documentation must demonstrate that the graduate's employment is training related.

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Examples of supporting documentation for graduates listed as self - employed in the field:

- Advertisements for Graduate's Business (Training Related)
- Business License / Massage Therapy License for Massage Therapy Graduates
- Business Listing in the Yellow Pages
- Business Listing in other business directory (ex. Chamber of Commerce)
- Website for Graduate's Business / Business Cards
- Any other pertinent information related to training related employment.
- This documentation must demonstrate that the graduate's employment is training related.

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The school must also maintain appropriate documentation to support any student classified as:

- Unavailable for Graduation
- Graduates - Further Education
- Graduates – Unavailable for Employment
- Non-Graduated Students Who Obtained Training Related Employment

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Unavailable for Graduation

- **Deceased:** Copy of Death Record; Death Notice
- **Incarcerated:** This information is public record, therefore, a copy of the arrest record, police report or booking/intake documentation
- **Active Military Service:** Copy of military orders
- **Medical Conditions:** Must include a copy of medical documentation from the student's physician that demonstrates that the student can not continue enrollment due to medical condition (including pregnancy).

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Graduates: Further Education

- The categorization of these graduates as "Further Education" must be supported by documentation which demonstrates that the graduate continue on with education with an accredited institution of higher education (postsecondary) on at least a half-time basis.

- Such documentation includes a signed enrollment agreement or letter from the institution's registrar.

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Unavailable for Employment

- **Deceased:** Copy of Death Record; Death Notice
- **Incarcerated:** This information is public record, therefore, a copy of the arrest record, police report or booking/intake documentation
- **Active Military Service:** Copy of military orders
- **Medical Conditions:** Must include a copy of medical documentation from the graduate's physician that demonstrates that the graduate can not continue enrollment due to medical condition (including pregnancy).
- **International Students who have left the Country:** Admissions/enrollment paperwork that demonstrates student is not a U.S. citizen and any other supporting documentation demonstrating they have not maintained U.S. residence status following graduation

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Questions and Answers

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End of Webinar

On behalf of ACCSCT, thank you for your participation!

We hope to see you in San Diego on September 14-16, 2009 for the Third Annual Professional Development Conference ~

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Register at www.accsct.org/events TODAY!

From: Bill Ojile <BOjile@westwood.edu>
Sent: 7/17/2012 1:00:19 PM -0400
To: Anthony Bieda <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/3625966aa21b477ea17337561576fd9f-ABieda>
Subject: RE: Westwood College

Th or F of this week or next?

I could talk at 5:30 or after your time on Monday 7/23.

On Th and F 7/19-20, I could talk between 3-5 your time.

On Th and Friday 7/26-27, I could talk any time.

Let me know what works best for you and Tom.

Bill

From: Anthony Bieda [mailto:ABieda@acics.org]
Sent: Tuesday, July 17, 2012 10:22 AM
To: Bill Ojile
Subject: RE: Westwood College

I will be available Monday afternoon, or Thursday and Friday at your convenience.

I look forward to reviewing these matters with you, and will have Tom Wickenden from policy development join me.

Regards,

Anthony S. Bieda

Director of External Affairs

202.336.6781

A C I C S

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for 100 Years

From: Bill Ojile [mailto:BOjile@westwood.edu]
Sent: Tuesday, July 17, 2012 11:01 AM
To: Anthony Bieda
Cc: Norman Blome; Dean Gouin
Subject: Westwood College

Tony

I was wondering if Norm Blome and I could set up a conference call with you at a time convenient to you within the next week. We would like to discuss the following:

Colorado AG Consent Judgment implementation update

IL AG litigation update

Anticipated HELP Committee report

Proposed ACICS outcomes standards (Westwood and Redstone submitted comments on 7/16)

Please let me know some dates and times that will work for you.

Bill

Bill Ojile
Sr VP- Chief Legal & Compliance Officer
Westwood College

(303) 846-1836 phone
bojile@westwood.edu

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From:	Terrasia Harris <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/411843d9686740d5992ac9877456f429-Terrasia Ha>
Sent:	3/6/2015 4:15:20 PM -0500
To:	Jocelyn Harris <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/623e05e9cbbc4a588b96a3a55cf15f77-jharris>
Subject:	FW: Quality Assurance Monitoring Higher Credential Visit for Academic Associate's Degree in Culinary Arts and Academic Associate's Degree in Patisserie and Baking

Terrasia L. Harris, MSM

Accreditation Coordinator

Accrediting Council for Independent Colleges and Schools

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

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ACICS VEGAS 2015

THE ACICS ANNUAL CONFERENCE AND BUSINESS MEETING

May 27 – 29, 2015

Las Vegas, Nevada

REGISTER HERE Today!

From: Rebecca Woods [mailto:RWoods@sacramento.chefs.edu]
Sent: Friday, March 06, 2015 3:40 PM
To: Terrasia Harris; ACICS-LCB-Sacramento
Cc: Jeff Euteneier
Subject: RE: Quality Assurance Monitoring Higher Credential Visit for Academic Associate's Degree in Culinary Arts and Academic Associate's Degree in Patisserie and Baking

Good Afternoon Terrasia,

Below are our responses to your questions. Hope you have a great weekend.

1. Is/Are the program(s) still active? If so, are students currently taking core courses?

   The Associate of Applied Science in Le Cordon Bleu Culinary Arts and Associate of Applied Science in Le Cordon Bleu Patisserie & Baking are still active. We currently have students in both programs taking core courses.

2. When is/are the first class(es) expected to graduate?

   The first class of Associate of Applied Science in Le Cordon Bleu Culinary Arts will graduate May 15, 2015. The first class of Associate of Applied Science in Le Cordon Bleu Patisserie & Baking will graduate November 6, 2015.

3. How many students do you anticipate being in the program(s) during the Spring 2015 travel cycle (May 2015 through June 2015)?

During the Spring 2015 travel cycle we anticipate there being roughly 141 students in the Associate of Applied Science in Le Cordon Bleu Culinary Arts Program and roughly 45 students in the Associate of Applied Science in Le Cordon Bleu Patisserie & Baking Program.

Thank you and please let me know if you have any other questions.

Rebecca "Becky" Woods

Business Operations Manager

Le Cordon Bleu College of Culinary Arts – Sacramento & San Francisco

(916)830-6239 Sacramento Direct

(415)216-4408 San Francisco Direct

(847) 396-8276 Fax

RBlecha@sacramento.chefs.edu

Please consider the environment before printing this email.

From: Terrasia Harris [mailto:tharris@acics.org]
Sent: Friday, March 06, 2015 11:53 AM
To: ACICS-LCB-Sacramento
Cc: Jeff Euteneier
Subject: RE: Quality Assurance Monitoring Higher Credential Visit for Academic Associate's Degree in Culinary Arts and Academic Associate's Degree in Patisserie and Baking

Hello Le Cordon Bleu College of Culinary Arts!

In preparation for our upcoming Spring 2015 Travel Cycle, some information is needed regarding your new programs. A response to the following questions is required **on or before Wednesday, March 11, 2015**:

Is/Are the program(s) still active? If so, are students currently taking core courses?

When is/are the first class(es) expected to graduate?

How many students do you anticipate being in the program(s) during the Spring 2015 travel cycle (May 2015 through June 2015)?

Thank you so very much for your help and consideration, and we look forward to hearing from you!

Sincerely,

Terrasia L. Harris, MSM

Accreditation Coordinator

Accrediting Council for Independent Colleges and Schools

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

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THE ACICS ANNUAL CONFERENCE AND BUSINESS MEETING

May 27 – 29, 2015

Las Vegas, Nevada

REGISTER HERE Today!

From: "Roy, William I." <wroy@aii.edu>
Sent: 6/15/2015 3:59:04 PM -0400
To: Terrasia Harris <tharris@acics.org>
Subject: Le Cordon Bleu St. Loius
Attachments: QAM Higher Credential Report Le Cordon Bleu St. Louis.doc

My report is attached.

Chef Bill Roy | Baking & Pastry Instructor
The Art Institute of Indianapolis
The International Culinary School at The Art Institute of Indianapolis 3500 Depauw Blvd | Suite 1010 | Indianapolis, IN 46268
Office: 317.613.4913
Mobile: (b)(6)
Fax: 317.613.4847
Email: wroy@aii.edu

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QUALITY ASSURANCE MONITORING: HIGHER CREDENTIAL REPORT

Le Cordon Bleu

St. Louis
7898 Veteran's Memorial Parkway
St. Peters, MO 63376
ACICS ID Code: 00024557

John Fogarty, Campus President (jfogarty@StLouis.Chefs.edu)
ACICSINFO@stlouis.chefs.edu
(Campus e-mail address)

MAIN
Le Cordon Bleu
Austin, TX
ACICS ID Code: 00021352

[Date(s) of Visit] (Month Date, Year)

Date Program Began:	**April 2014**
Current Total Enrollment:	**133**
Current CAR Program Retention:	**N/A**

William Roy	Specialist	International Culinary School at the Art Institute	Indianapolis, In
Terrasia Harris	Staff Representative	ACICS	Washington, DC

CL_Review021424

REPORT QUESTIONS

CRITERIA	QUESTIONS
	MISSION
3-1-100–MISSION: PURPOSE AND OBJECTIVES Every institution must have a mission which is its specific purpose for existing. This mission, together with a set of objectives to accomplish it, must be summarized in a mission statement. The objectives should be devoted substantially to career-related education and should be reasonable for the program of instruction, mode of delivery, and facilities of the institution.	C.01 Is the mission statement appropriate for the type of new credential offered? ☒ Yes ☐ No If *No,* insert the section number in parentheses and explain:
	GENERAL COMMENTS
	RELATIONS WITH STUDENTS
3-1-410–ADMISSIONS AND RECRUITMENT It is up to an institution to establish its own admissions criteria. It is the responsibility of ACICS to ensure that all who are enrolled are accorded equal educational opportunity.	C.02 Does the campus have appropriate admissions criteria for the program(s)? ☒ Yes ☐ No If *No,* insert the section number in parentheses and explain: The program is not enrolling any new students due to the program being taught out.
3-1-411. *Admissions.* The admissions policy shall conform to the institution's mission, shall be publicly stated, and shall be administered as written.	C.03 Does the admissions policy conform to the campus's mission? ☒ Yes ☐ No If No, insert the section number in parentheses and explain: C.04 Is the admissions policy administered as written? ☒ Yes ☐ No If No, insert the section number in parentheses and

CRITERIA	QUESTIONS
	explain:
	C.05 Are there any admissions requirements unique to the program? ☐ Yes ☒ No If Yes, describe the unique admissions requirements:
3-1-412. *Recruitment.* Recruiting shall be ethical and compatible with the educational objectives of the institution. The allocation of an institution's financial resources for purposes of recruitment shall be consistent with the stated mission of the institution.	C.06 Are the campus's recruitment methods appropriate and in compliance with Council standards? ☒ Yes ☐ No If *No,* insert the section number in parentheses and explain: The school is no longer recruiting any new students due to the program being taught out.
3-1-441. ***Counseling and Guidance***. . .The following are minimum expectations: (c) Institutions shall provide employment assistance and document activity. An institution shall not guarantee employment or the starting salary of its graduates. Follow-up studies on graduates and employer satisfaction shall be conducted by all institutions at specific measuring points following placement of the graduate. All institutions that use placement percentages or salary projections as part of their recruiting activities shall maintain data on all graduates, including the percentage receiving jobs and the percentage receiving jobs in the career field for which they were trained. Institutions also should keep data on students who do not graduate but who become employed on their own or with the institution's assistance. An institution is encouraged to provide placement assistance, when requested, to graduates of other ACICS-accredited institutions who are relocating to a new community.	C.07 Does the institution 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: 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) How many calls to employers or graduates were attempted? How many calls to employers or graduates were successful?

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	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. If *No,* insert "Section 3-1-303(a)" in parentheses and explain: C.09 Was documentation on file to verify graduates classified on the CAR as "not available for placement"? ☐ Yes ☐ No ☒ Not Applicable If *No,* insert "Section 3-1-303(a)" in parentheses and explain:
3-6-603. *Transfer of Credit.* Transfer of credit for appropriate master's-level course work from another institution may be granted according to the policy established by the institution. No more than one-half of the credits required for the master's degree may be transferred from another institution.	**FOR MASTER'S DEGREES ONLY** C.10 Does the campus accept no more than one-half of the credits required for the degree as transfer credits? ☐ Yes ☐ No If *No,* insert the section number in parentheses and explain:
3-7-603. *Transfer of Credit.* The institution shall make public its policies on transfer of credit, including a statement of the criteria established by the institution by which a determination is made with regard to accepting credits from another institution. If the prerequisites for admission to the doctorate program is a master's degree in the same field of study earned at an institution accredited by an agency recognized by the U.S. Department of Education, a maximum of 36 semester hours, or 54 quarter hours, or their equivalent may be granted as transfer credits according to the policy established by the institution. In all other cases, no more than 20% for the doctorate degree may be transferred from another institution. Academic credit shall not be awarded for experiential learning activity.	**FOR DOCTORAL DEGREES ONLY** C.11 Does the institution's transfer-of-credit policy for doctoral students meet Council standards? ☐ Yes ☐ No If *No,* insert the section number in parentheses and explain:

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	C.12 Does the campus avoid granting credit for experiential learning in the doctoral program? ☐ Yes ☐ No If *No,* insert the section number in parentheses and explain:
	GENERAL COMMENTS
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3-1-500–EDUCATIONAL ACTIVITIES **3-1-502. *Programs Requiring Certification or Licensure.*** For institutions offering programs in which state certification, licensing, or registration is mandatory in order to become employed in a specific career field, curriculums must contain the necessary course work to afford students the opportunity to obtain the minimum skills and competencies in order to become certified, licensed, or registered in that career field.	**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.14 Does the program provide the students with the necessary skills to obtain the above licensure, certification or registration? ☐ Yes ☐ No If *Yes,* what is the pass rate for the past two years of program graduate? If pass rates are unavailable, please explain. If *No,* insert the section number in parentheses and explain:
3-1-510 – PROGRAM ADMINISTRATION, PLANNING, DEVELOPMENT, AND EVALUATION **3-1-511. *Program Administration.*** The administration of the academic programs shall be assigned to individuals whose academic or experiential qualifications are related to the programs of study. The amount of time devoted to the administration of the program(s) must be commensurate with the size and scope of the institution and its program offerings.	C.15 Who is assigned to administer all academic programs, and what are this person's qualifications? Maria (Vicki) Davenport, Director of Education Ms. Davenport hold a masters in eduacation and an masters of business administration . She also has four years working in the culinary industry and has two years experience as a culinary instructor.

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Within the administrative structure of the institution, program administrators or department heads shall have authority and responsibility for the development and administration of the programs and have adequate time and resources to fulfill these responsibilities.	C.16 Does this individual possess appropriate academic or experiential qualifications? ☒ Yes ☐ No If *No,* insert the section number in parentheses and explain: C.17 Who is assigned to administer the new credential (e.g., program chair or lead instructor), and what are this person's qualifications? Maria (Vicki) Davenport, Director of Education Ms. Davenport hold a masters in eduacation and an masters of business administration and has received twenty-eight credit hours of course work in culinary arts. She also has four years working in the culinary industry and has two years experience as a culinary instructor. C.18 Does this individual possess appropriate academic or experiential qualifications? ☒ Yes ☐ No If *No,* insert the section number in parentheses and explain: 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 If *No,* insert the section number in parentheses and explain: C.20 Are the time and resources devoted to the administration of the new credential sufficient? ☒ Yes ☐ No If *No,* insert the section number in parentheses and explain:

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3-1-512. *Program Planning.* Educational activities shall be consistent with the institution's mission and objectives. The credibility and integrity of an institution shall be reflected by the manner in which its mission and objectives correlate with the educational opportunities made available to students. The Council recognizes the legitimacy of various modes of educational delivery. An institution using various modes of delivery should demonstrate overall effectiveness and quality consistent with the criteria (See Glossary definitions for distance learning, independent study, and self-paced instruction; see also Appendix H, Principles and Guidelines for Nontraditional Education). The following standards apply: (a) The formation of policies and design of educational programs should involve students, graduates, administrators, faculty, and other interested parties such as advisory committees. This practice also should serve as an evaluation process to determine effectiveness and relevance when the institution relies upon curricula, courses, courseware, or coursework that is designed, leased, or owned by another entity or provided by or through a network of entities. (b) ... (c) Resources of the community shall be utilized to enrich the program.	C.21 Is the program consistent with the campus' mission and the needs of its students? ☒ Yes ☐ No If No, insert the section number in parentheses and explain: 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 If No, insert the section number in parentheses and explain: C.23 List the community resources and describe how they are utilized to enrich the program. The campus utilizes different ways to help the students be active in the community by working at events like the fall festival, different cooking competitions and the like. They also use guest speakers from the culinary and pastryindustry in their classes to give students a better understanding of what is expected of them when they go to work. They also use an advisory board made up of local professionals that provide them with feedback on the types of skills that they are currently looking for and to make sure the curriculum meets those needs. If No, insert the section number in parentheses and explain:
3-1-513. *Program Development.* The educational programs shall evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both. The following apply: (a) The curricula shall be published in the institution's catalog and shall state objectives specific to each curriculum. Additionally, there shall be a detailed	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

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syllabus on file for each course in each curriculum that is made available to each student enrolled in the class. For independent study courses, institutions are required to develop a learning contract signed by the student and institution that outlines the course objectives and procedures unique to this form of instruction. For externships, institutions are required to develop a written and mutually signed agreement that outlines the arrangement between the institution and the site, including specific learning objectives, course requirements, and evaluation criteria. The Council's expectations for detailed syllabi, independent study, and externships are outlined in the Glossary. (b) The courses offered shall be available when needed by the student in the normal pursuit of a program of study. Prerequisites must be indicated. The prerequisite system must assure proper qualifications of students in any given class and provide an increasing level of difficulty as the student progresses.	If *No,* insert the section number in parentheses and explain: C.25 Does the catalog accurately describe the program and its objectives? ☒ Yes ☐ No If *No,* insert the section number in parentheses and explain: C.26 If the program includes an externship, does the campus have a written and mutually signed agreement that outlines the arrangement between the campus and the exnternship site, including specific learning objectives, course requirements, and evaluation criteria? ☒ Yes ☐ No ☐ Not Applicable (these elements are not part of the program or no student is at the point of needing them) If *No,* insert the section number in parentheses and explain: 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) If *No,* insert the section number in parentheses and explain: C.28 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program? ☒ Yes ☐ No If No, insert the section number in parentheses and explain:

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C.29 Are the courses available when needed by the student in the normal pursuit of the program(s) of study?
☒ Yes ☐ No

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

C.30 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

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

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

If *No,* insert the section number in parentheses, list the

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	courses, and explain:
	C.32 Do students confirm that they receive a course syllabus and that it is followed? ☒ Yes ☐ No If *No,* insert the section number in parentheses and explain:
3-1-516. *Course and Program Measurement.* The Council recognizes that institutions must provide for their students a learning environment in which achievement is encouraged. It further recognizes the legitimacy of both traditional (e.g., lecture/laboratory/externship) and nontraditional (e.g., distance education or independent study) educational delivery methods. A framework for transfer of credit and consistent application of academic credit awards should apply to all of these varied forms of educational delivery. Institutions, therefore, must demonstrate in written policies and procedures for determining credit hours a knowledge of appropriate academic course and program measurement and correct application of the measurement. (a) Credit in traditionally delivered programs measured in credit hours must be calculated based on one of the following attribution formulas: (i) One quarter credit hour equals, at a minimum, 10 classroom hours of lecture, 20 hours of laboratory, and 30 hours of externship. The formula for calculating the number of quarter credit hours for each course is: (hours of lecture/10) + (hours of lab/20) + (hours of externship/30); or (ii) One semester credit hour equals, at a minimum, 15 classroom hours of lecture, 30 hours of laboratory, and 45 hours of externship. The formula for calculating the number of semester credit hours for each course is: (hours of lecture/15) + (hours of lab/30) + (hours of externship/45).	C.33 Is credit appropriately converted in relation to total student contact hours in each class? ☒ Yes ☐ No If *No,* insert the section number in parentheses, identify the courses, and explain:
3-1-517. *Course Scheduling.* Courses must be scheduled in such a way as to be educationally appropriate for the academic background of the students served, the type of the coursework involved, and the method of educational delivery. The Council will review the number of minutes of instruction provided, the appropriateness of the length of the breaks between classes, the number of classroom hours per week, the expectation of outside preparation, and the educational needs of the students.	C.34 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved? ☒ Yes ☐ No If No, insert the section number in parentheses and explain:

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3-1-521. ***Conferring of Credentials.*** The conferring of certificates, diplomas, or degrees by an institution shall be consistent with its mission and objectives and in compliance with applicable state laws..	C.35 Is the credential awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws? ☒ Yes ☐ No If *No,* insert the section number in parentheses and explain:
3-1-531. ***Instructional Tools.*** Institutions shall: (a) provide appropriate facilities, instructional equipment, resources, support for modes of instructional delivery, and personnel; (b) ensure academic freedom and other conditions favorable for effective classroom instruction; (c) ensure that the quantity and type of instructional material and equipment is proportionate to the size of the institution and the nature of the program; and (d) comply with applicable copyright laws in the use of instructional materials.	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 If No for any item, insert the section number in parentheses and explain: C.37 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction? ☒ Yes ☐ No If No, insert the section number in parentheses and explain: 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 If No, insert the section number in parentheses and explain:

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3-1-532. *Instructional Components.* Required instructional components shall include: (a) systematic planning; (b) well-defined instructional objectives; (c) the selection and use of appropriate learning materials; (d) appropriate modes of instructional delivery; (e) the use of appropriate assessment strategies; and (f) the use of appropriate experiences.	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 If No for any item, insert the section number in parentheses and explain:
3-1-540 – FACULTY **3-1-541. *Faculty Preparation.*** **P**reparation of faculty members shall be academically and experientially appropriate to the subject matter they teach. Faculty members shall be competent to teach the subject matter offered and shall have reasonable latitude in their choice of teaching methods. U.S. based institutions must provide evidence that all faculty members are graduates of institutions accredited by agencies recognized by the United States Department of Education. Credentials of faculty who are graduates from institutions outside the United States must be evaluated by a member of the Association of International Credentials Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials awarded by institutions in the United States. Internationally based institutions must provide evidence that all faculty members are graduates of institutions recognized by their respective governments as institutions of higher education or be evaluated by a member of the Association of International Credentials Evaluators (AICE) or the National Association of Credential Evaluations Services (NACES) to determine the equivalency of the credentials awarded by institutions in the United States. ACICS, if unable to determine qualifications, may require the translation and/or evaluation of transcripts in languages other than English.	C.40 Are official transcripts for all credentials on file for all instructors in the program? ☒ Yes ☐ No If No, insert the section number in parentheses, list faculty names, degrees, and awarding institutions and explain: 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) If *No,* insert the section number in parentheses, list faculty

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3-1-542. ***Verification of Credentials.*** Institutions must maintain official transcripts for credentials that qualify faculty members to teach their assigned courses and for those credentials that are listed in the catalog. All these credentials shall be on file in the administrative offices at the campus location nearest to where the faculty member is primarily employed. An official transcript is one sent from the registrar's office at the institution where study was completed directly to an employing institution or downloaded electronically from a link provided to the employing institution from the institution where study was completed. Transcripts received electronically must bear an indication that it is an "official transcript" and the link provided must have information on how to verify the authenticity of the transcript. A transcript bearing the notation "issued to student" is not an official transcript for employment purposes.	names, degrees, and awarding institutions and explain:
3-1-543. ***Faculty Development.*** Institutions are required to establish faculty development plans including both in-service and professional growth activities to enhance faculty expertise. There shall be documented evidence on an annual basis of these development plans and their implementation. For those faculty who are trained in teaching methodology on the postsecondary level and who possess limited related outside employment, the plan should concentrate on content update, e.g., new software, equipment, techniques, etc. Institutions are responsible for demonstrating that these plans are appropriate given each faculty members' training, education, and related work experience and that they provide the proper mix of in-service training and professional growth based on the academic and experiential background of the faculty. (See Glossary for definitions of "in-service training", "professional growth", and "faculty development").	C.42 Is there documented evidence of a systematic program of in-service training at the campus? ☒ Yes ☐ No If *No,* insert the section number in parentheses and explain: 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 If *No* for missing plans, insert the section number in parentheses, list faculty names, and explain: If No for missing documentation of implementation, insert the section number in parentheses, list faculty names, and explain:
3-1-544. ***Faculty Meetings.*** Regularly scheduled faculty meetings or department meetings, with participation by full-time and part-time faculty, shall be held. Discussions and attendance shall be recorded.	C.44 Is there evidence that full-time and part-time instructors in the program(s) participate in regularly scheduled faculty meetings? ☒ Yes ☐ No If *No,* insert the section number in parentheses and explain:

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3-1-541. ***Faculty Preparation.*** Preparation of faculty members shall be academically and experientially appropriate to the subject matter they teach.

3-3-302. ***Assignments.*** During any academic term, a faculty member shall not be assigned to teach in more than three fields of instruction (e.g., medical assisting, business administration, information technology). Not more than five preparations in different subjects (e.g., Accounting I, Accounting II, Keyboarding I, Business Mathematics, and Business Law) shall be assigned to an instructor during one academic term. Instructors shall be assigned based on their major and minor academic preparation and/or related experience. The size of the faculty shall be appropriate to the total student enrollment.

The requirements for full- and part-time faculty members teaching in the referenced subject areas are as follows:

(a) A bachelor's degree and appropriate coursework in the assigned subject are required for faculty members teaching applied general education. Instructors at a minimum shall have earned 15 semester or equivalent hours of coursework through a combination of hours from associate's, bachelor's, and/or master's level coursework in the area of their teaching assignment.

(b) Instructors teaching general education shall hold a minimum of a master's degree. Instructors shall have a minimum of 18 semester or equivalent hours of coursework in their teaching discipline. At internationally based institutions, transcripts in languages other than English for general education instructors must be translated into English.

Instructors teaching courses other than general education shall hold bachelor's degrees at a minimum and shall be assigned based on their major and minor academic preparation and/or related experience. However, exceptions to the bachelor's degree requirement may be justified for instructors who have demonstrable current exceptional professional level experience in the assigned field, such as documented coursework in the field, professional certification(s), letters of recommendation or attestations from previous employer(s), letters attesting to this expertise from professional peers not connected to the college, real examples of previous success in the field such as published work, juried exhibits and shows, evidence of a professional portfolio accepted by the college and available for review, and other significant documented experience relevant to the courses to be taught. Minors or related degrees could be considered but will not be the sole determining factor. Duration of time associated with this alternative justification is dependent on the quality and significance of the work experience. The institution must be able to justify the assignment of any instructor who does not hold a bachelor's degree in the assigned teaching field.

(c) A bachelor's degree is required for faculty members teaching business and business administration courses. If the bachelor's degree is not in the assigned teaching field, at least two years of related work experience or evidence of specialized training or competency in the assigned teaching field is required. The burden is on the

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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

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

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

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

C.47 Is the size of the faculty appropriate?

☒ Yes ☐ No

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

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institution to demonstrate and justify the qualifications of the faculty to teach their assigned courses.

(d) Faculty members teaching courses not referenced above must demonstrate competency in the assigned teaching field, such as academic or vocational training and credentials, related work experience, licensure, or certification. The burden is on the institution to demonstrate and justify the qualifications of the faculty to teach their assigned courses.

3-4-302. ***Assignments.*** During any academic term, a faculty member shall not be assigned to teach in more than three fields of instruction. The size of the faculty shall be appropriate to the total student enrollment.

Instructors teaching general education shall hold a minimum of a master's degree. Instructors at a minimum shall have earned 18 semester or equivalent hours of coursework in the area of their teaching discipline. At internationally based institutions, transcripts in languages other than English for general education instructors must be translated into English.

Instructors teaching courses other than general education shall hold bachelor's degrees at a minimum and shall be assigned based on their major and minor academic preparation and/or related experience. However, exceptions to the bachelor's degree requirement may be justified for instructors who have demonstrable current exceptional professional level experience in the assigned field, professional certification(s), letters of recommendation or attestations from previous employer(s), letters attesting to this expertise from professional peers not connected to the college, real examples of previous success in the field such as published work, juried exhibits and shows, evidence of a professional portfolio accepted by the college and available for review, and other significant documented experience relevant to the courses to be taught. Minor or related degrees could be considered but will not be the sole determining factor. Duration of time associated with this alternative justification is dependent on the quality and significance of the work experience. The institution must be able to justify the assignment of any instructor who does not hold a bachelor's degree in the assigned teaching field.

3-5-302. ***Assignments.*** During any academic term, a faculty member shall not be assigned to teach in more than three fields of instruction and preferably in not more than two fields. The size of the faculty shall be appropriate for the total student enrollment.

Instructors teaching general education shall hold a minimum of a master's degree. Instructors at a minimum shall have earned 18 semester or equivalent hours of coursework in the area of their teaching discipline. At internationally based institutions, transcripts in languages other than English for general education instructors must be translated into English.

Instructors teaching courses other than general education shall hold bachelor's degrees at a minimum and shall be assigned based on their major and minor academic preparation and/or related experience. However, exceptions to the bachelor's degree requirement may be justified for instructors who have demonstrable current exceptional professional level experience in the assigned field, such as documented coursework in the field, professional certification(s), letters of recommendation or attestations from previous employer(s), letters attesting to this expertise from professional peers not connected to the college, real examples of previous success in the field such as published work, juried exhibits

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and shows, evidence of a professional portfolio accepted by the college and available for review, and other significant documented experience relevant to the courses to be taught. Minor or related degrees could be considered but will not be the sole determining factor. Duration of time associated with this alternative justification is dependent on the quality and significance of the work experience. The institution must be able to justify the assignment of any instructor who does not hold a bachelor's degree in the assigned teaching field.	
3-2-105, 3-3-304, 3-4-304, & **3-5-304. *Stability.*** There shall be an adequate core of full- and/or part-time faculty to ensure sound direction and continuity of development for the educational programs. The institution shall demonstrate through outcomes, length of service, reasonable retention of faculty, and other measures that the core faculty ensures that the institution will meet its stated mission and objectives. The institution shall promote stability in the faculty through compensation, fringe benefits, professional growth opportunities, and other incentives.	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 If *No,* insert the section number in parentheses and explain:
3-4-303, 3-5-303, & 3-6-503. ***Teaching Load.*** Teaching loads shall be reasonable and shall be justified by factors such as the number of different preparations required; the type and method of instruction; the size of classes; the level of instruction; the qualifications of the instructor; the academic advising, committee membership, and guidance and student organizations assigned; and the other administrative, research, publication, and community relations responsibilities of the instructor.	**FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S, DEGREES ONLY** C.49 Are teaching loads reasonable? ☒ Yes ☐ No If *No,* insert the section number in parentheses, list the faculty and courses, and explain:
3-3-200 – EDUCATIONAL ACTIVITIES **3-3-201. *Objectives.*** The objectives of an occupational associate's degree program are an extension of the institution's awareness of its mission and its application to its constituencies. An institution applying for the inclusion of an occupational associate's degree program shall demonstrate that its programs and courses are appropriate to its mission and to its specific goals and objectives. Occupational associate's degree programs should emphasize both achievement of vocational objectives and general education. This emphasis requires courses in general education that are relevant both quantitatively and qualitatively to the chosen degree. **3-3-202. *Education Requirements.*** The minimum number of credits required for the occupational associate's degree shall be 60 semester hours, 90 quarter hours, or 1800 clock hours, normally earned over a period of four semesters, six quarters, or the equivalent. Transfer and award of credit may be granted for appropriate work at other institutions. There shall be a minimum of 10 semester hours, 15 quarter hours, and a maximum of 15 semester hours, 22.5 quarter hours, or their	**FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY** C.50 Is the number of hours required to complete the occupational associate's degree at least 60 semester hours, 90 quarter hours, or 1800 clock hours or their equivalent, earned over a period of at least four semesters, six quarters, or the equivalent? ☐ Yes ☐ No If *No,* insert the section number in parentheses and explain: C.51 Does the program include at least 10 semester hours, 15 quarter hours, or their equivalent but less than 15 semester

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equivalent in general education or applied general education courses. The catalog must identify the courses that satisfy the general education requirements, and it must provide an explanation of the course numbering system. The Council's expectations for general education and applied general education are outlined in the Glossary section.	hours, 22.5 quarter hours, or their equivalent in general education or applied general education courses? ☐ Yes ☐ No If *No,* insert the section number in parentheses and explain: C.52 Are the general education and/or applied general education courses relevant to the chosen degree, and do they meet Council standards? ☐ Yes ☐ No If No, insert the section number in parentheses and explain: C.53 Are the courses that satisfy the general education requirements identified in the catalog? ☐ Yes ☐ No If *No,* insert the section number in parentheses and explain:
3-3-203. *Curriculum.* The curriculum shall quantitatively and qualitatively approximate the standards at other institutions offering occupational associate's degrees, with due allowance for meeting special objectives. The primary purpose of the degree shall be technical in nature with courses designed to assist students in the application of these skills in the workplace. Instructional procedures, texts, materials, and technology shall be appropriate to the purposes, curriculums, and standards of institutions offering occupational associate's degrees. Evidence shall be provided that curricular offerings require appropriate use of library resources. **3-3-204. *Enrollment.*** Enrollment in the second year of a two-year program must be sufficient to support regularly scheduled classes and laboratory work. Second-year work shall be based upon appropriate first-year prerequisites. **3-3-303. *Teaching Load.*** An instructor's teaching load, including night school, shall not exceed 32 clock hours per week, except that an overload of not more than one subject per term for additional compensation is permitted. Teaching loads may differ when using alternative methods of instruction and must be commensurate with the type of delivery method utilized. For purposes of this calculation, assigned courses offered by nontraditional or distance learning modes of instruction are deemed to consist of one clock hour per week for each unit of academic credit awarded. **3-3-305. *Student-Teacher Ratio.*** The student-teacher ratio shall be	C.54 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree? ☐ Yes ☐ No If *No,* insert the section number in parentheses and explain: C.55 Is there evidence that curricular offerings require the appropriate use of library resources? ☐ Yes ☐ No If *No,* insert the section number in parentheses and explain: C.56 Is enrollment in the second academic year of the two-

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reasonable at all times in keeping with generally accepted delivery modes and course content. In determining a reasonable ratio, the institution shall consider the following factors: (a) the amount of lecture given by instructors in skills-building and practice classes; (b) the level of existing skills of the students; (c) the amount of direct supervision exercised by the instructor and the availability of instructional equipment in a lab setting where there is primary instruction in a specific skill; and (d) the use of technology in providing alternative instruction or evaluation.	year program sufficient to support regularly scheduled classes? ☐ Yes ☐ No ☐ Not Applicable (no students in the second year) If *No,* insert the section number in parentheses and explain: C.57 Do teaching loads for any instructors in the program exceed 32 clock hours per week, except when permitted? ☐ Yes ☐ No If *Yes,* insert the section number in parentheses and explain: C.58 What is the current student/teacher ratio? C.59 Is the current student-teacher ratio reasonable for the mode of delivery and course content? ☐ Yes ☐ No If *No,* insert the section number in parentheses and explain:
3-4-202. *Education Requirements.* The minimum number of credits required for the academic associate's degree shall be 60 semester hours, 90 quarter hours, or their equivalent, normally earned over a period of four semesters, six quarters, or the equivalent. Transfer and award of credit for appropriate work at other institutions may be granted. There shall be a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the areas of concentration; and a minimum of 15 semester hours, 22.5 quarter hours, or their equivalent in general education courses. Courses within the area of concentration of the subject matter of the program shall not be considered general education courses. The catalog must identify the courses that satisfy the concentration and general education requirements, and it must provide an explanation of the course numbering system.	**FOR ACADEMIC ASSOCIATE'S DEGREES ONLY** 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 If *No,* insert the section number in parentheses and explain: C.61 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of

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	concentration and a minimum of 15 semester hours, 22.5 quarter hours, or their equivalent in general education courses? ☒ Yes ☐ No If *No,* insert the section number in parentheses and explain:
	C.62 Are all general education courses appropriate for the program and do they meet Council standards? ☒ Yes ☐ No If *No,* insert the section number in parentheses and explain:
	C.63 Are the courses that satisfy the concentration and general education requirements identified in the catalog? ☒ Yes ☐ No If *No,* insert the section number in parentheses and explain:
3-4-203. *Curriculum.* The curriculum shall quantitatively and qualitatively approximate the standards at other collegiate institutions offering academic associate's degrees. It should help students acquire necessary skills such as reading, writing, communicating, critical thinking, and the basic use of computers. Instructional procedures, texts, materials, and technology shall be appropriate to the purposes, curriculums, and standards of collegiate institutions. Evidence shall be provided that curricular offerings require appropriate use of library resources. **3-4-204. *Enrollment.*** Enrollment in the second year of a two-year program must be sufficient to support regularly scheduled classes and laboratory work. Second-year work shall be based upon appropriate first-year prerequisites.	C.64 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree? ☒ Yes ☐ No If *No,* insert the section number in parentheses and explain: C.65 Is there evidence that curricular offerings require the appropriate use of library resources? ☒ Yes ☐ No If No, insert the section number in parentheses and explain:

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	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) If *No,* insert the section number in parentheses and explain:
3-4-302. *Assignments.* In addition to the degree requirements outlined above, at least one-half of the courses, including those core courses common to nonacademic degree or nondegree programs, shall be taught by faculty members holding graduate degrees, professional degrees such as J.D. or M.D., or bachelor's degrees plus professional certification. This calculation does not apply, however, to courses in fields in which graduate degrees, professional degrees, or professional certifications are not generally available.	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 If *No,* insert the section number in parentheses and explain:
3-5-202. *Education Requirements.* The minimum number of credits required for the bachelor's degree shall be 120 semester hours, 180 quarter hours, or their equivalent, normally earned over a period of eight semesters, 12 quarters, or their equivalent. Transfer and award of credit for appropriate work at other institutions may be granted. There shall be a minimum of 60 semester hours, 90 quarter hours, or their equivalent within the areas of concentration; and a minimum of 36 semester hours, 54 quarter hours, or their equivalent in general education courses.	**FOR BACHELOR'S DEGREES ONLY** C.68 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent? ☐ Yes ☐ No If *No,* insert the section number in parentheses and explain: C.69 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration and a minimum of 36 semester hours, 54 quarter hours, or their equivalent in general education courses? ☐ Yes ☐ No If *No*, insert the section number in parentheses and explain:

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	C.70 Are all general education courses appropriate for the program and do they meet Council standards? ☐ Yes ☐ No If *No,* insert the section number in parentheses and explain:
	C.71 Are the courses that satisfy the concentration, general education, and upper division requirements identified in the catalog? ☐ Yes ☐ No If *No,* insert the section number in parentheses and explain:
	C.72 If the campus offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly and accurately describe the requirements for admission? ☐ Yes ☐ No ☐ Not Applicable (campus offers all four years of the degree) If *No*, insert the section number in parentheses and explain:
3-5-203. *Curriculum.* The curriculum shall quantitatively and qualitatively approximate the standards at other collegiate institutions offering bachelor's degrees. It should help students acquire necessary skills such as reading, writing, communicating, critical thinking, and the basic use of computers. Instructional procedures, texts, materials, and technology shall be appropriate to the purposes, curriculums, and standards of collegiate institutions. Evidence shall be provided that curricular offerings require appropriate use of library resources. **3-5-204. *Enrollment.*** Enrollment in upper-division courses must be sufficient to support regularly scheduled and conducted classes and laboratory work. Upper-division work shall be offered and shall be based upon appropriate prerequisites.	C.73 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree? ☐ Yes ☐ No If *No,* insert the section number in parentheses and explain: C.74 Is there evidence that curricular offerings require the appropriate use of library resources?

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	☐ Yes ☐ No If *No,* insert the section number in parentheses and explain:
	C.75 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work? ☐ Yes ☐ No ☐ Not Applicable (no students in the third and fourth years) If *No,* insert the section number in parentheses and explain:
3-5-302. *Assignments.* In addition to the degree requirements outlined above, at least one-half of all lower-division courses and all upper-division courses, including those core courses common to nonacademic degree or nondegree programs, shall be taught by faculty members holding graduate degrees, professional degrees such as J.D. or M.D., or bachelor's degrees plus professional certification. This calculation does not apply, however, to courses in fields in which graduate degrees, professional degrees, or professional certifications are not generally available.	C.76 Are at least one-half of all lower-division subjects and all upper-division subjects that are part of this (or these) program(s) taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification? ☐ Yes ☐ No If *No,* insert the section number in parentheses and explain:
3-6-300 – ORGANIZATION AND ADMINISTRATION **3-6-301. *Committee Oversight.*** The responsibility for developing, modifying, and maintaining the graduate program shall be performed by a qualified designated committee to include, but not restricted to, students, faculty, administrators, and employers. **3-6-302. *Program Administration.*** The administration of the graduate program shall be performed by a qualified individual with appropriate administrative and educational background and experience for the direction of a graduate program. The duties of this individual may be full-or part-time with adequate staff support.	**FOR MASTER'S DEGREES ONLY** C.77 Is there a qualified designated committee that includes students, faculty, administrators, and employers that oversees the development, modification, and maintenance of this graduate degree program? ☐ Yes ☐ No If *No,* insert the section number in parentheses and explain: C.78 Who oversees the new program and what are this person's

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	qualifications? C.79 Does this individual possess appropriate academic or experiential qualifications? ☐ Yes ☐ No If *No,* insert the section number in parentheses and explain:
3-6-402. *Program Development.* Graduate faculty must be directly involved in the development and modification of master's degree program policies, procedures, and curricula. Flexible instructional approaches and scheduling patterns are encouraged in developing innovative graduate programs in order to serve varying student groups and their special needs. **3-6-403. *Education Requirements.*** The minimum number of credits required for the master's degree shall be 30 semester hours, 45 quarter hours, or their equivalent, of course work plus a thesis at the graduate level; or 36 semester hours, 54 quarter hours, or their equivalent, of course work at the graduate level if a thesis is not required. The master's degree normally is earned over three semesters, five quarters, or the equivalent. The catalog must provide an explanation of the course numbering system.	C.80 Are the graduate faculty in this (or these) program(s) directly involved in the development and modification of the master's degree policies, procedures, and curricula? ☐ Yes ☐ No If *No*, insert the section number in parentheses and explain: C.81 Is the number of hours required to complete the program at least 30 semester hours, 45 quarter hours, or their equivalent, of course work, plus a thesis at the graduate level; or at least 36 semester hours, 54 quarter hours, or their equivalent, of course work at the graduate level if a thesis is not required? ☐ Yes ☐ No If *No,* insert the section number in parentheses and explain: C.82 Does the program take at least three semesters, five quarters, or the equivalent to earn the degree? ☐ Yes ☐ No If *No,* insert the section number in parentheses and explain:
3-6-404. *Curriculum.* The curriculum shall quantitatively and qualitatively approximate the standards at other institutions offering master's degrees. Instructional procedures, texts, materials, and technology shall be appropriate to the purposes, curriculums, and	C.83 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions

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standards of collegiate institutions. Evidence shall be provided that curricular offerings require the appropriate use of library resources.	offering the same degree? ☐ Yes ☐ No If *No,* insert the section number in parentheses and explain: C.84 Is there evidence that curricular offerings require the appropriate use of library resources? ☐ Yes ☐ No If *No,* insert the section number in parentheses and explain:
3-6-405. *Enrollment.* Enrollment in graduate-level courses must be sufficient to support regularly scheduled and conducted classes and laboratory work. Graduate-level courses shall be offered and shall be based on appropriate prerequisites.	C.85 Is enrollment in the master's program sufficient to support regularly scheduled classes and laboratory work? ☐ Yes ☐ No If *No,* insert the section number in parentheses and explain: C.86 Are the course prerequisites appropriate, and are they being followed? ☐ Yes ☐ No If *No,* insert the section number in parentheses and explain:
3-6-501. *Preparation.* The institution shall have an adequate and competent faculty working under conditions that encourage the best efforts of each individual. In judging competence of faculty, consideration shall be given to the academic preparation and experience of each instructor. **3-6-502. *Assignments.*** Instructors shall be assigned in terms of their major and minor areas of academic preparation and related experience. The size of the faculty shall be appropriate for the graduate enrollment. All master's program faculty should have appropriate graduate degrees, and the number with terminal degrees should be appropriate for the graduate enrollment. At least one-half of the graduate-level courses are to be taught by faculty possessing terminal degrees. Professional certification is not a substitute for a terminal degree. The institution also should encourage graduate faculty members to engage in scholarly research and to publish in	C.87 Do all faculty members in this (or these) program(s) possess a graduate degree in the field or related field of the courses they are teaching, and do a sufficient number possess a terminal degree? ☐ Yes ☐ No If *No,* insert the section number in parentheses, list the faculty and course, and explain:

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professional journals. Faculty who do not possess appropriate graduate degrees may be assigned to teach in master's degree programs if they have exceptional practical or professional experience in the assigned field or if the assigned field is one in which graduate degrees are not widely available. In either case, the burden is on the institution to demonstrate and justify the qualifications of the faculty to teach their assigned courses. Faculty assigned under this exception are not considered to have the equivalent of a terminal degree.	C.88 Do faculty possessing terminal degrees teach at least one-half of all graduate-level courses in this (or these) program(s)? ☐ Yes ☐ No If *No,* insert the section number in parentheses and explain:
3-6-603. *Transfer of Credit.* Transfer of credit for appropriate master's-level course work from another institution may be granted according to the policy established by the institution. No more than one-half of the credits required for the master's degree may be transferred from another institution.	C.89 Does the campus accept no more than one-half of the credits required for the degree as transfer credits? ☐ Yes ☐ No If *No,* insert the section number in parentheses and explain:
3-7-100 – NATURE OF DOCTORAL EDUCATION The awarding of a professional doctorate degree signifies that, in the judgment of the faculty, the student has attained specialized and practical competence which qualifies the recipient for opportunities and additional responsibilities beyond the master's degree level. The doctorate degree is to be professionally oriented and must include the following: (a) coursework which heightens the level of professional expertise in the area or field of study sought. (b) an understanding of appropriate research methods relevant to the area or field of study sought. The goal of the research is to apply technologies, knowledge, or concepts in a new way to a workplace problem. This provides the student an opportunity to apply knowledge to a high-level issue in the same way he or she might operate at work. (c) evidence that the coursework enables graduates to function/perform in the area or field of study sought. To make a doctoral program distinctive, a component shall be designed to include practical research or a research project, or dissertation, or other required academic activities. A doctoral degree program is further designed to provide the mastery of a subject, theory, and methodology in a specific field of study. The program shall have a strategic plan that describes the purpose of the program, provides guidance about its future, and identified measures used to define its success. **3-7-301. *Committee Oversight.*** The responsibility for developing, modifying, and maintaining the doctoral degree program shall be carried out by a qualified designated committee to include, but not restricted to, faculty and administrators who, at a minimum, possess a doctoral/terminal professional degree in a related subject area. **3-7-403. *Education Requirements.*** The number of credits required	**FOR DOCTORAL DEGREES ONLY** C.90 Does the doctoral program include all elements required by the *Criteria?* ☐ Yes ☐ No If *No,* insert the section number in parentheses and explain: C.91 Does the doctoral program include a practical research or capstone project, thesis, or equivalent activity? ☐ Yes ☐ No If *No,* insert the section number in parentheses and explain: C.92 Briefly describe the capstone or equivalent project. C.93 Has a qualified committee that includes appropriate faculty and administrators, as well as three to five qualified professionals or practitioners been named to oversee the doctoral program?

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for the doctoral degree shall be, at a minimum, 90 semester hours, 135 quarter hours, or their equivalent, of course work beyond the bachelor's degree. If a master's degree in the same field of study, earned at an institution accredited by an agency recognized by the U.S. Department of Education, is required as a prerequisite for admission to the doctorate degree program, the number of credits required for the doctorate degree shall be, at a minimum, 54 semester hours, 81 quarter hours, or their equivalent. This includes credit for the research project/dissertation or other required academic or professional activities. The doctoral degree normally is earned over three to five years or the equivalent for full-time students. Limitations on the time to degree for part-time students need to be clearly outlined. Statutes of limitations for program completion and course work must be clearly disclosed to students and included in the institutional catalog, as well as on the enrollment agreement. For certain first-professional degrees whose structure differs from that of other professional doctoral degrees, the required credit hour total and expected time to degree shall conform to what is typical for the field. The catalog must provide a detailed explanation of the required courses in the program, as well as a description of the required activities and research elements necessary to complete the program. **3-7-404. *Curriculum.*** The curriculum shall quantitatively and qualitatively approximate the standards at other institutions offering comparable degrees. Instructional procedures, texts, materials, and technology shall be appropriate to the purposes, curriculums, and standards of collegiate institutions. Evidence shall be provided that curricular offerings require the appropriate use of research and library resources. The program must be designed for each student to accomplish specified goals and objectives and contribute to competence in the subject area or profession at an advanced level. Such activities and requirements must be approved by a designated individual and at least two additional individuals within the respective field of study with appropriate credentials. The research project or other required academic or professional activities must be reviewed, evaluated, and assessed by a committee as described above. At least one individual on the committee must be from another appropriately accredited institution within the subject area.	☐ Yes ☐ No If *No,* insert the section number in parentheses and explain: C.94 Is there evidence that this committee is functioning as intended? ☐ Yes ☐ No If *No,* insert the section number in parentheses and explain: C.95 Does the doctoral program require? (a) At least 90 semester hours, 120 quarter hours, or their equivalent, of course work beyond the bachelor's degree. ☐ Yes ☐ No (b) A capstone or equivalent project. ☐ Yes ☐ No (c) Three to five years to complete. ☐ Yes ☐ No If *No* for any item, insert the section number in parentheses and explain: C.96 Is a statute of limitations for program completion included in the campus catalog and on the enrollment agreement (if one is used)? ☐ Yes ☐ No If *No,* insert the section number in parentheses and explain: C.97 Does the catalog explain the required courses and describe the required activities and research elements necessary to complete the program? ☐ Yes ☐ No If *No,* insert the section number in parentheses and explain:

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	C.98 Does the curriculum approximate the standards at other institutions offering comparable degrees? ☐ Yes ☐ No If *No,* insert the section number in parentheses and explain: C.99 Is there evidence that curricular offerings require the appropriate use of research and library resources? ☐ Yes ☐ No If *No,* insert the section number in parentheses and explain:
3-7-500 – FACULTY **3-7-501. *Preparation.*** The institution shall have an adequate and competent faculty working under conditions that encourage the best efforts of each individual. In judging competence of faculty, consideration shall be given to the academic preparation and experience of each instructor. **3-7-502. *Assignments.*** Faculty shall be assigned in terms of their major and minor areas of academic preparation and related experience. The size of the faculty shall be appropriate for the enrollment. All doctorate program faculty should have appropriate graduate and terminal degrees. All courses are to be taught by faculty possessing terminal degrees. Professional certification is not a substitute for a terminal degree. The institution also should encourage faculty members to engage in practical or scholarly research and to publish in professional journals. The principal faculty members must possess doctoral/terminal professional degrees from accredited institutions. These individuals also must demonstrate expertise in the field of study taught and possess applicable experience in participating in a doctorate degree program.	C.100 Is there a sufficient number of doctoral faculty who are qualified to teach their assigned courses? ☐ Yes ☐ No If *No,* insert the section number in parentheses, list the faculty and course, and explain: C.101 Do all faculty possess a doctoral/terminal degree from an accredited institution? ☐ Yes ☐ No If *No,* insert the section number in parentheses, list the faculty, and explain: C.102 Does the campus encourage doctoral faculty to engage in research and to publish in professional journals? ☐ Yes ☐ No If *No,* insert the section number in parentheses and explain:

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3-7-503. *Teaching Load.* Teaching loads shall be reasonable and shall be justified by factors such as the number of different preparations required; the type and method of instruction; the size of classes; the level of instruction; the qualifications of the instructor; academic advising, committee membership, and student guidance assigned; and the other administrative, research, publication, professional activities and/or scholarship, and community relations responsibilities of the instructor. **3-7-603. *Transfer of Credit.*** The institution shall make public its policies on transfer of credit, including a statement of the criteria established by the institution by which a determination is made with regard to accepting credits from another institution. If the prerequisites for admission to the doctorate program is a master's degree in the same field of study earned at an institution accredited by an agency recognized by the U.S. Department of Education, a maximum of 36 semester hours, or 54 quarter hours, or their equivalent may be granted as transfer credits according to the policy established by the institution. In all other cases, no more than 20% for the doctorate degree may be transferred from another institution. Academic credit shall not be awarded for experiential learning activity.	C.103 Is every doctoral faculty member's teaching load reasonable? ☐ Yes ☐ No If *No,* insert the section number in parentheses, list the faculty, and explain: C.104 Does the institution's transfer-of-credit policy for doctoral students meet Council standards? ☐ Yes ☐ No If *No,* insert the section number in parentheses and explain: C.105 Does the campus avoid granting credit for experiential learning in the doctoral program? ☐ Yes ☐ No If *No,* insert the section number in parentheses and explain:

GENERAL COMMENTS

PUBLICATIONS

3-1-700–PUBLICATIONS It is important for institutions to recognize the value of "truth in advertising" when promoting their operations. Publications must be prepared and presented in a professional manner to reflect favorably upon the institution. Information published must be accurate and factual and reflect the current status of the institution. Only the Council can accept or reject an institution's catalog, and a final decision will not be made based on a draft.	C.105 Do the catalog and other publications accurately describe the new program? ☒ Yes ☐ No If *No,* insert the section number in parentheses and explain: C.106 Is the course-numbering system adequately explained in the catalog? ☒ Yes ☐ No

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	If *No,* insert the section number in parentheses and explain:
3-6-800–PUBLICATIONS There shall be a separate section in the institution's catalog describing the master's degree objectives, program requirements, admissions procedures, transfer policies, graduation requirements, regulations, and course descriptions. **3-7-800–PUBLICATIONS** There shall be a separate section in the institution's catalog describing the doctorate degree program requirements, admissions procedures, transfer policies, graduation requirements, regulations, and course descriptions.	**FOR MASTER'S AND DOCTORAL DEGREES ONLY** C.107 Does the catalog have a separate section describing the graduate program? ☐ Yes ☐ No If *No,* insert the section number in parentheses and explain:
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	LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY
3-3-402, 3-4-402, 3-5-402, 3-6-702, & 3-7-702. *Budget*. An annual library budget, appropriate to the size and scope of the institution and the programs offered, shall be established and the allocation expended for the purchase of books, periodicals, library equipment, and other resource and reference materials.	**FOR OCCUPATIONAL ASSOCIATES, ACADEMIC ASSOCIATE'S, BACHELOR'S, MASTER'S AND DOCTORAL DEGREES ONLY** 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 If *No,* insert the section number in parentheses and explain: C.109 What is the amount of the current year's library budget? $638,638.00 C. 110 What portion of the current year's library budget has been

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	spent and how has the money been allocated? They have an overall corporate library budget for the electronic library that all campuses use. They do not currently have a campus budget due to the program being in teach out.
3-3-406. *Acquisitions.* Library acquisitions are the joint responsibility of the faculty and library staff, with the greater amount of input emanating from the faculty. Moreover, it is the faculty's responsibility to inspire, motivate, and direct student usage of the library resources. **3-4-406, 3-5-406, 3-6-706, & 3-7-706. *Acquisitions.*** Library acquisitions are the joint responsibility of the faculty and library staff, with the greater amount of input emanating from the faculty.	C.111 Does the new program require appropriate use of library resources? ☒ Yes ☐ No If *No,* insert the section number in parentheses and explain: C.112 Is there evidence that the faculty have involvement in the selection of library resources? ☐ Yes ☒ No If *No,* insert the section number in parentheses and explain: (C. 112) The progrm is currently in teach out and no new resources are being purchased.
3-4-404 & 3-5-404. *Use and Accessibility.* The faculty should inspire, motivate, and direct student usage of the library resources. The library's adequacy ultimately is determined by the extent to which physical and/or online resources including full-text resources support all the courses offered by the institution. For library resources, the Dewey Decimal System, Library of Congress classification system, or other appropriate system of classification should be used. Records of physical and/or online circulation and inventory shall be current and accurate and must be maintained to assist staff and faculty in evaluating the adequacy and utilization of the physical and/or online resources including full-text holdings. Physical and/or online, full-text library materials and services must be available at times consistent with the typical student's schedule in both day and evening programs. If computer software is utilized on site, a sufficient number of terminals shall be provided for student use. If interlibrary agreements are in effect, provisions for such use must be practical and accessible and use must be documented. In determining the appropriateness of such agreements, consideration will be given to the nature of the participating library's collection, provisions for interlibrary loans, and the degree of accessibility to the students. A college's library must contain, at a minimum, a core collection of physical and/or online resources including full-text reference materials appropriate for the offerings of the institution. **3-6-704. *Use and Accessibility.*** It is the faculty's responsibility to	**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 If *No,* insert the section number in parentheses and explain: C.114 Are records of physical and/or online resources and circulation accurate and up to date? ☒ Yes ☐ No If *No,* insert the section number in parentheses and explain:

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inspire, motivate, and direct student usage of the library resources. The library's adequacy ultimately is determined by the extent to which physical and/or online, full-text resources support all the courses offered by the institution. For library resources, the Dewey Decimal System, Library of Congress classification system, or other appropriate system of classification should be used. Records of physical and/or online circulation and inventory shall be current and accurate and must be maintained to assist staff and faculty in evaluating the adequacy and utilization of the physical and/or online, full-text holdings. Physical and/or online, full-text library materials and services must be available at times consistent with the typical student's schedule in both day and evening programs. If computer software is utilized on site, a sufficient number of terminals shall be provided for student use. If interlibrary agreements are in effect, provisions for such use must be practical and accessible and use must be documented. In determining the appropriateness of such agreements, consideration will be given to the uniqueness of the lending library's collection, provisions for interlibrary loans, and the degree of accessibility to the students. A college's library must contain, at a minimum, a core collection of physical and/or on-line, full-text reference materials appropriate for the offerings of the institution. **3-7-704.** ***Use and Accessibility.*** Faculty are responsible for inspiring, motivating, and directing student usage of the library resources. The library's adequacy ultimately is determined by the extent to which physical and/or on-line, full-text resources support all the courses offered by the institution. For library resources, the Dewey Decimal System, Library of Congress classification system, or other appropriate system of classification should be used. Records of physical and/or on-line circulation and inventory shall be current and accurate and must be maintained to assist staff and faculty in evaluating the adequacy and utilization of the holdings. Physical and/or on-line, full-text library materials and services must be available at times consistent with the typical student's schedule in both day and evening programs. If computer software is utilized, a sufficient number of terminals shall be provided for student use. If interlibrary agreements are in effect, provisions for such use must be practical and accessible and use must be documented. In determining the appropriateness of such agreements, consideration will be given to the uniqueness of the lending library's collection, provisions for interlibrary loans, and the degree of accessibility to the students. A college's library must contain, at a minimum, a core collection of physical and/or on-line reference materials appropriate for the offerings of the institution.	
3-4-405 & 3-5-405. ***Holdings.*** A collegiate library shall contain up-to-date physical and/or online resources including full-text titles appropriate for the size of the institution and the breadth of and enrollment in its educational programs. The library collection shall include holdings on the Humanities, Arts, Social Sciences, and Sciences, including mathematics; magazines and essential professional journals and periodicals; and, when appropriate, online data networks and retrieval systems, CD-ROMs, and interactive research systems that support the offerings of the institution. **3-6-705.** ***Holdings.*** The library shall support the academic programs and the intellectual and cultural development of students, faculty, and staff; shall provide current and appropriate physical and/or online, full-text resources for the size of the institution and the breadth of and enrollment in its educational programs; shall provide, when appropriate, on-line data networks and retrieval systems,	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 If *No,* insert the section number in parentheses and explain: C.116 Describe any full-text online collections available to

CRITERIA	QUESTIONS
CD-ROMs, and interactive research systems; and shall be capable of supporting an understanding of scholarly research and/or scholarly research at the graduate level. **3-7-705. *Holdings.*** The library shall support the academic programs and the intellectual and cultural development of students, faculty, and staff; shall provide current and appropriate resources for the size of the institution and the breadth of and enrollment in its educational programs; shall provide, when appropriate, physical and/or on-line, full-text data networks and retrieval systems, CD-ROMs, and interactive research systems; and shall be capable of supporting scholarly research at the graduate level.	students: Culinary Arts-Infotrac, First Research, Food Science Source, Hospitality and Tourism Complete, Oxford Reference: Encyclopedia of Food and Drink in America, Culinary Arts-Infotrac, Food Science Source, Hospitality and Tourism Complete ☐ 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) If *No,* insert the section number in parentheses and explain: C.118 Are the hours the library is open adequate to accommodate the needs of all students? ☒ Yes ☐ No If *No,* insert the section number in parentheses and explain: 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 If *No,* insert the section number in parentheses and explain:
3-4-401 &3-5-401. *Staff.* A professionally trained individual shall supervise and manage library and instructional resources, facilitate their integration into all phases of the institution's curricular and educational offerings, and assist students in their use. A	**FOR ACADEMIC ASSOCIATE'S AND BACHELOR'S DEGREES ONLY**

CL_Review021456

CRITERIA	QUESTIONS
professionally trained individual is one who holds a bachelor's or master's degree in library or information science or a comparable program, or state certification to work as a librarian, where applicable, or, for foreign institutions, who holds a bachelor's or master's degree recognized as appropriate for the position by its government or higher education authority. The institution must provide evidence that the degree is from an institution accredited by an agency recognized by the United States Department of Education. If the degree is from an institution outside of the United States, the institution must be recognized by its government as an institution of higher education or be evaluated by a member of the Association of International Credentials 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. ACICS, if unable to determine qualifications, may require the translation and/or evaluation of transcripts in languages other than English. The professionally trained individual must participate in documented professional growth activities.	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 If *No,* insert the section number in parentheses and explain: C.121 Who is the onsite librarian, what are this person's qualifications, and what are his or her hours onsite? Laura Rice is the regional librarian and holds a masters in library science and information systems. She trains the workers in the library so that the students needs can be met. Because the program is in teach out it is difficult to hire a librarian for such a short amount of time. Ms. Rice also answers all the students email questions and they also have online librarians that students can chat with if they encounter issues. The library is staffed from Monday through Thursday 9 a.m. to 7p.m. and Friday 9 a.m to 5 p.m. C.122 Is documentation on file to evidence the librarian participates in professional growth activities? ☒ Yes ☐ No If *No,* insert the section number in parentheses and explain:
3-4-403 & 3-5-403. *Function.* The library function is shaped by the educational programs of the college. Appropriate reference, research, and information resources must be made available to provide basic support for curricular and educational offerings and to enhance student learning.	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 If *No,* insert the section number in parentheses and explain:

CL_Review021457

CRITERIA	QUESTIONS
3-3-401. *Staff.* An individual with the ability to maintain the resources and to assist students and faculty shall be designated to oversee the resources of the institution.	**FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY** C.124Has the campus designated an individual with the ability to maintain the resources and to assist students and faculty? ☐ Yes ☐ No If *No,* insert the section number in parentheses and explain:
3-3-403. *Function.* The library function is shaped by the educational programs of the institution. Appropriate reference, research, and information resources must be made available to enhance, augment, and support the curricular and educational offerings. The resources shall include the study, reading, and information technology facilities necessary to make the educational programs effective. The ultimate test of the library's adequacy is determined by the extent to which its resources support all the courses offered by the institutions.	C.125 Do the resources include the study, reading, and information technology facilities necessary to support the effectiveness of the new program? ☐ Yes ☐ No If *No,* insert the section number in parentheses and explain:
3-6-701 & 3-7-701*Staff.* A professionally trained individual shall supervise and manage library and instructional resources, facilitate their integration into all phases of the institution's curricular and educational offerings, and assist students in their use. A professionally trained individual is one with special qualifications to aid students in research and who holds a M.L.S. degree or the equivalent, or, for foreign institutions, who holds a master's degree recognized as appropriate for the position by its government or higher education authority. The institution must provide evidence that the degree is from an institution accredited by an agency recognized by the United States Department of Education. If the degree is from an institution outside of the United States, the institution must be recognized by its government as an institution of higher education or be evaluated by a member of the Association of International Credentials 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. ACICS, if unable to determine qualifications, may require the translation and/or evaluation of transcripts in languages other than English. The professionally trained individual must participate in documented professional growth activities.	**FOR MASTER'S AND DOCTORAL DEGREES ONLY** C.126 Who is the onsite librarian, what are this person's qualifications, and what are his or her hours onsite? C.127 Does the individual who supervises and manages the library hold an M.L.S. degree or the equivalent, with special qualifications to aid students in research? ☐ Yes ☐ No If *No,* insert the section number in parentheses and explain:

GENERAL COMMENTS:

CL_Review021458

SUMMARY

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

[OR]

Based on the team's review, the following areas require an explanatory response:

Number	Section	Summary Statement

[Note: The section number should be in bold. The summary statement should be followed by the report page number in parenthesis.]

CL_Review021459

RECOMMENDATION(S)

Any recommendation(s) provided in this report are not included in the report seen by the Council:

From:	Terrasia Harris <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/411843d9686740d5992ac9877456f429-Terrasia Ha>
Sent:	7/1/2015 3:09:14 PM -0400
To:	Visit Reports <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/2e42b0538ac544a38cd8dc1efe1a14f7-visitreports>
Subject:	QAM Culinary Arts Higher Credential Report Le Cordon Bleu St. Louis
Attachments:	QAM Culinary Arts Higher Credential Report Le Cordon Bleu St. Louis.doc

Terrasia L. Harris, MSM

Accreditation Coordinator

Accrediting Council for Independent Colleges and Schools

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QUALITY ASSURANCE MONITORING: HIGHER CREDENTIAL REPORT

ACADEMIC ASSOCIATE'S DEGREE IN LE CORDON BLEU CULINARY ARTS

LE CORDON BLEU COLLEGE OF CULINARY ARTS
7898 Veterans Memorial Parkway
St. Peters, MO 63376
ACICS ID Code: 00024557

John Fogarty, Campus President (jfogarty@StLouis.Chefs.edu)
(ACICSINFO@stlouis.chefs.edu)

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

June 15, 2015

Date Program Began:	**April 2014**
Current Total Enrollment:	**133**
Current CAR Program Retention:	**N/A**

Mr. William Roy	Specialist	International Culinary School at the Art Institute	Indianapolis, IN
Ms. Terrasia Harris	Staff Representative	ACICS	Washington, DC

REPORT QUESTIONS

750 First Street, NE, Suite 980 • Washington, DC 20002-4223 • t - 202.336.6780 • f - 202.842.2593 • www.acics.org

CL_Review021462

QUESTIONS

MISSION

C.01 Is the mission statement appropriate for the type of new credential offered?
☒ Yes ☐ No

RELATIONS WITH STUDENTS

C.02 Does the campus have appropriate admissions criteria for the program(s)?
☒ Yes ☐ No

If *No,* insert the section number in parentheses and explain:
The program is not enrolling any new students due to the program being taught out and the anticipated closure of the campus in 2016.

C.03 Does the admissions policy conform to the campus's mission?
☒ Yes ☐ No

C.04 Is the admissions policy administered as written?
☒ Yes ☐ No

C.05 Are there any admissions requirements unique to the program?
☐ Yes ☒ No

C.06 Are the campus's recruitment methods appropriate and in compliance with Council standards?
☒ Yes ☐ No

If *No,* insert the section number in parentheses and explain:
The school is no longer recruiting any new students due to the program being taught out.

C.07 Does the institution offer employment assistance to all students?
☒ Yes ☐ No
☐ Not Applicable (campus enrolls only international students on a student visa)

C.08 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report?
☐ Yes ☐ No
☒ Not Applicable (there have been no graduates)

C.09 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☐ Yes ☐ No
☒ Not Applicable

EDUCATIONAL ACTIVITIES

FOR ALL PROGRAMS

C.13 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No *(Skip to Question C.15)*

C.15 Who is assigned to administer all academic programs, and what are this person's qualifications?
Ms. Maria (Vicki) Davenport, director of education, is assigned to administer all academic programs. Ms. Davenport hold a master's degree in education from American Intercontinental University, an MBA from Lindenwood College, and a bachelor's degree in corporate and industrial communications from Lindenwood College. She also has four years working in the culinary industry and two years experience as a culinary instructor.

C.16 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

C.17 Who is assigned to administer the new credential (e.g., program chair or lead instructor), and what are this person's qualifications?
Ms. Maria (Vicki) Davenport, director of education, is assigned to administer the new credential. As previously stated, Ms. Davenport hold a master's degree in education from American Intercontinental University, an MBA from Lindenwood College, and a bachelor's degree in corporate and industrial communications from Lindenwood College. She also received 28 credits of coursework in culinary arts, has four years working in the culinary industry and two years experience as a culinary instructor.

C.18 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

C.19 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the new credential?
☒ Yes ☐ No

C.20 Are the time and resources devoted to the administration of the new credential sufficient?
☒ Yes ☐ No

C.21 Is the program consistent with the campus' mission and the needs of its students?
☒ Yes ☐ No

C.22 Is there evidence of input from students, graduates, administrators, faculty, and other interested parties in the formation and design of the new program?
☒ Yes ☐ No

C.23 List the community resources and describe how they are utilized to enrich the program.
The campus utilizes different ways to help the students be active in the community by working at events like the fall festival, different cooking competitions and the like. They also use guest speakers from the culinary and pastry industry in their classes to give students a better understanding of what is expected of them when they go to work. They also use an advisory board made up of local professionals that provide them with

CL_Review021464

feedback on the types of skills that they are currently looking for and to make sure the curriculum meets those needs.

C.24 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

C.25 Does the catalog accurately describe the program and its objectives?
☒ Yes ☐ No

C.26 If the program includes an externship, does the campus have a written and mutually signed agreement that outlines the arrangement between the campus and the exnternship site, including specific learning objectives, course requirements, and evaluation criteria?
☒ Yes ☐ No
☐ Not Applicable (these elements are not part of the program or no student is at the point of needing them)

C.27 If the program includes independent study courses, does the campus have a learning contract that outlines the course objectives and procedures unique to this form of instruction?
☐ Yes ☐ No
☒ Not Applicable (no courses are offered via independent study)

C.28 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

C.29 Are the courses available when needed by the student in the normal pursuit of the program(s) of study?
☒ Yes ☐ No

C.30 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

C.31 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course

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☒ 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

CL_Review021466

(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

CL_Review021467

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

CL_Review021468

C.106 Is the course-numbering system adequately explained in the catalog?
☒ Yes ☐ No

LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

FOR OCCUPATIONAL ASSOCIATES, ACADEMIC ASSOCIATE'S, BACHELOR'S, MASTER'S AND DOCTORAL DEGREES ONLY

C.108 Is the campus' established annual budget appropriate for the program, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?
☒ Yes ☐ No

C.109 What is the amount of the current year's library budget?
$638,638.00

C. 110 What portion of the current year's library budget has been spent and how has the money been allocated?
They have an overall corporate library budget for the electronic library that all campuses use. They do not currently have a campus budget due to the programs being in teach out and the anticipated closure of the campus in 2016.

C.111 Does the new program require appropriate use of library resources?
☒ Yes ☐ No

C.112 Is there evidence that the faculty have involvement in the selection of library resources?
☒ Yes ☒ No

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, MASTER'S, AND DOCTORAL DEGREES ONLY

C.113 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?
☒ Yes ☐ No

C.114 Are records of physical and/or online resources and circulation accurate and up to date?
☒ Yes ☐ No

C.115 Are the library holdings for this (or these) program(s), including full-text online collections, up to date and adequate for the new program?
☒ Yes ☐ No

C.116 Describe any full-text online collections available to students:

CL_Review021469

The campus uses the following online resources: Culinary Arts-Infotrac, First Research, Food Science Source, Hospitality and Tourism Complete, Oxford Reference: Encyclopedia of Food and Drink in America, Culinary Arts-Infotrac, Food Science Source, Hospitality and Tourism Complete.

C.117 Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics?

☒ Yes ☐ No

☐ Not Applicable (program does not include general education courses)

C.118 Are the hours the library is open adequate to accommodate the needs of all students?

☒ Yes ☐ No

C.119 Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources?

☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S AND BACHELOR'S DEGREES ONLY

C.120 Is there a professionally trained individual on staff who supervises and manages the library and instructional resources, facilitate their integration into all phases of the campus' curricular and educational offerings, and assist students in their use?

☒ Yes ☐ No

C.121 Who is the onsite librarian, what are this person's qualifications, and what are his or her hours onsite?

Ms. Laura Rice is the regional librarian and holds a masters in library science and information systems. She trains the workers in the library so that the students needs can be met. Due to the programs being in teach-out, it is difficult to hire a librarian for such a short amount of time. Ms. Rice also answers all the students email questions and they also have online librarians that students can chat with if they encounter issues. The library is staffed from Monday through Thursday 9 a.m. to 7p.m. and Friday 9 a.m to 5 p.m.

C.122 Is documentation on file to evidence the librarian participates in professional growth activities?

☒ Yes ☐ No

C.123 Does the library make available appropriate reference, research, and information resources to provide basic support for this (or these) program(s)?

☒ Yes ☐ No

CL_Review021470

SUMMARY

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

From:	Terrasia Harris <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/411843d9686740d5992ac9877456f429-Terrasia Ha>
Sent:	7/1/2015 12:31:32 PM -0400
To:	Visit Reports <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/2e42b0538ac544a38cd8dc1efe1a14f7-visitreports>
Subject:	QAM Higher Credential Report Le Cordon Bleu St. Louis
Attachments:	QAM Higher Credential Report Le Cordon Bleu St. Louis.doc

Attached is the final quality assurance higher credential report for Le Cordon Blue in St. Peters, MO. There are NO findings in this report.

Terrasia L. Harris, MSM

Accreditation Coordinator

Accrediting Council for Independent Colleges and Schools

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QUALITY ASSURANCE MONITORING: HIGHER CREDENTIAL REPORT

ACADEMIC ASSOCIATE'S DEGREE IN LE CORDON BLEU CULINARY ARTS
ACADEMIC ASSOCIATE'S DEGREE IN LE CORDON BLEU PATISSERIE AND BAKING

LE CORDON BLEU COLLEGE OF CULINARY ARTS
7898 Veterans Memorial Parkway
St. Peters, MO 63376
ACICS ID Code: 00024557

John Fogarty, Campus President (jfogarty@StLouis.Chefs.edu)
(ACICSINFO@stlouis.chefs.edu)

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

June 15, 2015

Date Program Began:	**April 2014**
Current Total Enrollment:	**133**
Current CAR Program Retention:	**N/A**

Mr. William Roy	Specialist	International Culinary School at the Art Institute	Indianapolis, IN
Ms. Terrasia Harris	Staff Representative	ACICS	Washington, DC

CL_Review021473

REPORT QUESTIONS

QUESTIONS

MISSION

C.01 Is the mission statement appropriate for the type of new credential offered?
☒ Yes ☐ No

RELATIONS WITH STUDENTS

C.02 Does the campus have appropriate admissions criteria for the program(s)?
☒ Yes ☐ No

If *No,* insert the section number in parentheses and explain:
The program is not enrolling any new students due to the program being taught out and the anticipated closure of the campus in 2016.

C.03 Does the admissions policy conform to the campus's mission?
☒ Yes ☐ No

C.04 Is the admissions policy administered as written?
☒ Yes ☐ No

C.05 Are there any admissions requirements unique to the program?
☐ Yes ☒ No

C.06 Are the campus's recruitment methods appropriate and in compliance with Council standards?
☒ Yes ☐ No

If *No,* insert the section number in parentheses and explain:
The school is no longer recruiting any new students due to the program being taught out.

C.07 Does the institution offer employment assistance to all students?
☒ Yes ☐ No
☐ Not Applicable (campus enrolls only international students on a student visa)

C.08 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report?
☐ Yes ☐ No
☒ Not Applicable (there have been no graduates)

C.09 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☐ Yes ☐ No
☒ Not Applicable

EDUCATIONAL ACTIVITIES

FOR ALL PROGRAMS

C.13 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No *(Skip to Question C.15)*

C.15 Who is assigned to administer all academic programs, and what are this person's qualifications?
Ms. Maria (Vicki) Davenport, director of education, is assigned to administer all academic programs. Ms. Davenport hold a master's degree in education from American Intercontinental University, an MBA from Lindenwood College, and a bachelor's degree in corporate and industrial communications from Lindenwood College. She also has four years working in the culinary industry and two years experience as a culinary instructor.

C.16 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

C.17 Who is assigned to administer the new credential (e.g., program chair or lead instructor), and what are this person's qualifications?
Ms. Maria (Vicki) Davenport, director of education, is assigned to administer the new credential. As previously stated, Ms. Davenport hold a master's degree in education from American Intercontinental University, an MBA from Lindenwood College, and a bachelor's degree in corporate and industrial communications from Lindenwood College. She also received 28 credits of coursework in culinary arts, has four years working in the culinary industry and two years experience as a culinary instructor.

C.18 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

C.19 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the new credential?
☒ Yes ☐ No

C.20 Are the time and resources devoted to the administration of the new credential sufficient?
☒ Yes ☐ No

C.21 Is the program consistent with the campus' mission and the needs of its students?
☒ Yes ☐ No

C.22 Is there evidence of input from students, graduates, administrators, faculty, and other interested parties in the formation and design of the new program?
☒ Yes ☐ No

C.23 List the community resources and describe how they are utilized to enrich the program.
The campus utilizes different ways to help the students be active in the community by working at events like the fall festival, different cooking competitions and the like. They also use guest speakers from the culinary and pastry industry in their classes to give students a better understanding of what is expected of them when they go to work. They also use an advisory board made up of local professionals that provide them with

CL_Review021475

feedback on the types of skills that they are currently looking for and to make sure the curriculum meets those needs.

C.24 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

C.25 Does the catalog accurately describe the program and its objectives?
☒ Yes ☐ No

C.26 If the program includes an externship, does the campus have a written and mutually signed agreement that outlines the arrangement between the campus and the exnternship site, including specific learning objectives, course requirements, and evaluation criteria?
☒ Yes ☐ No
☐ Not Applicable (these elements are not part of the program or no student is at the point of needing them)

C.27 If the program includes independent study courses, does the campus have a learning contract that outlines the course objectives and procedures unique to this form of instruction?
☐ Yes ☐ No
☒ Not Applicable (no courses are offered via independent study)

C.28 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

C.29 Are the courses available when needed by the student in the normal pursuit of the program(s) of study?
☒ Yes ☐ No

C.30 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

C.31 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course

CL_Review021476

☒ 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

CL_Review021477

(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

CL_Review021478

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

CL_Review021479

C.106 Is the course-numbering system adequately explained in the catalog?
☒ Yes ☐ No

LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

FOR OCCUPATIONAL ASSOCIATES, ACADEMIC ASSOCIATE'S, BACHELOR'S, MASTER'S AND DOCTORAL DEGREES ONLY

C.108 Is the campus' established annual budget appropriate for the program, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?
☒ Yes ☐ No

C.109 What is the amount of the current year's library budget?
$638,638.00

C. 110 What portion of the current year's library budget has been spent and how has the money been allocated?
They have an overall corporate library budget for the electronic library that all campuses use. They do not currently have a campus budget due to the programs being in teach out and the anticipated closure of the campus in 2016.

C.111 Does the new program require appropriate use of library resources?
☒ Yes ☐ No

C.112 Is there evidence that the faculty have involvement in the selection of library resources?
☒ Yes ☒ No

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, MASTER'S, AND DOCTORAL DEGREES ONLY

C.113 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?
☒ Yes ☐ No

C.114 Are records of physical and/or online resources and circulation accurate and up to date?
☒ Yes ☐ No

C.115 Are the library holdings for this (or these) program(s), including full-text online collections, up to date and adequate for the new program?
☒ Yes ☐ No

C.116 Describe any full-text online collections available to students:

CL_Review021480

The campus uses the following online resources: Culinary Arts-Infotrac, First Research, Food Science Source, Hospitality and Tourism Complete, Oxford Reference: Encyclopedia of Food and Drink in America, Culinary Arts-Infotrac, Food Science Source, Hospitality and Tourism Complete.

C.117 Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics?

☒ Yes ☐ No

☐ Not Applicable (program does not include general education courses)

C.118 Are the hours the library is open adequate to accommodate the needs of all students?

☒ Yes ☐ No

C.119 Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources?

☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S AND BACHELOR'S DEGREES ONLY

C.120 Is there a professionally trained individual on staff who supervises and manages the library and instructional resources, facilitate their integration into all phases of the campus' curricular and educational offerings, and assist students in their use?

☒ Yes ☐ No

C.121 Who is the onsite librarian, what are this person's qualifications, and what are his or her hours onsite?

Ms. Laura Rice is the regional librarian and holds a masters in library science and information systems. She trains the workers in the library so that the students needs can be met. Due to the programs being in teach-out, it is difficult to hire a librarian for such a short amount of time. Ms. Rice also answers all the students email questions and they also have online librarians that students can chat with if they encounter issues. The library is staffed from Monday through Thursday 9 a.m. to 7p.m. and Friday 9 a.m to 5 p.m.

C.122 Is documentation on file to evidence the librarian participates in professional growth activities?

☒ Yes ☐ No

C.123 Does the library make available appropriate reference, research, and information resources to provide basic support for this (or these) program(s)?

☒ Yes ☐ No

CL_Review021481

SUMMARY

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

From:	Terrasia Harris <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/411843d9686740d5992ac9877456f429-Terrasia Ha>
Sent:	7/1/2015 3:08:40 PM -0400
To:	Visit Reports <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/2e42b0538ac544a38cd8dc1efe1a14f7-visitreports>
Subject:	QAM Patisserie and Baking Higher Credential Report Le Cordon Bleu St. Louis
Attachments:	QAM Patisserie and Baking Higher Credential Report Le Cordon Bleu St. Louis.doc

Terrasia L. Harris, MSM

Accreditation Coordinator

Accrediting Council for Independent Colleges and Schools

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

www.acics.org | (P) 202.336.6772 | (F) 202.842.2593

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QUALITY ASSURANCE MONITORING: HIGHER CREDENTIAL REPORT

ACADEMIC ASSOCIATE'S DEGREE IN LE CORDON BLEU PATISSERIE AND BAKING

LE CORDON BLEU COLLEGE OF CULINARY ARTS
7898 Veterans Memorial Parkway
St. Peters, MO 63376
ACICS ID Code: 00024557

John Fogarty, Campus President (jfogarty@StLouis.Chefs.edu)
(ACICSINFO@stlouis.chefs.edu)

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

June 15, 2015

Date Program Began:	**May 2014**
Current Total Enrollment:	**133**
Current CAR Program Retention:	**N/A**

Mr. William Roy	Specialist	International Culinary School at the Art Institute	Indianapolis, IN
Ms. Terrasia Harris	Staff Representative	ACICS	Washington, DC

REPORT QUESTIONS

CL_Review021484

QUESTIONS

MISSION

C.01 Is the mission statement appropriate for the type of new credential offered?
☒ Yes ☐ No

RELATIONS WITH STUDENTS

C.02 Does the campus have appropriate admissions criteria for the program(s)?
☒ Yes ☐ No

If *No,* insert the section number in parentheses and explain:
The program is not enrolling any new students due to the program being taught out and the anticipated closure of the campus in 2016.

C.03 Does the admissions policy conform to the campus's mission?
☒ Yes ☐ No

C.04 Is the admissions policy administered as written?
☒ Yes ☐ No

C.05 Are there any admissions requirements unique to the program?
☐ Yes ☒ No

C.06 Are the campus's recruitment methods appropriate and in compliance with Council standards?
☒ Yes ☐ No

If *No,* insert the section number in parentheses and explain:
The school is no longer recruiting any new students due to the program being taught out.

C.07 Does the institution offer employment assistance to all students?
☒ Yes ☐ No
☐ Not Applicable (campus enrolls only international students on a student visa)

C.08 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report?
☐ Yes ☐ No
☒ Not Applicable (there have been no graduates)

C.09 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☐ Yes ☐ No
☒ Not Applicable

EDUCATIONAL ACTIVITIES

FOR ALL PROGRAMS

C.13 Is licensure, certification or registration required to practice in the specific career field?
☐ Yes ☒ No *(Skip to Question C.15)*

C.15 Who is assigned to administer all academic programs, and what are this person's qualifications?
Ms. Maria (Vicki) Davenport, director of education, is assigned to administer all academic programs. Ms. Davenport hold a master's degree in education from American Intercontinental University, an MBA from Lindenwood College, and a bachelor's degree in corporate and industrial communications from Lindenwood College. She also has four years working in the culinary industry and two years experience as a culinary instructor.

C.16 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

C.17 Who is assigned to administer the new credential (e.g., program chair or lead instructor), and what are this person's qualifications?
Ms. Maria (Vicki) Davenport, director of education, is assigned to administer the new credential. As previously stated, Ms. Davenport hold a master's degree in education from American Intercontinental University, an MBA from Lindenwood College, and a bachelor's degree in corporate and industrial communications from Lindenwood College. She also received 28 credits of coursework in culinary arts, has four years working in the culinary industry and two years experience as a culinary instructor.

C.18 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

C.19 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the new credential?
☒ Yes ☐ No

C.20 Are the time and resources devoted to the administration of the new credential sufficient?
☒ Yes ☐ No

C.21 Is the program consistent with the campus' mission and the needs of its students?
☒ Yes ☐ No

C.22 Is there evidence of input from students, graduates, administrators, faculty, and other interested parties in the formation and design of the new program?
☒ Yes ☐ No

C.23 List the community resources and describe how they are utilized to enrich the program.
The campus utilizes different ways to help the students be active in the community by working at events like the fall festival, different cooking competitions and the like. They also use guest speakers from the culinary and pastry industry in their classes to give students a better understanding of what is expected of them when they go to work. They also use an advisory board made up of local professionals that provide them with

CL_Review021486

feedback on the types of skills that they are currently looking for and to make sure the curriculum meets those needs.

C.24 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
☒ Yes ☐ No

C.25 Does the catalog accurately describe the program and its objectives?
☒ Yes ☐ No

C.26 If the program includes an externship, does the campus have a written and mutually signed agreement that outlines the arrangement between the campus and the exnternship site, including specific learning objectives, course requirements, and evaluation criteria?
☒ Yes ☐ No
☐ Not Applicable (these elements are not part of the program or no student is at the point of needing them)

C.27 If the program includes independent study courses, does the campus have a learning contract that outlines the course objectives and procedures unique to this form of instruction?
☐ Yes ☐ No
☒ Not Applicable (no courses are offered via independent study)

C.28 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

C.29 Are the courses available when needed by the student in the normal pursuit of the program(s) of study?
☒ Yes ☐ No

C.30 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
☒ Yes ☐ No

C.31 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
☒ Yes ☐ No
(b) Course numbers
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites
☒ Yes ☐ No
(d) Instructional contact hours/credits
☒ Yes ☐ No
(e) Learning objectives
☒ Yes ☐ No
(f) Instructional materials and references
☒ Yes ☐ No
(g) Topical outline of the course

CL_Review021487

☒ 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

CL_Review021488

(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

CL_Review021489

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?
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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

CL_Review021490

C.106 Is the course-numbering system adequately explained in the catalog?
☒ Yes ☐ No

LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

FOR OCCUPATIONAL ASSOCIATES, ACADEMIC ASSOCIATE'S, BACHELOR'S, MASTER'S AND DOCTORAL DEGREES ONLY

C.108 Is the campus' established annual budget appropriate for the program, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?
☒ Yes ☐ No

C.109 What is the amount of the current year's library budget?
$638,638.00

C. 110 What portion of the current year's library budget has been spent and how has the money been allocated?
They have an overall corporate library budget for the electronic library that all campuses use. They do not currently have a campus budget due to the programs being in teach out and the anticipated closure of the campus in 2016.

C.111 Does the new program require appropriate use of library resources?
☒ Yes ☐ No

C.112 Is there evidence that the faculty have involvement in the selection of library resources?
☒ Yes ☒ No

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, MASTER'S, AND DOCTORAL DEGREES ONLY

C.113 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?
☒ Yes ☐ No

C.114 Are records of physical and/or online resources and circulation accurate and up to date?
☒ Yes ☐ No

C.115 Are the library holdings for this (or these) program(s), including full-text online collections, up to date and adequate for the new program?
☒ Yes ☐ No

C.116 Describe any full-text online collections available to students:

The campus uses the following online resources: Culinary Arts-Infotrac, First Research, Food Science Source, Hospitality and Tourism Complete, Oxford Reference: Encyclopedia of Food and Drink in America, Culinary Arts-Infotrac, Food Science Source, Hospitality and Tourism Complete.

C.117 Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics?

☒ Yes ☐ No

☐ Not Applicable (program does not include general education courses)

C.118 Are the hours the library is open adequate to accommodate the needs of all students?

☒ Yes ☐ No

C.119 Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources?

☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S AND BACHELOR'S DEGREES ONLY

C.120 Is there a professionally trained individual on staff who supervises and manages the library and instructional resources, facilitate their integration into all phases of the campus' curricular and educational offerings, and assist students in their use?

☒ Yes ☐ No

C.121 Who is the onsite librarian, what are this person's qualifications, and what are his or her hours onsite?

Ms. Laura Rice is the regional librarian and holds a masters in library science and information systems. She trains the workers in the library so that the students needs can be met. Due to the programs being in teach-out, it is difficult to hire a librarian for such a short amount of time. Ms. Rice also answers all the students email questions and they also have online librarians that students can chat with if they encounter issues. The library is staffed from Monday through Thursday 9 a.m. to 7p.m. and Friday 9 a.m to 5 p.m.

C.122 Is documentation on file to evidence the librarian participates in professional growth activities?

☒ Yes ☐ No

C.123 Does the library make available appropriate reference, research, and information resources to provide basic support for this (or these) program(s)?

☒ Yes ☐ No

CL_Review021492

SUMMARY

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

From:	Vicki Davenport <MDavenport@stlouis.chefs.edu>
Sent:	5/26/2015 2:53:44 PM -0400
To:	Terrasia Harris <tharris@acics.org>; wroy@aii.edu
CC:	John Fogarty <JFogarty@stlouis.chefs.edu>; Sean Murphy <smurphy1@careered.com>
Subject:	QAM Visit to Le Cordon Bleu College of Culinary Arts (ACICS ID Code 00024557)
Attachments:	LCB STL Faculty and Staff Form.pdf; ACICS Equipment Inventory Form.pdf; LCB St. Peters 2014-2015 Catalog.pdf; 906 LCB St Louis_addendum_LCapproved_5 14 15_QAMclean.pdf; SCHEDULE FOR 06.15.15.pdf; Program Update Form 05 21 15.pdf

Greetings!

As outlined in the QAM Visit Memo, attached are the requested documents for the upcoming QAM visit on June 15, 2015:

1. Faculty and Staff Summary
2. Inventory of Equipment
3. Catalog
4. Class schedule
5. Program Update Form

If you have any questions or require any further information, please do not hesitate to contact us!

Sincerely,

Chef Vicki Davenport, M.Ed, MBA

Director of Education

Le Cordon Bleu College of Culinary Arts – St. Louis

O - 636-696-4903 | F – 224-484-1429 | mdavenport@stlouis.chefs.edu

LE CORDON BLEU
COLLEGE OF CULINARY ARTS

LE CORDON BLEU COLLEGE OF CULINARY ARTS

2014-2015 Catalog Addendum

Tuition and Fees

As of 6/30/14

For students enrolling for a start date August 2014 through January 2015

Effective April 6, 2015, Le Cordon Bleu College of Culinary Arts in St. Louis, Missouri is no longer accepting new student applications.

Certificate in Le Cordon Bleu Bleu Culinary Arts (55 quarter credits-48 weeks)	
Tuition	$19,500
Application Fee (non-refundable)	$50
Total Cost	$19,550

Certificate in Le Cordon Bleu Patisserie & Baking (55 quarter credits-48 weeks)	
Tuition	$19,500
Application Fee (non-refundable)	$50
Total Cost	$19,550

AAS in Le Cordon Bleu Culinary Arts (107 quarter credits-84 weeks)	
Tuition	$37,000
Application Fee (non-refundable)	$50
Total Cost	$37,050

AAS in Le Cordon Bleu Patisserie & Baking (106 quarter credits-84 weeks)	
Tuition	$37,000
Application Fee (non-refundable)	$50
Total Cost	$37,050

***Certificate in Le Cordon Bleu Culinary Arts** (42 quarter credits-36 weeks)	
Tuition	$17,500
Application Fee (non-refundable)	$50
Total Cost	$17,550

***Certificate in Le Cordon Bleu Patisserie & Baking** (45 quarter credits-36 weeks)	
Tuition	$17,500
Application Fee (non-refundable)	$50
Total Cost	$17,550

***No longer enrolling new students**

Tuition and Fees

As of 02/16/2015 Start

For students enrolling for a start date February 2015 and beyond

Certificate in Le Cordon Bleu Bleu Culinary Arts (53 quarter credits-48 weeks)	
Tuition	$19,500
Application Fee (non-refundable)	$50
Total Cost	$19,550

Certificate in Le Cordon Bleu Patisserie & Baking (53 quarter credits-48 weeks)

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Tuition	$19,500
Application Fee (non-refundable)	$50
Total Cost	$19,550

AAS in Le Cordon Bleu Culinary Arts (105 quarter credits-84 weeks)	
Tuition	$40,000
Application Fee (non-refundable)	$50
Total Cost	$40,050

AAS in Le Cordon Bleu Patisserie & Baking (104quarter credits-84 weeks)	
Tuition	$40,000
Application Fee (non-refundable)	$50
Total Cost	$40,050

Tuition charges include books, supplies, and uniforms. The tuition listed above is for the total length of the program. Reduced tuition charges apply in the case of repeated courses.

Reduced Tuition Charge for Repeat Course Work (per credit hour)

Lecture and Lab Courses	$100
Externship Courses	$ 50

Le Cordon Bleu reserves the right to increase all fees and tuition without notice, at its discretion. Once a student completes and Enrollment Agreement, the tuition and fees charges stated on that Enrollment Agreement will not change provided the Student starts classes as scheduled and continues without interruption.

Tuition and Fees are also disclosed on Tuition and Fees Sheet published at: http://www.chefs.edu/~/media/LCB/Files/Docs-Resources/StLouis_TuitionAndFees.ashx

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LE CORDON BLEU COLLEGE OF CULINARY ARTS

2014-2015 Catalog Addendum

Academic Calendar

As of 1/15/15

12 Month | 48 Week Programs

-Certificate in Le Cordon Bleu Culinary Arts
-Certificate in Le Cordon Bleu Pâtisserie and Baking

Start Date	Anticipated Completion Date
04/07/2014	3/27/2015
05/19/2014	5/15/2015
07/07/2014	6/26/2015
08/18/2014	8/14/2015
09/29/2014	9/25/2015
11/10/2014	11/6/2015
01/05/2015	12/18/2015
02/16/2015	02/12/2016
04/06/2015	03/25/2016
05/18/2015	05/13/2016
07/06/2015	06/24/2016
08/17/2015	08/12/2016
09/28/2015	09/23/2016
11/09/2015	11/04/2016

21 Month | 84 Week Programs

-AAS in Le Cordon Bleu Culinary Arts
-AAS in Le Cordon Bleu Pâtisserie and Baking

Start Date	Anticipated Completion Date
09/29/2014	6/23/2016
11/10/2014	8/12/2016
01/05/2015	09/23/2016
02/16/2015	11/04/2016
04/06/2015	12/16/2016
05/18/2015	02/17/2017
07/06/2015	03/31/2017
08/17/2015	05/19/2017
09/28/2015	06/30/2017
11/09/2015	08/18/2017

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

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LE CORDON BLEU COLLEGE OF CULINARY ARTS

2014-2015 Catalog Addendum

2014-15 Academic Calendar

Module start date	Module end date
01/05/2015	02/13/2015
02/16/2015	03/27/2015
04/06/2015	05/15/2015
05/18/2015	06/26/2015
07/06/2015	08/14/2015
08/17/2015	09/25/2015
09/28/2015	11/06/2015
11/09/2015	12/18/2015

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

Observed Holidays-No Classes

Holiday	Date(s) of Break: Classes Resume:
Martin Luther King Jr. Day	Monday 01/19/2015 Classes Resume on Tuesday 01/20/2015
In-Service Day*	Friday 02/13/2015 Classes Resume on Monday 02/16/2015
In-Service Day*	Thursday 03/26/2015 to Friday 03/27/2015
Spring Break	Saturday 03/28/2015 to Sunday 04/05/2015 Classes Resume on Monday 04/06/2015
In-Service Day*	Thursday 05/14/2015 to Friday 05/15/2015 Classes Resume on Monday 05/18/2015
Memorial Day	Monday 05/25/2015 Classes Resume on Tuesday 05/26/2015
In-service Day*	Friday 06/26/2015
Summer Break	Saturday 06/27/2015 to Sunday 07/05/2015 Classes Resume on Monday 07/06/2015
In-Service Day*	Thursday 08/13/2015 to Friday 08/14/2015 Classes Resume on Monday 08/17/2015
Labor Day	Monday 09/07/2015 Classes Resume on Tuesday 09/08/2015
In-Service Day*	Friday 09/25/2015 Classes Resume on Monday 09/28/2015
In-Service Day*	Thursday 11/05/2015 to Friday 11/06/2015 Classes Resume on Monday 11/09/2015
Thanksgiving Holiday	Thursday 11/26/2015 to Friday 11/27/2015 Classes Resume on Monday 11/30/2015.
Winter Break	Saturday 12/19/2015 to Sunday 01/03/2016 Classes Resume on Monday 01/04/2016

*Students attending on-campus courses are not required to report to classes on published in-service days. Please see your course syllabi for specific class dates.

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LE CORDON BLEU COLLEGE OF CULINARY ARTS

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Faculty and Staff

Faculty – as of 05/13/2015

Name	Discipline	Education & Professional Licensure/Certification	Full/Part Time
Dunavant, Nathan	Culinary Arts	• A.A.S. in Hospitality Studies: Culinary, St. Louis Community College Forest Park	Full time
LePage, Michael	Culinary Arts	• A.O.S. in Culinary Arts, The Culinary Institute of America • Bachelor of Professional Studies in Business Management/Culinary Arts, The Culinary Institute of America	Full-time
Pinkstaff, Amanda	Patisserie & Baking	• Certificate in L'Art de la Patisserie, The French Pastry School • Certificate in Commercial Art/Computer Graphics, Faulkner State Community College • A.A.S. in Commercial Art/Computer Graphics, Faulkner State Community College	Full time
Schmidt, Edward	Culinary Arts	• B.A. in Le Cordon Bleu Culinary Management, Le Cordon Bleu College of Culinary Arts - Online • A.S. in Culinary Arts, Sullivan University • A.S. in Hotel and Restaurant Management, Sullivan University	Full time
Shelp, Timothy. CEC	Culinary Arts	• B.A. in Le Cordon Bleu Culinary Management, Le Cordon Bleu College of Culinary Arts—Online • A.O.S. in Le Cordon Bleu Hospitality and Restaurant Management, Le Cordon Bleu College of Culinary Arts – Online	Full time
Velasco, Marie-Anne	Culinary Arts and Patisserie & Baking	• A.A.S.in Culinary Arts Saint Pius X Culinary, Montreal	Full time
Williams, Karen	Patisserie & Baking	• A.O.S. in Baking and Pastry Arts, The Culinary Institute of America • A.A.S. in Restaurant Management, State University of New York at Morrisville • B.S. in Nutrition, Bastyr University	Full time
Herbert, Cheryl	Patisserie & Baking	• A.O.S. in Baking and Pastry Arts, The Culinary Institute of America	Part-time
Herbert, Kevin	General Education	• MA in Psychology, Marist College • BA in Marketing, Lindenwood University	Part-time
Prichard, Wendy	General Education	• MS in Counseling Psychology, Capella University • BA in Psychology, University of Minnesota	Part-time
Van Booven, Jeff	General Education	• MA in English, Missouri State University • BA in English/Creative Writing, Missouri State University	Part-time

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Staff - as of 1/15/15

Name	Position
Fogarty, John	Campus President
Davenport, Maria "Vicki"	Director of Education
Fazio, Jessica	ADA/Section 504 Coordinator
Davenport, Maria "Vicki"	Title IX Coordinator
Fazio, Jessica	Associate Registrar
Ketts, Amy	Business Operations Manager
Gray, Todd	Regional Director of Procurement and Facilities
O'Neil, Stacy	Campus Director of Career Services
Rice, Laura	Regional Librarian

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LE CORDON BLEU COLLEGE OF CULINARY ARTS

2014-2015 Catalog Addendum

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
57	Proof of High School Graduation	7/21/2014

The current policy is replaced with the following:
Acceptable documentation of high school graduation (known as Proof of Graduation) must be received by the institution within 23 calendar days of the scheduled start of his or her program. It is the student's responsibility to provide valid documentation of high school graduation or its equivalency, such as by providing a high school transcript, a college transcript (for students who have already completed an associate degree) or military documents that specify the student's high school name, location and data of graduation. Students who do not possess valid evidence of high school graduation, or its equivalence, may complete a High School Transcript Request form, which can be obtained from the Office of the Director of Admissions and must be returned to the Office of the Director of Admissions. Students may be asked to provide additional documentation to validate their Proof of Graduation.
Any student who does not provide valid documentation of high school graduation or its equivalent within this timeframe will be unregistered from all classes and their program of study. Until valid POG is received and approved, no grades or credits will be available. No Federal Financial Aid funds will be disbursed to a student's account until a valid proof of high school graduation or its equivalent is received, reviewed and confirmed.

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

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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 / BLEU Grant	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.

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 (For Seattle, St. Louis, and Sacramento only)

Le Cordon Bleu recognizes that sometimes students experience unexpected circumstances which necessitate their withdrawal from school prior to completing their academic program. Unfortunately, the longer a student is out of school, the more challenging it might be to return to school to complete the certificate or degree. Therefore, we make available a limited number of Completion Grants to encourage and assist students to reenroll and complete their academic programs and credentials. This grant is available to students who have successfully completed at least four (4) credits during a previous enrollment at Le Cordon Bleu but have been withdrawn from the program for more than one year.

Grants range from $1000 to $6000 and are available to students enrolled in one 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.

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Students will be considered for this grant upon completion of the LCB Completion Grant Application and the re-entry process. Applications are due by the end of the add/drop period for the student's first class or classes. Application may be obtained online at www.chefs.edu or by contacting a financial aid advisor or visiting the financial aid office.
Students must complete the financial aid application process, including completing the Free Application for Federal Student Aid (FAFSA).

Students must have successfully completed at least 4 credits at Le Cordon Bleu and have a GPA of 2.O or above. Recipients must maintain Satisfactory Academic Progress (SAP) as outlined in the catalog to remain eligible for the grant.
If awarded:
The minimum grant is $1,000
The maximum grant is $6,000.
The Completion Grant cannot be received as a cash stipend.
The Completion Grant does not supplant the student's eligibility for Federal Pell Grant. The Completion Grant is a one-time award. Once awarded, the grant will be divided proportionally over the number of terms required for the student to complete the current program.

The Completion Grant is not renewable.
Le Cordon Bleu makes available a limited amount of funding each year for such grants. Once it is determined that available funding is exhausted, grants will not be available to otherwise eligible students. For 2015, $50,000 has been budgeted for the Completion Grant.

Alumni Referral Scholarship – all schools
Le Cordon Bleu offers the Alumni Referral Scholarships to students who submit a letter of recommendation from an alumnus of Le Cordon Bleu. Each qualifying applicant will be eligible for an award of up to $1,000. Students will be considered for the Le Cordon Bleu Alumni Referral Scholarship once they have completed the admissions application process and have submitted both the Le Cordon Bleu Alumni Referral Scholarship application and their recommendation letter. Applications may be obtained online at www.chefs.edu or by contacting a financial aid advisor or visiting the financial aid office.

Program Details and Eligibility Criteria:
- Applications are due by the end of the add/drop period for the student's first class (or classes).
- The scholarship will be awarded over the length of the program. The scholarship funds will be distributed evenly across the student's anticipated enrollment, with equal amounts being applied to each Payment Period until the award is exhausted.
- Recipients must maintain Satisfactory Academic Progress (SAP) as outlined in the catalog to remain eligible for the scholarship award.
- If this scholarship is combined with other federal, state or institutional aid resources, the total combined amount cannot exceed the student's direct cost of attendance (tuition, books and fees).
- The Alumni Referral Scholarship will not, in whole or in part, be awarded to the student as a cash payment.

Le Cordon Bleu makes available a limited amount of money each year for the Alumni Referral Scholarship. Once it is determined that available funding is exhausted, scholarships will not be available to otherwise eligible students. For the 2015 calendar year, $150,000 has been budgeted for new Alumni Referral Scholarships.

Best of the Best Scholarship – all schools
Le Cordon Bleu offers the Best of the Best Scholarship to students who graduate high school or have graduated from a prior college certificate or degree program with a GPA of 3.5 or higher (on a 4.0 grading scale). Each qualifying applicant will be eligible for a scholarship award of up to $1,500. Students will be considered for the Best of the Best Scholarship once they have completed the admissions application process and have submitted the Best

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of the Best Scholarship application and their high school/college transcript. Applications may be obtained online at www.chefs.edu or by contacting a financial aid advisor or visiting the financial aid office.

Program Details and Eligibility Criteria:

- Applications are due by the end of the add/drop period for the student's first class or classes.
- The scholarship will be awarded over the length of the program. The scholarship funds will be distributed evenly across the student's anticipated enrollment, with equal amounts being applied to each Payment Period until the award is exhausted.
- Recipients must maintain Satisfactory Academic Progress (SAP) as outlined in the catalog to remain eligible for the scholarship.
- If this scholarship is combined with other federal, state or institutional aid resources, the total combined amount cannot exceed the student's direct cost of attendance (tuition, books and fees).
- The Best of the Best Scholarship will not, in whole or in part, be awarded to the student as a cash payment.

Le Cordon Bleu makes available a limited amount of money each year for the Best of the Best Scholarship. Once it is determined that available funding is exhausted, scholarships will not be available to otherwise eligible students. For the 2015 calendar year, $150,000 has been budgeted for new Best of the Best Scholarships.

Lifelong Learning Scholarship – all schools

Le Cordon Bleu offers the Lifelong Learning Scholarship to Le Cordon Bleu Certificate, Diploma and Associate graduates pursuing a second credential at the same or higher level at Le Cordon Bleu. The scholarship cannot be used to satisfy outstanding balances accrued during enrollment for a prior credential or degree. Applications may be obtained online at www.chefs.edu or by contacting a financial aid advisor or visiting the financial aid office.

Certificate/Diploma Graduates

- Certificate or Diploma program graduates pursing an additional certificate or diploma are eligible for up to $500.
- Certificate or Diploma program graduates pursing an associate degree are eligible for up to $1000.

Associate Graduates

- Associate degree graduates pursing a certificate or diploma in another culinary program or specialty are eligible for $500.
- Associate degree graduates pursing 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

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who continue from an associate degree to a bachelor degree program, and who continue to receive tuition support from their employer will be eligible for a second award. Eligible students must present signed documentation from their employer confirming their employment and eligibility for tuition assistance. Applications may be obtained online at www.chefs.edu or by contacting a financial aid advisor or visiting the financial aid office.

Conditions of the Tuition Reimbursement/Employer Match Scholarship are as follows:

- Applications and supporting documentation are due by the end of the add/drop period of the first class.
- Recipients must complete the standard application process and enroll in an associate or bachelor's degree program at the Le Cordon Bleu United States Campus of his or her choice and meet all admissions and eligibility requirements thereof.
- Student must provide signed written confirmation of employment and participation in an employer-provide tuition assistance or reimbursement program. The documentation must either be on the employer's letterhead, or from an email address that is associated with the employer, and must include the signature of the student's supervisor, human resources professional or other authorized individual at the company or employing organization. The document must also describe the requirements for continuing participation in the program, as well as the disbursement schedule for tuition assistance or reimbursement. Matching funds will be awarded only after employer funds are received.
- Recipients must maintain Satisfactory Academic Progress (SAP) as outlined in the catalog to remain eligible for the scholarship.
- Scholarship funds will be applied towards tuition only and awarded over the length of the program
- If this scholarship is combined with other federal, state or institutional aid resources, the total combined amount cannot exceed the student's direct cost of attendance (tuition, books and fees).
- The Tuition Reimbursement/Employer Match Scholarship will not be awarded to the student, in whole or in part, as a cash payment.

The College makes available a limited amount of money each year for the Tuition Reimbursement/Employer Match Scholarships. Once it is determined that available funding is exhausted, scholarships will not be available to otherwise eligible students. For 2015, $50,000 has been budgeted for the Tuition Reimbursement/Employer Match Scholarship.

The Le Cordon Bleu Future Chef of America Scholarship – all schools
Le Cordon Bleu offers The Future Chef of America Scholarship. High school seniors may qualify for the scholarship as outlined in the program rules and requirements. Application, program rules and requirements may be obtained by contacting a financial aid advisor or visiting the financial aid office.

Scholarship Awards

Campus Competitions
To apply for this scholarship, high school seniors must submit an essay explaining why they want to pursue a postsecondary education and a career in the culinary profession and must complete all application requirements prior to the established due dates. Please review the complete rules for the scholarship and competitions as outlined in the application and eligibility materials.

The scholarship awards will be applied towards tuition costs for a Le Cordon Bleu associate or bachelor's degree program.

1st Place Award – $5,000
2nd Place Award – $2,000
3rd Place Award – $1,000

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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.
- Recipients must complete the standard application process and meet all admissions and eligibility requirements thereof.
- Recipients must maintain Satisfactory Academic Progress (SAP) as outlined in the catalog to remain eligible for the scholarship.
- The scholarship will be applied towards tuition only and will be paid in equal amounts each term for the published length of the program.
- If this scholarship is combined with other federal, state or institutional aid resources, the total combined amount cannot exceed the student's direct cost of attendance (tuition, books and fees).
- The Future Chefs of America Scholarship will not be awarded to the student, in whole or in part, as a cash payment.

Careers through Culinary Arts Programs (C-CAP)
Le Cordon Bleu provides Scholarships to students associated with the National C-CAP organization. Student(s) who earn the scholarship may attend the Le Cordon Bleu campus of their choice in the United States. Scholarship will be applied to the students account while enrolled in a Certificate/Diploma or Associates program offering at the Le Cordon Bleu school of enrollment. Application, program rules and requirements may be obtained online at www.ccapinc.org/scholarships2010.php or by contacting a financial aid advisor or visiting the financial aid office.

C-CAP Competition Scholarships
Le Cordon Bleu in agreement with Careers through Culinary Arts Programs (C-CAP) provides winners of any of the eight regional C-CAP Competitions the option to use their C-CAP scholarship when they select to attend any Le cordon Blue campus in the United States.
4 Full Tuition Scholarships for Certificate/Diploma program valued at $19,500 each.
4 Full Tuition Scholarships for Associates program valued at $40,000 each.

C-CAP Student Member Scholarship
$2,000 Scholarship – requires an application, essay and proof of membership in the national student C-CAP organization. The essay should be attached to the application and explain how the applicant will benefit from the scholarship award. Application forms may be obtained online at www.chefs.edu or by contacting a financial aid advisor or visiting the financial aid office.

Program Conditions and Eligibility Criteria are as follows:
- Applications and supporting documentation are due by the end of the add/drop period for the student's first class or classes.

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- 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.

National Restaurant Association Educational Foundation – ProStart™
ProStart@ High school Completion Scholarship

Le Cordon Bleu offers a ProStart™ Completion Scholarship to high school graduates who have successfully completed Level 1 and Level 2 of the ProStart™ high school curriculum. In addition Le Cordon Bleu offers a ProStart™ Collegiate Passport Scholarship to high school graduates who have successfully completed Level 1, Level 2 and 400 externship hours approved by ProStart™ which will entitle them to the ProStart™ National Certificate of Achievement (COA). The COA must be presented at the time of application for the Le Cordon Bleu ProStart™ Collegiate Passport Scholarship. Application, program rules and requirements may be obtained online at www.chefs.edu or by contacting a financial aid advisor or visiting the financial aid office.

ProStart™ Level 1 & 2 Completion Scholarship - $1,500
ProStart™ Collegiate Passport Scholarship - $2,000

ProStart™ State and National Competition Scholarship

These scholarships are awarded by Le Cordon Bleu at state and national competitions. Student(s) who earn the scholarship may attend the Le Cordon Bleu United States campus of their choice. Scholarship recipients must apply and begin their program of study within one calendar year of their high school graduation date or GED Completion date. ProStart™ students typically compete in teams of five. All five team members are awarded a scholarship in a predetermined amount.

State level competitions, the scholarship awarded is:
First Place: $5,000 Scholarship
Second Place: $2,500 Scholarship
Third Place: $1,000 Scholarship

National competition, the scholarship award is:
First Place: Full Tuition Scholarship, up to the tuition charge for an associate degree program or equal to tuition of certificate/diploma program
Second Place: $10,000 Scholarship
Third Place: $7,500 Scholarship

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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. For the 2015 calendar year, $100,000 has been budgeted for the ProStart™ High School Completion and Collegiate Passport Scholarships.

Family, Career and Community Leaders of America (FCCLA)

Le Cordon bleu offers Scholarships to students associated with the National FCCLA organization. Student(s) who earn the scholarship may attend the Le Cordon Bleu campus of their choice in the United States. Scholarship will be applied to the students account while enrolled in an associate program offering at the school of enrollment. Application, program rules and requirements may be obtained online at www.chefs.edu or by contacting a financial aid advisor or visiting the financial aid office. Additional information about FCCLA can be obtained at http://fcclainc.org/.

National FCCLA National competition:
First Place: Full Tuition Scholarship for an associate program valued at $40,000

National FCCLA Student Member Scholarship
$2,000 Scholarship - Application, essay and proof of membership in the national student organization are required. The essay should be attached to the application and explain how the applicant will benefit from the scholarship award.

Program Conditions and Eligibility Criteria of the FCCLA Scholarships are as follows:

- Applications and supporting documentation are due by the end of the add/drop period for the student's first class or classes.
- Competition Scholarship recipients must enroll and begin the program of study within one calendar year from the date of the competition. Failure to do so will void the scholarship.
- Recipients must complete the standard application process and enroll in an associate level program at the Le Cordon Bleu United States Campus of his or her choice and meet all admissions and eligibility requirements thereof.
- Recipients must maintain Satisfactory Academic Progress (SAP) as outlined in the catalog to remain eligible for the scholarship.
- The scholarship is awarded over the length of the program. The scholarship funds will be distributed evenly across the student's anticipated enrollment, with equal amounts being applied to each payment period.
- If this scholarship is combined with other federal, state or institutional aid resources, the total combined amount cannot exceed the student's direct cost of attendance (tuition, books and fees).
- The FCCLA Scholarships will not be awarded to the student, in whole or in part, as a cash payment.

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- 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.
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.

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- 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.

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 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

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tuition costs. To be eligible for the grant, a candidate must be accepted for admission, allow for the verification of their veteran status via a DD-214 Member-4, or comparable government document. Application forms can be obtained online at www.chefs.edu or by contacting a financial aid advisor or visiting the financial aid office.

Program Conditions and Eligibility Criteria:

- Qualifying candidates must be Veterans of the U.S. Military who have a discharge status other than dishonorable.
- Candidates must apply and be accepted for admission to be eligible to receive the grant.
- The Le Cordon Bleu Veteran Grant is applied exclusively toward direct program costs, including tuition and fees.
- The grant is awarded over the length of the program. The grant funds will be distributed evenly across the student's anticipated enrollment, with equal amounts being applied to each payment period until the award is exhausted.
- The Veterans' Grant will not be awarded to the student, in whole or in part, as a cash payment.
- If this grant is combined with other federal, state, or institutional aid resources, the total combined amount cannot exceed the student's direct cost of attendance (tuition, books, and fees).Applications and supporting documentation are due by the end of the add/drop period of the first class.

**Note: New Le Cordon Bleu Military Grant, Military Spouses Grant, Veteran Grant and Veteran Spouses Grant funding is limited to a combined amount of $200,000 for the 2015 calendar year. Once it is determined that available funding for this program is exhausted, grants will not be available to otherwise eligible students.

Le Cordon Bleu Veteran Spouses Grant

Le Cordon Bleu has established a Veteran Spouses Grant** to assist spouses of Veteran service members attend a program of study at Le Cordon Bleu. Applicants may be eligible for a grant in the amount of $2,000 to be applied toward tuition costs. To be eligible for the Le Cordon Bleu Veteran Spouses Grant, a candidate must be accepted for admission and provide evidence to verify their spouse's veteran status, such as a DD-214 Member-4, or comparable government document. Application forms may be obtained online at www.chefs.edu or by contacting a financial aid advisor or visiting the financial aid office.

Program Conditions and Eligibility Criteria:

- Qualifying candidates must be spouses of Veterans of the U.S. military.
- Candidates must apply, be accepted for admission - to be eligible to receive the grant.
- Candidates selected for verification must provide documentation before the grant is applied. Those that are not able to provide documentation will also be required to pay the application fee.
- The Le Cordon Bleu Veteran Spouse's Grant is applied exclusively toward direct program costs, including tuition and fees.
- The grant is awarded over the length of the program. The grant funds will be distributed evenly across the student's anticipated enrollment, with equal amounts being applied to each payment period until the award is exhausted.
- The Veteran Spouse's Grant will not be awarded to the student, in whole or in part, as a cash payment
- 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.

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Page #	Policy/Section	Effective Date
63	Financial Aid Information / Completion Grant	5/30/2014

Replace the current catalog information with the following:

COMPLETION GRANT

For Le Cordon Bleu College of Culinary Arts campuses in: Seattle, St. Louis and Sacramento

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.O or above.
Recipients must maintain Satisfactory Academic Progress (SAP) as outlined in the catalog to remain eligible for the grant.
If awarded:
The minimum grant is $1,000
The maximum grant is $6,000.
The Completion Grant cannot be received as a cash stipend.
The Completion Grant does not supplant the student's eligibility for Federal Pell Grant
The Completion Grant is a one-time award. Once awarded, the grant will be divided proportionally over the number of terms required for the student to complete the current program.
The Completion Grant is not renewable.

Le Cordon Bleu makes available a limited amount of funding each year for such grants. Once it is determined that available funding is exhausted, grants will not be available to otherwise eligible students. For 2014, $6,900,000 has been budgeted for the Completion Grant.

Page #	Policy/Section	Effective Date
66	Veterans' Educational Benefits	5/30/2014

Add the following grant information:

YELLOW RIBBON GRANT

In accordance with the VA - Yellow Ribbon Program, a provision of the Post-9/11 Veterans Educational Assistance Act of 2008, Le Cordon Bleu College of Culinary Arts has established a Yellow Ribbon Grant.

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Eligibility and amounts are determined on an annual basis and are subject to change. To be eligible for the grant a candidate must be accepted for admission to Le Cordon Bleu College of Culinary Arts, be eligible for Chapter 33 Post 9/11 veterans benefits at the 100% rate, as determined by the Department of Veterans Affairs, complete the appropriate Le Cordon Bleu College of Culinary Arts attestation form and allow for the verification of his/her Chapter 33 Post-9/11 eligibility via a DD-214 Member-4, Certificate of Eligibility or comparable government document. The conditions are as follows:

- Candidates must be either an eligible Veteran or a Dependent of an eligible Veteran who meets the Chapter 33 Post-9/11 GI Bill Transferability requirements (www.gibill.va.gov).
- Candidates must apply and be accepted for admission to Le Cordon Bleu College of Culinary Arts to be eligible.
- The Yellow Ribbon Grant is applied as a credit to the student's account and no cash payments will be awarded to the student.
- The Yellow Ribbon Grant is used exclusively towards prior or current program charges.
- The Yellow Ribbon grant is awarded for each period in the program that the student is determined eligible and where the grant is needed.
- The Yellow Ribbon Grant is non-transferrable and non-substitutable and cannot be combined with any other institutional grant at Le Cordon Bleu College of Culinary Arts.

Le Cordon Bleu College of Culinary Arts is committed to assisting military students in determining the best options available to them. To receive additional information on Veterans Educational Benefits eligibility, please contact the Veterans Administration at 1-800-827-1000 or 1-888-GI Bill-1(1-888-442-4551). You may also visit the VA website at www.gibill.va.gov.

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

Add the following:
This institution maintains a written record of previous education and training of the veteran or eligible person which clearly indicates that appropriate credit has been given by the institution for previous education and training, with the training period (or length of degree program) shortened proportionately, and the veteran notified accordingly

Page #	Policy/Section	Effective Date
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

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Page #	Policy/Section	Effective Date
79	Warning and Probationary Period	05/30/2014

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

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

- A student will be placed on FA Warning immediately after the first block in which the CGPA or the rate of progress falls below the values specified in the tables above. At the end of the next block, the student will be removed from FA Warning and returned to SAP Met Status if the minimum standards are met or exceeded.
- A student who continues to fall below the specified values will be required to successfully appeal in order to maintain eligibility for financial assistance under a FA Probation status.
- A student who successfully appeals and is on FA Probation will be evaluated at the end of the second block of monitoring.
- A student who meets or exceeds the minimum standards will be removed from FA Probation and returned to a SAP Met status. If the minimum CGPA and rate of progress requirements are not met at the time of evaluation; the student will be placed of FA Dismissal Status and will be dismissed from school unless terms of the academic plan are met.
- Students enrolled in a program of more than two academic years, and receiving federal financial aid, must meet the CGPA standards at the end of the second year. Students who are unable to meet this standard will no longer be eligible for financial aid, may not be placed on probation, and must be dismissed, unless the student wishes to continue without being eligible for federal financial aid. A student not meeting the CGPA standards at the end of the second year may remain as an enrolled student who is eligible for federal financial aid if there are documented mitigating circumstances.

If at any point it can be determined that it is mathematically impossible for a student to meet the minimum requirements, the student will be dismissed from the school.

Notification of academic dismissal will be in writing. The Code of Conduct Policy section of this catalog describes other circumstances that could lead to student dismissal for non-academic reasons. A tuition refund may be due in accordance with the institution's stated refund policy.

During the period of FA Warning, which lasts for one payment period only the student may continue to receive financial aid. During a period of FA Probation, if an appeal is accepted by the institution, the student may also continue to receive financial aid.

A student on FA Warning and FA Probation must participate in academic advising as deemed necessary by the institution as a condition of academic monitoring. A student who fails to comply with these requirements may be subject to dismissal even though their CGPA or rate of progress may be above the dismissal levels.

Page #	Policy/Section	Effective Date
79	How Transfer Credit and Change of Program Affect SAP	6/30/2014

Revise the first sentence of the second paragraph as follows:

When a student elects to change a program or enroll in an additional program or higher credential at Le Cordon Bleu College of Culinary Arts, the student's earned credits and grades will be transferred into the new program as applicable.

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:

Certificate/Diploma in Le Cordon Bleu Culinary Arts 79

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Certificate/Diploma in Le Cordon Bleu Pâtisserie and Baking 79
Associate of Applied Science in Le Cordon Bleu Culinary Arts 157
Associate of Applied Science in Le Cordon Bleu Pâtisserie and Baking 156

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

Replace the Graduation Requirements with the following:

Graduation Requirements:

To graduate, a student must have earned a minimum of a 2.0 cumulative grade point Average and must have successfully completed all required credits within the maximum credits that may be attempted. Students must also be current on all financial obligations to receive official transcripts.

In order to be eligible to participate in the graduation ceremony, students must have completed all the requirements for graduation. Exceptions to this may be made for students who are scheduled to complete the published requirements for graduation within the grading period following the graduation ceremony. The actual credential and official transcript will not be issued until all final credits are completed and graduation requirements have been fulfilled.

Graduating under earlier catalogs

Any student may graduate under the graduation requirements in effect at the time of graduation. The institution policy on use of earlier graduation requirements also provides that if fewer than ten years have elapsed since a student's admission into the program, she or he may choose to graduate under the program requirements in effect at the time of admission, or under any subsequent requirements.

Page #	Policy/Section	Effective Date
81	Leave of Absence	5/30/2014

Replace the current catalog information with the following:

For the Le Cordon Bleu campuses in: Atlanta, Los Angeles, Minneapolis/St. Paul, Orlando, Portland, Sacramento, Seattle, St. Louis

An approved Leave of Absence (LOA) is a temporary interruption in a student's academic attendance for a specific period of time in an ongoing program.

Leave of Absence Conditions

A student may be eligible for a Leave of Absence if one of the following conditions applies:

- Medical Leave (including pregnancy)
- Family Care (childcare issues, loss of family member, or medical care of family)
- Military Duty
- Jury Duty

The following requirements apply:

A student may be granted a Leave of Absence (LOA) if:

- A signed LOA request that includes the reason for the request is submitted in writing within 5 calendar days of the student's last date of attendance.
- If extenuating circumstances prevent the student from providing a written request within 5 calendar days of the student's last day of attendance, the institution may still be able to grant the student's request. A signed LOA request must be provided by the last day in the school's attendance policy (see attendance policy section) along with documentation explaining the extenuating circumstance(s) that prevented submitting the request within 5 calendar days of the last date of attendance. Extenuating circumstances are typically unexpected events, such as premature delivery of a child, illness, a medical condition that deteriorates, an accident or injury or a sudden change in childcare arrangements. Students may request multiple LOAs, but the total number of days the student remains on LOA may not exceed 180 days during a consecutive 12-month time frame.

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- *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.
- A student must have completed his or her most recent grading period and received an academic grade or grades (A-F) for that grading period.

Failure to return from an approved leave of absence or failure to return within the 180 day timeframe will result in the student being administratively withdrawn from the school and may have an impact on the financial aid a student receives, loan repayment and exhaustion of the loan grace period. A student in an LOA status will not receive further financial aid disbursements (if eligible) until returning to active status. Contact the financial aid office for more information about the impact of a LOA on financial aid.

Page #	Policy/Section	Effective Date
85	Transcripts	1/5/2014

Replace the transcript fee with the following:
$10 – Transcripts (electronic or paper) requested electronically through Parchment
$15 – Transcripts ordered through the campus
$35 – Overnight/U.S. Mail delivery

Page #	Policy/Section	Effective Date
91	Grievance Policy	6/30/14

Correction to address for Missouri Department of Higher Education (MDHE):
P.O. Box 1469
Jefferson City, MO 65102

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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
34	Program offerings	8/28/2014	Revisions to the Le Cordon Bleu Patisserie and Baking Arts (AAS) program

Program name revision: Correct program name is "Associate in Applied Science Degree in Le Cordon Bleu Patisserie and Baking" (no "Arts")

Core Curriculum Requirements revision:
Replace:

Course Code	Course Title	Credits
LCBK252	Externship I	6.0

With:

Course Code	Course Title	Credits
LCBK250	Externship I	6.0

Page #	Policy/Section	Effective Date	Description of Revision or Update
13	Program Offerings	2/16/2015	Revision to the Le Cordon Bleu Culinary Arts (Certificate) program

Change program from 55 quarter credits and 940 contact hours to 53 quarter credits and 880 contact hours.

Replace Core Requirement:

Course Code	Course Title	Credits
LCBC250	Externship I	6
LCBC255	Externship II	6

With Core Requirement:

Course Code	Course Title	Credits
LCBC260	Externship I	5
LCBC265	Externship II	5

Page #	Policy/Section	Effective Date	Description of Revision or Update
14	Program Offerings	2/16/2015	Revision to the Le Cordon Bleu Patisserie and Baking (Certificate) program

Change program from 55 quarter credits and 940 contact hours to 53 quarter credits and 880 contact hours.

Replace Core Requirement:

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Course Code	Course Title	Credits
LCBK250	Externship I	6
LCBK255	Externship II	6

With Core Requirement:

Course Code	Course Title	Credits
LCBK260	Externship I	5
LCBK265	Externship II	5

Page #	Policy/Section	Effective Date	Description of Revision or Update
33	Program Offerings	2/16/2015	Revision to the Le Cordon Bleu Culinary Arts (AAS) program

Change program from 107 quarter credits and 1550 contact hours to 105 quarter credits and 1490 contact hours.

Replace Core Requirement:

Course Code	Course Title	Credits
LCBC250	Externship I	6
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
LCBK250	Externship I	6
LCBK255	Externship II	6

With Core Requirement:

Course Code	Course Title	Credits
LCBK260	Externship I	5
LCBK265	Externship II	5

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Page #	Policy/Section	Effective Date	Description of Revision or Update
44	Course Descriptions	5/2014 (Effective at time of catalog publication)	New and revised course descriptions

Insert the following:

Course prefixes are explained below.

General Education Courses		**Core Courses (Required and Elective)**	
Prefix	**Discipline**	**Prefix**	**Discipline**
AGSC	Agriculture	LCBC	Le Cordon Bleu Culinary Arts
COM	Communications	LCBH	Le Cordon Bleu Hospitality
ECO	Economics	LCBK	Le Cordon Bleu Patisserie and Baking
ENG ENC	English	LCBM	Le Cordon Bleu Culinary Management
MTH MAT MAC	Math		
HUM	Humanities (Scottsdale) History (Atlanta)		
LIT	Literature		
POL	Politics		
PSY	Psychology		
CST SPC	Speech		
LAH	History		
SCI GE ENV	Science		
STAT	Statistics		
SOC	Sociology		
SYG	Social Science		
GEN	General Education		

Page #	Policy/Section	Effective Date	Description of Revision or Update
44	Course Descriptions	Listed for each course	New and revised course descriptions

LCBC125 – 5/30/2014
Control and Purchasing
Revise the course pre-requisite for as follows:
Prerequisite: LCBC123, GEN122, GEN132, MAC1105, MAT100, MAT122, MAT135, MTH115, MTH123, or MTH135, as applicable to specific campus.

LCBC260 - 2/16/2015
Externship I
5 Credits
Prerequisites: All other required program courses must be completed with a cumulative

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grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Director of Education.
The externship is the final applied component of the Le Cordon Bleu culinary program. The student will have the opportunity to further develop and refine their culinary skills with 150 hours of progressive industry experience alongside school approved foodservice professionals.

LCBC265 – 2/16/2015
Externship II
5 Credits
Prerequisite: All other required program courses must be completed with a cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Director of Education.
This second course is required of all certificate seeking culinary arts students. The student will have the opportunity to further develop and refine their culinary skills during this additional 150 hours of progressive industry experience alongside school approved foodservice professionals.

LCBK260– 2/16/2015
Externship I
5 Credits
Prerequisites: All other required program courses must be completed with a cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Director of Education.
The externship is the final applied component of the Le Cordon Bleu Pâtisserie and Baking program. The student will have the opportunity to further develop and refine their skills with 150 hours of progressive industry experience alongside school approved foodservice professionals.

LCBK265 – 2/16/2015
Externship II
5 Credits
Prerequisites: All other required program courses must be completed with a cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Director of Education.
This second course is required of all Pâtisserie and Baking students. The student will have the opportunity to further develop and refine their skills during this additional 150 hours of progressive industry experience alongside school approved foodservice professionals.

ORI101 – 2/16/2015
Orientation
0 Credits
Students will identify resources and services available through the campus that will support their educational experience. Students will make connections with faculty, staff and other students through participation in community-building and networking activities. Students will complete an assessment that identifies their preferred learning style. Using self-assessment results, students will identify obstacles which could affect their success, as well as strategies to help them succeed as learners.

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LE CORDON BLEU®

LE CORDON BLEU COLLEGE OF CULINARY ARTS

2014 - 2015 CATALOG

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This catalog is current as of the time of publication. From time to time, it may be necessary or desirable for Le Cordon Bleu to make changes to this catalog due to the requirements and standards of the school's accrediting body, state licensing agency or U.S. Department of Education, or due to market conditions, employer needs or other reasons. Le Cordon Bleu College of Culinary Arts reserves the right to make changes at any time to any provision of this catalog, including the amount of tuition and fees, academic programs and courses, school policies and procedures, faculty and administrative staff, the school calendar and other dates, and other provisions.

Le Cordon Bleu College of Culinary Arts also reserves the right to make changes in equipment and instructional materials, to modify curriculum and to combine or cancel classes.

PHOTOGRAPHS

While not all photographs in this publication were taken at Le Cordon Bleu College of Culinary Arts, they do accurately represent the general type and quality of equipment and facilities found at Le Cordon Bleu College of Culinary Arts. All photographs of the physical facilities of any of the institutions are captioned to identify the particular institution depicted.

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LE CORDON BLEU IN NORTH AMERICA

CHEF EDWARD G. LEONARD

MESSAGE FROM THE MASTER CHEF

It is a new decade and a new opportunity to nourish the creative passions of our students. At Le Cordon Bleu, we recognize that our students need more than a well-rounded education in order to pursue success in today's competitive world. They desire the sense of accomplishment that comes through constant practice, refinement, and exposure to new experiences.

Our schools are affiliated with Le Cordon Bleu international schools located across 5 continents, including the original Le Cordon Bleu School in Paris. Le Cordon Bleu is dedicated to preserving and passing on the mastery and appreciation of the culinary arts. Each year, over 20,000 students who attend one of the Le Cordon Bleu family of schools worldwide receive hands-on training and unrivalled experiences in culinary arts, pâtisserie and baking arts, and hospitality and restaurant management. Our philosophy of pursuing excellence is one that remains strong. Whether you plan to move on to restaurants, hotels or other venues in the hospitality and foodservice industry, Le Cordon Bleu will encourage you to strive for your best, so that you can follow your passion towards achieving whatever you set out to do.

Le Cordon Bleu fosters a unique multi-cultural and educational environment, encouraging you to learn and grow in the lessons you undertake in the fundamentals of classical cooking. It is our privilege to be able to give students from all walks of life the opportunity to overcome your toughest challenges and embrace your creative passion, while working alongside our dedicated professional chefs. We're delighted to provide an environment that encourages students with unparalleled facilities and with a focus on your ability to pursue great things upon graduation.

We invite you to share our knowledge and look forward to working with you as you challenge yourself and explore where your passion can take you.

Chef Edward G. Leonard, CMC, WGMC, AAC
Corporate Executive Chef
Le Cordon Bleu

LE CORDON BLEU – AN INTERNATIONAL PASSPORT SINCE 1895

HISTORY OF LE CORDON BLEU

Few institutions of any kind possess the prestigious reputation of Le Cordon Bleu. This internationally renowned culinary arts school is synonymous with expertise, innovation, tradition, and refinement – qualities that are meticulously nurtured by Le Cordon Bleu.

The Rich Heritage of Le Cordon Bleu

The name "Cordon Bleu" (meaning Blue Ribbon) is rich with history and heritage. It has been synonymous with excellence since 1578, when King Henry III created the "L'Ordre des Chevaliers du Saint Esprit" (The Order of the Holy Spirit). It was the most exclusive order in France until 1789. Because the members, royalty included, were awarded with the Cross of the Holy Spirit, which hung from a blue ribbon, they were called "Cordon Bleus". The sumptuous banquets which accompanied their award ceremonies became legendary.

In 1895, Marthe Distel, a French journalist, founded a weekly culinary publication entitled "La Cuisinière Cordon Bleu," which was published over the next seventy years and became the basis and reference for what is now perhaps one of the largest recipe collections in the world. It contributed to the codification of French Cuisine and in essence established some of the guiding principles of Le Cordon Bleu: informative demonstrations, hands-on teaching by experienced instructors, fine ingredients, and foundational techniques.

Following the popularity of the publication, the first Le Cordon Bleu School officially opened its doors as a culinary school in Paris in 1895. The first Cordon Bleu cooking class was held on January 14, 1896, in the Palais Royal. From the beginning, celebrated Chefs of the time came to teach at Le Cordon Bleu in Paris, including the legendary Chef Henri-Paul Pellaprat. The cooking classes were an immediate success. The reputation of the school spread rapidly worldwide. Students in the United States have been able to locally participate in Le Cordon Bleu inspired cooking courses since 1998 and share in this rich heritage.

Today, there are 30 Le Cordon Bleu schools worldwide, spanning 5 continents, including 16 campuses throughout the United States, each with students and alumni from culturally diverse backgrounds. Le Cordon Bleu in North America ushers in a new educational era in culinary arts, pâtisserie and baking, and hospitality & restaurant management that combines classical European techniques with contemporary American technology and training. As a result, students are afforded opportunities to acquire the knowledge and skills necessary in the culinary, pastry and baking, and hospitality world.

As a testament to their accomplishment, graduates will receive a coveted Le Cordon Bleu Diplôme, in addition to the specialized degree, diploma or certificate awarded by Le Cordon Bleu.

ABOUT LE CORDON BLEU

MESSAGE FROM THE PRESIDENTS

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

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

MISSION AND OBJECTIVES

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

Objectives:

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

INTEGRITY STATEMENT

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

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

HISTORY

(ACCSC Accredited Campuses)

Le Cordon Bleu College of Culinary Arts in Las Vegas

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

Le Cordon Bleu College of Culinary Arts in Miami

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

Le Cordon Bleu College of Culinary Arts in San Francisco

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

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

Le Cordon Bleu College of Culinary Arts in Scottsdale
Le Cordon Bleu College of Culinary Arts, formerly known as Scottsdale Culinary Institute, created through the vision of Elizabeth Sherman Leite in 1986, combined her educational background, experience, and zeal for properly prepared cuisine. Le Cordon Bleu College of Culinary Arts rapidly built an international reputation of excellence drawing students from throughout the United States and around the world. In 1998, Le Cordon Bleu College of Culinary Arts proudly joined the Career Education Corporation (CEC) family, building a network of career schools internationally recognized for the quality of education and ability to place graduating students in positions within their chosen fields. In 1999, Le Cordon Bleu arrived in the United States. Its partnership with Le Cordon Bleu College of Culinary Arts combines classical French techniques with modern American technology. This union ushered in a new era of culinary arts in the world.

FACULTY

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

Le Cordon Bleu College of Culinary Arts faculty members are dedicated to academic achievement, professional education, individual attention, and to helping you prepare for your chosen career and reach your potential. In essence, they practice what they teach. A listing of our faculty may be found in the addendum to this catalog.

ACCREDITATION AND AFFILIATIONS

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

Accrediting Council for Independent Colleges and Schools
750 First Street, NE Suite
980 Washington, DC 20002-4241
(202) 336-6780

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

Le Cordon Bleu College of Culinary Arts in Atlanta
Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts

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

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in Las Vegas
Associate of Occupational Science Degree in Le Cordon Bleu Culinary Arts

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

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in Los Angeles
Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts

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

Diploma in Le Cordon Bleu Culinary Arts

Diploma in Le Cordon Bleu Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in Miami
Associate in Science Degree in Le Cordon Bleu Culinary Arts

Associate in Science Degree in Le Cordon Bleu Pâtisserie and Baking

Diploma in Le Cordon Bleu Culinary Arts

Diploma in Le Cordon Bleu Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in Minneapolis/St. Paul
Associate in Applied Science Degree in Le Cordon Bleu Culinary Arts

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

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in Orlando
Associate in Science Degree in Le Cordon Bleu Culinary Arts

Associate in Science Degree in Le Cordon Bleu Pâtisserie and Baking

Diploma in Le Cordon Bleu Culinary Arts

Diploma in Le Cordon Bleu Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in Portland
Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts

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

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Pâtisserie and Baking

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Le Cordon Bleu College of Culinary Arts in Sacramento
Associate of Applied Science Degree in Le Cordon Bleu Culinary Arts

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

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in San Francisco
Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts

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

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in Scottsdale
Bachelor of Arts Degree in Le Cordon Bleu Culinary Management

Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts

Associate of Occupational Studies Degree in Pâtisserie and Baking

Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Operations

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

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in Seattle
Associate of Applied Science Degree in Le Cordon Bleu Culinary Arts

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

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in St. Louis
Associate of Applied Science Degree in Le Cordon Bleu Culinary Arts

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

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Pâtisserie and Baking

ACCSC – MAIN CAMPUSES

Le Cordon Bleu College of Culinary Arts in San Francisco and Scottsdale
Accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC).

Accrediting Commission of Career Schools and Colleges
2101 Wilson Blvd. ,Suite 302
Arlington, VA 2220
(703) 247-4212

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

ACCSC – BRANCH CAMPUSES

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

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

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

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

American Culinary Federation Education Foundation Accrediting Commission
180 Center Place Way
St. Augustine, FL 32095
Phone: (904) 824-4468
www.acfchefs.org

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

Le Cordon Bleu College of Culinary Arts in Atlanta
Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts

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

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in Las Vegas
Associate of Occupational Science Degree in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in Los Angeles
Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts

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

Diploma in Le Cordon Bleu Culinary Arts

Diploma in Le Cordon Bleu Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in Miami
Associate in Science Degree in Le Cordon Bleu Culinary Arts

Diploma in Le Cordon Bleu Culinary Arts

Le Cordon Bleu College of Culinary Arts in Minneapolis/St. Paul
Associate in Applied Science Degree in Le Cordon Bleu Culinary Arts

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

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in Orlando
Associate in Science Degree in Le Cordon Bleu Culinary Arts

Associate in Science Degree in Le Cordon Bleu Pâtisserie and Baking

Diploma in Le Cordon Bleu Culinary Arts

Diploma in Le Cordon Bleu Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in Portland
Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts

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

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in San Francisco
Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Culinary Arts

Le Cordon Bleu College of Culinary Arts in Scottsdale
Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts

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

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in Seattle
Certificate in Le Cordon Bleu Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in St. Louis
Certificate in Le Cordon Bleu Pâtisserie and Baking

STATE AFFILIATIONS

Le Cordon Bleu College of Culinary Arts in Atlanta
Le Cordon Bleu College of Culinary Arts is authorized by:

Nonpublic Postsecondary Education Commission (NPEC)
2082 East Exchange Place, Suite 220
Tucker, GA 30084
(770) 414-3300
to operate in Georgia and is approved by the U.S. Department of Education to participate in Title IV financial aid programs.

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

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

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

P.O. Box 98081
Sacramento, CA 95798-0818
Phone: (888) 370-7589
www.bppe.ca.gov

These institutions do not have a pending petition in bankruptcy, not operating as a debtor in possession, have not filed a petition within the preceding five years, or had a petition in bankruptcy filed against them within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code. As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing the enrollment agreement. Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at:

2535 Capitol Oaks Drive, Suite 400
Sacramento, CA 95833
www.bppe.ca.gov
Phone: (888) 370-7589
Fax (916) 263-1897

LE CORDON BLEU CATALOG

A student or any member of the public may file a complaint about this institution with Bureau for Private Postsecondary Education by calling (888) 370-7589 toll-free or by completing a complaint form, which can be obtained on the bureau's Internet website, www.bppe.ca.gov

Le Cordon Bleu College of Culinary Arts in Miami and Orlando
Le Cordon Bleu College of Culinary Arts in Miami and Le Cordon Bleu College of Culinary Arts in Orlando are licensed by the Commission for Independent Education, Florida Department of Education. Additional information regarding this institution may be obtained by contacting:

Commission for Independent Education
325 West Gaines St., #1414
Tallahassee, FL 32399-0400
Phone: (888) 224-6684

Le Cordon Bleu College of Culinary Arts in Minneapolis/St. Paul
Le Cordon Bleu College of Culinary Arts in Minneapolis/St. Paul is registered as a private institutional with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

Minnesota Office of Higher Education
1450 Energy Park Drive, Suite 350
St. Paul, MN 55108-5227

Le Cordon Bleu College of Culinary Arts in Minneapolis/St. Paul is approved by the Wisconsin Educational Approval Board.

Wisconsin Educational Approval Board
30 West Mifflin Street
P.O. Box 8696
Madison, WI 53708-8986

Approved for the training of veterans and eligible persons under the provisions of Title 38, United States Code by the Minnesota State Veterans Approving Agency.

Le Cordon Bleu College of Culinary Arts in Portland
This school is a business corporation authorized by the State of Oregon to offer and confer the academic degrees described herein, following a determination that the state academic standards will be satisfied under OAR 583-030. Inquiries concerning the standards or school compliance may be directed to the:

Office of Degree Authorization
775 Court Street NE
Salem, OR 97301

This school is licensed under Chapter 28C.10RCW and is authorized to advertise and recruit for the following programs: Le Cordon Bleu Culinary Arts Certificate and Le Cordon Bleu Pâtisserie and Baking Certificate. Inquiries or complaints from State of Washington residents regarding this or any other private vocational school may be made to:

Workforce Training and Education
Coordinating Board
128 Tenth Avenue SW
P.O. Box 43105
Olympia, Washington 98504-3105
wtb.wa.gov
Phone: (360) 753-5662
E-Mail: wtecb@wtb.wa.gov

The Le Cordon Bleu College of Culinary Arts in Portland is authorized by the Washington Student Achievement Council (WSAC) and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes the Le Cordon Bleu College of Culinary Arts in Portland to offer specific degree programs. The Council may be contacted for a list of currently authorized programs. Authorization by the Council does not carry with it an endorsement by the Council of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the intuition may contact the Council at:
P.O. Box 43430
Olympia, WA 98504-3430

Le Cordon Bleu College of Culinary Arts in Scottsdale
Arizona State Board for Private Postsecondary Education
1400 W. Washington, Suite 260
Phoenix, AZ 85007
Phone: (602) 542-5709
azppse.state.us/

Le Cordon Bleu College of Culinary Arts in Seattle
Le Cordon Bleu College of Culinary Arts is licensed under Chapter 28C.10 RCW. Inquiries or complaints regarding this private vocational school may be made to the:

Workforce Training and Education
Coordinating Board
128 Tenth Avenue SW
P.O. Box 43105 Olympia
Washington 98504-3105
wtb.wa.gov
Phone: (360) 753-5662
E-Mail: wtecb@wtb.wa.gov

The Le Cordon Bleu College of Culinary Arts in Seattle is authorized by the Washington Student Achievement Council (WSAC) and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes the Le Cordon Bleu College of Culinary Arts in Seattle to offer specific degree programs. The Council may be contacted for a list of currently authorized programs. Authorization by the Council does not carry with it an endorsement by the Council of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the intuition may contact the Council at:
P.O. Box 43430. Olympia
WA 98504-3430

Le Cordon Bleu College of Culinary Arts in St. Louis
Le Cordon Bleu College of Culinary Arts is approved to operate by the Missouri Department of Higher Education. The college is approved by the U.S. Department of

Education to participate in Title IV financial aid programs. Le Cordon Bleu College of Culinary Arts is affiliated with the Career College Association and the Missouri Association of Private Career Colleges and Schools.

STATEMENT OF OWNERSHIP

The Atlanta, Los Angeles, Minneapolis/St. Paul, Orlando, and Portland campuses are owned by Le Cordon Bleu North America, LLC, which is ultimately wholly owned by Career Education Corporation (CEC).

The Las Vegas, Miami, and Scottsdale campuses are owned by Scottsdale Culinary Institute, Ltd., which is ultimately wholly owned by Career Education Corporation (CEC).

The Sacramento, Seattle and St. Louis campuses are owned by Kitchen Academy, Inc., which is ultimately wholly owned by Career Education Corporation (CEC).

The San Francisco campus is owned by California Culinary Academy, LLC, which is ultimately wholly owned by Career Education Corporation (CEC).

CEC is a Delaware corporation with principal offices located at:

231 North Martingale Road
Schaumburg, IL 60173-2007
Phone: (847) 781-3600

EXECUTIVE OFFICERS/BOARD OF DIRECTORS (ALL CAMPUSES)

The Executive Officers of
Career Education Corporation are:

Scott W. Steffey
President and Chief Executive Officer

Colleen M. O'Sullivan
Senior Vice President, Chief Financial Officer and Treasurer

Members of the CEC Board of Directors are:

David W. Devonshire, Chairman

Louis E. Caldera

Dennis H. Chookaszian

Patrick W. Gross

Greg L. Jackson

Thomas B. Lally

Ron D. McCray

Scott W. Steffey

Leslie T. Thornton

PROGRAM OFFERINGS

DEFINITIONS OF ACADEMIC CALENDAR

- The term "block" refers to a consecutive 12-week grouping of classes commencing with the student's start date.
- The term "module" refers to a consecutive 6-week grouping of classes commencing with the student's start date.
- The term "session" refers to any shorter length course periods within a module.

CERTIFICATE PROGRAM IN

Le Cordon Bleu Culinary Arts

Offered at the Le Cordon Bleu campuses in: Atlanta, Las Vegas, Minneapolis/St. Paul, Portland, Sacramento, San Francisco, Scottsdale, Seattle, St. Louis

The Certificate in Le Cordon Bleu Culinary Arts is designed to prepare students with the skills appropriate for basic positions in professional food preparation. Students begin their program with classes in basic and fundamental concepts of the culinary profession and build to more advanced topics as the program progresses. The program features lecture and laboratory formats. The program concludes with an externship experience that gives students a chance to practice skills taught throughout the course of their studies. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better.

Program outcomes include:

- Demonstrate professional-level cooking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.

The program consists of 55 quarter-credits, 940 contact hours, and 12 months of instruction.

Upon completion of the program, the graduate should have the skills needed to begin their career in the culinary and/or hospitality industries at an entry level. Jobs that are counted as successful placements in the published placement rates for calendar year 2012 include the following, and are listed based on the frequency with which each position is obtained following graduation, with positions obtained most frequently listed first, and those obtained least frequently listed last: Line Cook, Cook, Pantry Cook, Lead Line Cook, Cook II, Prep Cook, Chef, Roundsman, Cook III, Garde Manger, Grill Cook, Baker, Production Cook, Salumiere, Sous Chef, Kitchen Supervisor, Banquet Cook, Jr. Sous Chef, Assistant Manager, and Kitchen Assistant. The various titles of "chef" in the foregoing list generally apply to more advanced roles in a professional kitchen. The jobs mentioned are examples of certain potential jobs, and are not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC132	Culinary Foundations III	7.0
LCBC152	Baking and Pastry	7.0
LCBC212	Cuisine Across Cultures	8.0
LCBC222	Catering and Buffets	7.0
LCBC250	Externship I	6.0
LCBC255	Externship II	6.0
Total Quarter Credits Required for Graduation		**55.0**

CL_Review021534

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 LCBC153**	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**

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

DIPLOMA PROGRAM IN

Le Cordon Bleu Pâtisserie and Baking

Offered at the Le Cordon Bleu campuses in: Los Angeles, Miami, Orlando

Le Cordon Bleu College of Culinary Arts offers an intensive program for those interested in a professional baking career. The program includes hands-on teaching of fundamental baking skills and the theoretical knowledge that forms basic competency in the field. The Diploma in Le Cordon Bleu Pâtisserie and Baking offers a comprehensive course of study in the fundamentals, and exposes students to the different styles of the school's chef-instructors, a wide variety of industry-current equipment, and various facets of the foodservice industries.

Possible outcomes include:

- Demonstrate professional-level pâtisserie and baking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.

The program consists of 55 quarter-credits, 940 contact hours and 12 months of instruction and concludes with an externship. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better.

Upon completion of the program, the graduate should have the skills needed to begin their career in the culinary and/or hospitality industries at an entry level. Examples of some job titles for graduates include Pastry Assistant, Bakery Assistant, Baker, Assistant Pastry Cook, Pastry Cook, Bread Baker, and Cake Decorator. The various titles of "pastry chef" generally apply to more advanced roles in a professional kitchen (for example Pastry Sous Chef, Executive Pastry Chef). Graduates should not expect to become chefs upon graduation but are encouraged to work toward becoming a chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary. There is no cumulative exam required at the end of the program.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBK102	Introduction to Pâtisserie and Baking Techniques	7.0
LCBK112	Baking Principles and Viennoiserie	7.0
LCBK122	International Pâtisserie, Cake Formula, and Assembly	7.0
LCBK212	Advanced Pâtisserie and Chocolate Techniques	8.0
LCBK222	Centerpiece and Cake Decoration Techniques	7.0
LCBK250	Externship I	6.0
LCBK255	Externship II	6.0
Total Credits Required for Graduation		**55.0**

CL_Review021537

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**

CL_Review021538

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**

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ASSOCIATE OF OCCUPATIONAL SCIENCE DEGREE IN

Le Cordon Bleu Culinary Arts

Offered at the Le Cordon Bleu campus in: Las Vegas

The Le Cordon Bleu Culinary Arts program is a 21 month, 1550 contact hour, 107 quarter-credit culinary arts training program leading to an Associate of Occupational 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.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC132	Culinary Foundations III	7.0
LCBC135	Nutrition	3.0
LCBC152	Baking and Pastry	7.0
LCBC212	Cuisine Across Cultures	8.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBC222	Catering and Buffets	7.0
LCBC225	Wine and Beverage	3.0
LCBC232	Contemporary Cuisine	4.0
LCBC240	Restaurant Rotation	8.0
LCBC250	Externship I	6.0
LCBC255	Externship II	6.0
Total Required Core Curriculum Credits		**82.0**

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
COM112	Effective Interpersonal Communication and Presentation Skills	5.0
ENG150	College English	5.0
MAT122	Culinary Math	5.0
POL200	Introduction to American and Nevada Politics	5.0
PSY201	Aspects of Psychology	5.0
Total Required General Education Credits		**25.0**
Total Quarter Credits Required for Graduation		**107.0**

ASSOCIATE OF OCCUPATIONAL SCIENCE DEGREE IN

Le Cordon Bleu Pâtisserie and Baking

Offered at the Le Cordon Bleu campus in: Las Vegas

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

Program outcomes include:

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

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

A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the foodservice industry in any of a multitude of positions. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better.

A student transferring from any Le Cordon Bleu College of Culinary Arts who has earned a grade below 2.0 in any course will need to be retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate of Occupational Science Degree in Le Cordon Bleu Pâtisserie and Baking program. All other required program courses must be completed with a cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Director of Education.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC135	Nutrition	3.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBK102	Introduction to Pâtisserie and Baking	7.0
LCBK112	Baking Principles and Viennoiserie	7.0
LCBK122	International Pâtisserie Cake Formula and Assembly	7.0
LCBK212	Advanced Pâtisserie and Chocolate Techniques	8.0
LCBK222	Centerpiece and Cake Decoration Techniques	7.0
LCBK232	Advanced Showpiece and Confectionary Techniques	7.0
LCBC250	Externship I	6.0
LCBC255	Externship II	6.0
Total Required Core Curriculum Credits		**81.0**

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
COM112	Effective Interpersonal Communication and Presentation Skills	5.0
ENG150	College English	5.0
MAT122	Culinary Math	5.0
POL200	Introduction to American and Nevada Politics	5.0
PSY201	Aspects of Psychology	5.0
Total Required General Education Credits		**25.0**
Total Quarter Credits Required for Graduation		**106.0**

ASSOCIATE OF OCCUPATIONAL STUDIES DEGREE IN

Le Cordon Bleu Culinary Arts

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

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

Program outcomes include:

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

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

A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the foodservice industry in any of a multitude of positions. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better.

A student transferring from any Le Cordon Bleu College of Culinary Arts who has earned a grade below 2.0 in any course will need to be retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts program. There is no cumulative exam required at the end of the program.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC132	Culinary Foundations III	7.0
LCBC135	Nutrition	3.0
LCBC153	Baking and Pastry	7.0
LCBC205	Food In History	5.0
LCBC212	Cuisine Across Cultures	8.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBC222	Catering and Buffets	7.0
LCBC225	Wine and Beverage	3.0
LCBC232	Contemporary Cuisine	4.0
LCBC241	Restaurant Rotation	8.0
LCBC250	Externship I	6.0
LCBC255	Externship II	6.0
Total Required Core Curriculum Credits		**87.0**

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
GEN112	Fundamentals of Speech	5.0
GEN122	Applied Math	5.0
GEN132	English Composition	5.0
GEN142	Introduction to Psychology	5.0
Total Required General Education Credits		**20.0**
Total Quarter Credits Required for Graduation		**107.0**

ASSOCIATE OF OCCUPATIONAL STUDIES DEGREE IN

Le Cordon Bleu Pâtisserie and Baking

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

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

Program outcomes include:

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

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

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

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC135	Nutrition	3.0
LCBC205	Food in History	5.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBK102	Introduction to Pâtisserie and Baking Techniques	7.0
LCBK112	Baking Principles and Viennoiserie	7.0
LCBK122	International Pâtisserie, Cake Formula, and Assembly	7.0
LCBK212	Advanced Pâtisserie & Chocolate Techniques	8.0
LCBK222	Centerpiece and Cake Decoration Techniques	7.0
LCBK232	Advanced Showpiece and Confectionary Techniques	7.0
LCBK250	Externship I	6.0
LCBK255	Externship II	6.0
Total Required Core Curriculum Credits		**86.0**

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
GEN112	Fundamentals of Speech	5.0
GEN122	Applied Math	5.0
GEN132	English Composition	5.0
GEN142	Introduction to Psychology	5.0
Total Required General Education Credits		**20.0**
Total Quarter Credits Required for Graduation		**106.0**

ASSOCIATE IN SCIENCE DEGREE IN

Le Cordon Bleu Culinary Arts

Offered at the Le Cordon Bleu campus in: Miami

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

Program outcomes include:

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

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

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

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC132	Culinary Foundations III	7.0
LCBC135	Nutrition	3.0
LCBC152	Baking and Pastry	7.0
LCBC212	Cuisine Across Cultures	8.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBC222	Catering and Buffets	7.0
LCBC225	Wine and Beverage	3.0
LCBC232	Contemporary Cuisine	4.0
LCBC240	Restaurant Rotation	8.0
LCBC250	Externship I	6.0
LCBC255	Externship II	6.0
Total Required Core Curriculum Credits		**82.0**

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
ENC1101	English Composition	5.0
LAH2020	History of Latin America	5.0
MAC1105	College Mathematics	5.0
SPC2600	Public Speaking	5.0
SYG2600	Cultural Diversity	5.0
Total Required General Education Credits		**25.0**
Total Quarter Credits Required for Graduation		**107.0**

ASSOCIATE IN SCIENCE DEGREE IN

Le Cordon Bleu Pâtisserie and Baking

Offered at the Le Cordon Bleu campus in: Miami

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

Program outcomes include:

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

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

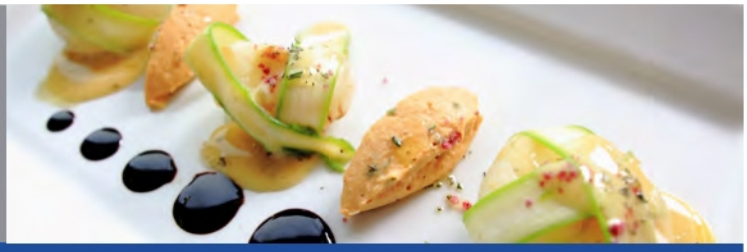
A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program was designed to represent a complete,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

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC135	Nutrition	3.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBK102	Introduction to Pâtisserie and Baking Techniques	7.0
LCBK112	Baking Principles and Viennoiserie	7.0
LCBK122	International Pâtisserie, Cake Formula and Assembly	7.0
LCBK212	Advanced Pâtisserie and Chocolate Techniques	8.0
LCBK222	Centerpiece and Cake Decoration Techniques	.0
LCBK232	Advanced Showpiece and Confectionary Techniques	7.0
LCBK250	Externship I	6.0
LCBK255	Externship II	6.0
Total Required Core Curriculum Credits		**81.0**

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
ENC1101	English Composition	5.0
LAH2020	History of Latin America	5.0
MAC1105	College Mathematics	5.0
SPC2600	Public Speaking	5.0
SYG2600	Cultural Diversity	5.0
Total Required General Education Credits		**25.0**
Total Quarter Credits Required for Graduation		**106.0**



ASSOCIATE IN APPLIED SCIENCE DEGREE IN

Le Cordon Bleu Culinary Arts

Offered at the Le Cordon Bleu campus in: Minneapolis/St. Paul

The Le Cordon Bleu Culinary Arts program is a 21 month, 1564 contact hour, 107 quarter-credit culinary arts training program leading to an Associate in Applied Science degree. The program consists of culinary laboratory, restaurant management and general education courses.

Program outcomes include:

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

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

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

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC132	Culinary Foundations III	7.0
LCBC135	Nutrition	3.0
LCBC152	Baking and Pastry	7.0
LCBC212	Cuisine Across Cultures	8.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBC222	Catering and Buffets	7.0
LCBC231	Contemporary Cuisine	2.0
LCBC242	Restaurant Rotation	8.0
LCBC250	Externship I	6.0
LCBC255	Externship II	6.0
Total Required Core Curriculum Credits		**77.0**

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
MTH135	College Mathematics	5.0
ENG105	English Composition	5.0
COM115	Communication Methods	5.0
PSY105	Psychology	5.0
LIT225	Topics in Literature	5.0
GE280	Environmental Science	5.0
Total Required General Education Credits		**30.0**
Total Quarter Credits Required for Graduation		**107.0**

ASSOCIATE IN APPLIED SCIENCE DEGREE IN

Le Cordon Bleu Pâtisserie and Baking

Offered at the Le Cordon Bleu campus in: Minneapolis/St. Paul

The Le Cordon Bleu Pâtisserie and Baking program is a 21 month, 1570 contact hour, 111 quarter-credit culinary arts training program leading to an Associate in Applied Science degree. The program consists of pâtisserie and baking laboratory, restaurant management and general education courses.

Program outcomes include:

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

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

A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the foodservice industry in any of a multitude of positions.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC135	Nutrition	3.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBK102	Introduction to Pâtisserie and Baking Techniques	7.0
LCBK112	Baking Principles and Viennoiserie	7.0
LCBK122	International Pâtisserie, Cake Formula and Assembly	7.0
LCBK212	Advanced Pâtisserie and Chocolate Techniques	8.0
LCBK222	Centerpiece and Cake Decoration Techniques	7.0
LCBK232	Advanced Showpiece and Confectionary Techniques	7.0
LCBC250	Externship I	6.0
LCBC255	Externship II	6.0
Total Required Core Curriculum Credits		**81.0**

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
MTH135	College Mathematics	5.0
ENG105	English Composition	5.0
COM115	Communication Methods	5.0
PSY105	Psychology	5.0
LIT225	Topics in Literature	5.0
GE280	Environmental Science	5.0
Total Required General Education Credits		**30.0**
Total Quarter Credits Required for Graduation		**111.0**

ASSOCIATE IN SCIENCE DEGREE IN

Le Cordon Bleu Culinary Arts

Offered at the Le Cordon Bleu campus in: Orlando

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

Program outcomes include:

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

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

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

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC132	Culinary Foundations III	7.0
LCBC135	Nutrition	3.0
LCBC152	Baking and Pastry	7.0
LCBC212	Cuisine Across Cultures	8.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBC222	Catering and Buffets	7.0
LCBC225	Wine and Beverage	3.0
LCBC232	Contemporary Cuisine	4.0
LCBC240	Restaurant Rotation	8.0
LCBC250	Externship I	6.0
LCBC255	Externship II	6.0
Total Required Core Curriculum Credits		**82.0**

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
GEN112	College English	5.0
GEN122	Verbal Communications	5.0
GEN132	College Mathematics	5.0
GEN142	Introduction to Psychology	5.0
GEN152	Environmental Science	5.0
Total Required General Education Credits		**25.0**
Total Quarter Credits Required for Graduation		**107.0**

ASSOCIATE IN SCIENCE DEGREE IN

Le Cordon Bleu Pâtisserie and Baking

Offered at the Le Cordon Bleu campus in: Orlando

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

Program outcomes include:

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

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

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

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC135	Nutrition	3.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBK102	Introduction to Pâtisserie and Baking Techniques	7.0
LCBK112	Baking Principles and Viennoiserie	7.0
LCBK122	International Pâtisserie, Cake Formula and Assembly	7.0
LCBK212	Advanced Pâtisserie and Chocolate Techniques	8.0
LCBK222	Centerpiece and Cake Decoration Techniques	7.0
LCBK232	Advanced Showpiece and Confectionary Techniques	7.0
LCBK250	Externship I	6.0
LCBK255	Externship II	6.0
Total Required Core Curriculum Credits		**81.0**

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
GEN112	College English	5.0
GEN122	Verbal Communications	5.0
GEN132	College Mathematics	5.0
GEN142	Introduction to Psychology	5.0
GEN152	Environmental Science	5.0
Total Required General Education Credits		**25.0**
Total Quarter Credits Required for Graduation		**106.0**

ASSOCIATE OF OCCUPATIONAL STUDIES DEGREE IN

Le Cordon Bleu Culinary Arts

Offered at the Le Cordon Bleu campus in: Portland

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

Program outcomes include:

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

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

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

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC132	Culinary Foundations III	7.0
LCBC135	Nutrition	3.0
LCBC152	Baking and Pastry	7.0
LCBC212	Cuisine Across Cultures	8.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBC222	Catering and Buffets	7.0
LCBC225	Wine and Beverage	3.0
LCBC232	Contemporary Cuisine	4.0
LCBC240	Restaurant Rotation	8.0
LCBC250	Externship I	6.0
LCBC255	Externship II	6.0
Total Required Core Curriculum Credits		**82.0**

GENERAL EDUCATION REQUIREMENTS

COURSE CODE	COURSE TITLE	CREDITS
COM166	Interpersonal Communications	5.0
ENG121	English Composition	5.0
ENG221	Writing Practical	5.0
MAT100	College Math	5.0
PSY142	Psychology	5.0
Total Required General Education Credits		**25.0**
Total Quarter Credits Required for Graduation		**107.0**

CL_Review021550

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**

CL_Review021551

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**

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ASSOCIATE OF OCCUPATIONAL STUDIES DEGREE IN

Le Cordon Bleu Pâtisserie and Baking

Offered at the Le Cordon Bleu campus in: San Francisco

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

Program outcomes include:

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

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

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

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC123	Hospitality Math	5.0
LCBC125	Cost Control and Purchasing	3.0
LCBC135	Nutrition	3.0
LCBC205	Food in History	5.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBK102	Introduction to Pâtisserie and Baking Techniques	7.0
LCBK112	Baking Principles and Viennoiserie	7.0
LCBK122	International Pâtisserie, Cake Formula, and Assembly	7.0
LCBK212	Advanced Pâtisserie & Chocolate Techniques	8.0
LCBK222	Centerpiece and Cake Decoration Techniques	7.0
LCBK232	Advanced Showpiece and Confectionary Techniques	7.0
LCBK250	Externship I	6.0
LCBK255	Externship II	6.0
Total Required Core Curriculum Credits		**91.0**

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
GEN113	Fundamentals of Oral Communication	5.0
GEN133	Written Communication	5.0
GEN142	Psychology	5.0
Total Required General Education Credits		**15.0**
Total Quarter Credits Required for Graduation		**106.0**

ASSOCIATE IN APPLIED SCIENCE DEGREE IN

Le Cordon Bleu Culinary Arts

Offered at the Le Cordon Bleu campus in: Sacramento, Seattle, St. Louis

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

Program outcomes include:

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

Upon completion of the program the graduate should have the skills needed to begin their career in the culinary and/or hospitality industries at an entry level. Examples of some job titles include Line Cook, Prep Cook, Sous Chef, Cook, Chef, Cook I, Assistant Cook, Baker/Rounds Cook, Butcher, Café Cook, Cook A, Cook II, Cook IV – Casual Dining, Cook – Main Kitchen, Cooking Teacher, Culinary Coordinator, Day Cook, Head Chef/Kitchen Manager, Head Cook, Kitchen Manager, Line Chef, Poissonnier, Prep Chef, Quality Assurance Coordinator, Roundsman/Chef de Partie. The various titles of "chef" in the foregoing list generally apply to more advanced roles in a professional kitchen. The jobs mentioned are examples of certain potential jobs, and are not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

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

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC132	Culinary Foundations III	7.0
LCBC135	Nutrition	3.0
LCBC152	Baking and Pastry	7.0
LCBC212	Cuisine Across Cultures	8.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBC222	Catering and Buffets	7.0
LCBC225	Wine and Beverage	3.0
LCBC232	Contemporary Cuisine	4.0
LCBC240	Restaurant Rotation	8.0
LCBC250	Externship I	6.0
LCBC255	Externship II	6.0
Total Required Core Curriculum Credits		**82.0**

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
COM115	Communication Methods	5.0
ENG105	English Composition	5.0
LIT215	Topics in Literature	5.0
MTH135	College Mathematics	5.0
PSY105	Psychology	5.0
Total Required General Education Credits		**25.0**
Total Quarter Credits Required for Graduation		**107.0**

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**

CL_Review021555

ASSOCIATE OF OCCUPATIONAL STUDIES DEGREE IN

Le Cordon Bleu Culinary Arts

Offered at the Le Cordon Bleu campus in: Scottsdale

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

Program outcomes include:

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

Upon completion of the program the graduate should have the workforce skills appropriate to enter the hospitality/foodservice industry, potentially starting in an entry-level position (cook, line cook, catering assistant, and banquet cook) and over time leading to a management position. There are employment opportunities in restaurants, resorts, hotels, and institutional establishments. These courses are designed to prepare the graduate for future management positions such as Kitchen Manager, Catering/Events Manager, Banquet Manager, General Manager, and Food & Beverage Manager. Management positions may require a candidate to first spend significant time in food preparation and foodservice positions in the hospitality/foodservice industries; therefore, it is reasonable to expect a non-supervisory position as an entry-level job along the culinary management career pathway. Success is dependent upon the student's efforts, abilities, and application of his or her skills and aptitudes. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

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

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC132	Culinary Foundations III	7.0
LCBC135	Nutrition	3.0
LCBC152	Baking and Pastry	7.0
LCBC212	Cuisine Across Cultures	8.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBC222	Catering and Buffets	7.0
LCBC225	Wine and Beverage	3.0
LCBC232	Contemporary Cuisine	4.0
LCBC240	Restaurant Practical	8.0
LCBC250	Externship I	6.0
LCBC255	Externship II	6.0
Total Required Core Curriculum Credits		**82.0**

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
COM103	English and Communications	5.0
ENG101	Writing Fundamentals	5.0
HUM100	Introduction to Humanities	5.0
MTH123	College Math	5.0
PSY110	Social Psychology	5.0
Total Required General Education Credits		**25.0**
Total Quarter Credits Required for Graduation		**107.0**

ASSOCIATE OF OCCUPATIONAL STUDIES DEGREE IN

Le Cordon Bleu Pâtisserie and Baking

Offered at the Le Cordon Bleu campus in: Scottsdale

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

Program outcomes include:

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

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

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

CORE CURRICULUM REQUIREMENTS

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC135	Nutrition	3.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBK102	Introduction to Pâtisserie and Baking Techniques	7.0
LCBK112	Baking Principles and Viennoiserie	7.0
LCBK122	International Pâtisserie, Cake Formula, and Assembly	7.0
LCBK212	Advanced Pâtisserie and Chocolate Techniques	8.0
LCBK222	Centerpiece and Cake Decoration Techniques	7.0
LCBK232	Advanced Showpiece and Confectionary Techniques	7.0
LCBK250	Externship I	6.0
LCBK255	Externship II	6.0
Total Required Core Curriculum Credits		**81.0**

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
COM103	English and Communications	5.0
ENG101	Writing Fundamentals	5.0
HUM100	Introduction to Humanities	5.0
MTH123	College Math	5.0
PSY110	Social Psychology	5.0
Total Required General Education Credits		**25.0**
Total Quarter Credits Required for Graduation		**106.0**

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CL_Review021558

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
Total Required Core Curriculum Credits		**45.0**

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
AGSC403	Contemporary Issues in Agriculture and Food Production	5.0
ECO323	Economic Theory	5.0
ENG303	Academic Research and Writing	5.0
ENV333	Environmental Science	5.0
HUM313	Food Culture and Ethnic Identity	5.0
POL473	Politics, Law and Society	5.0
PSY313	Organizational Psychology	5.0
SOC413	Beliefs, Attitudes and Ideologies	5.0
STAT303	Statistics	5.0
Total Required General Education Credits		**45.0**
Total Required Associate Degree Transfer Credits		**90.0**
Total Quarter Credits Required for Graduation		**180.0**

ASSOCIATE OF OCCUPATIONAL STUDIES DEGREE IN

Le Cordon Bleu Culinary Operations

The following program is offered through the Scottsdale campus and is not offered in all states.

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.

Mode of Delivery for Distance Education Programs

The College utilizes a proprietary Learning Management System (LMS) known as MyCampus. Virtual classrooms are designed to facilitate learning and may be comprised of learning activities that include one or more of the following:

- **Presentations:** Multimedia presentations introduce new concepts and are accessed by students asynchronously.
- **Discussion Forums:** Topic-based discussions are facilitated asynchronously by the instructor. Discussion forums provide students with the opportunity to respond to the instructor as well as to other students. The instructor may focus the discussion, highlight critical insights made by students, challenge the critical thinking of students, and propose alternative perspectives on a topic.
- **Chat Sessions:** Twice each week, the instructor holds a one-hour live (synchronous) chat session. The instructor uses these chat sessions to deliver a structured presentation. Chat sessions are recorded and archived so that students who are unable to attend the session synchronously may access it at their convenience.
- **Assignments:** Each assignment allows students the opportunity to demonstrate their knowledge and gain feedback from the instructor.
- **Group Project:** Students may have the opportunity to participate in group projects. Evaluation of the group projects will involve an analysis of the products as well as the group process. Students receive course textbooks and software through Words of Wisdom, LLC.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC101	College Success for Online Programs	2.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC120	Culinary Foundations II	6.0
LCBC125	Cost Control and Purchasing	3.0
LCBC130	Culinary Foundations III	6.0
LCBC135	Nutrition	3.0
LCBC150	Baking and Pastry	6.0
LCBC210	Cuisine Across Cultures	6.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBC225	Wine and Beverage	3.0
LCBC250	Externship I	6.0
LCBC299	Capstone Course	3.0
LCBH156	Food History	3.0
LCBH225	Food Service Operations	5.0
LCBH291	Dining Room Management	5.0
LCBH295	Restaurant Management	5.0
Total Required Core Curriculum Credits		**74.0**

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
COM115	Communication Methods	5.0
ENG105	English Composition	5.0
LIT215	Topics in Literature	5.0
MTH115	General Education Mathematics	5.0
PSY105	Psychology	5.0
Total Required General Education Credits		**25.0**
Total Quarter Credits Required for Graduation		**99.0**

ASSOCIATE OF OCCUPATIONAL STUDIES DEGREE IN

Le Cordon Bleu Hospitality and Restaurant Management – Online

The following program is offered through the Scottsdale campus and is not offered in all states.

The Le Cordon Bleu Hospitality and Restaurant Management program is a 980 contact hour, 95 Quarter Credit culinary arts training program and may be completed in 60 or 84 weeks, excluding holidays and breaks. The program consists of academic and general education courses, and concludes with a capstone course.

Mode of Delivery

The college utilizes a proprietary Learning Management System (LMS) known as MyCampus. Virtual classrooms are designed to facilitate learning and may be comprised of learning activities that include one or more of the following:

- **Presentations:** Multimedia presentations introduce new concepts and are accessed by students asynchronously.
- **Discussion Forums:** Topic-based discussions are facilitated asynchronously by the instructor. Discussion forums provide students with the opportunity to respond to the instructor as well as to other students. The instructor may focus the discussion, highlight critical insights made by students, challenge the critical thinking of students, and propose alternative perspectives on a topic.
- **Chat Sessions:** Twice each week, the instructor holds a one-hour live (synchronous) chat session. The instructor uses these chat sessions to deliver a structured presentation. Chat sessions are recorded and archived so that students who are unable to attend the session synchronously may access it at their convenience.
- **Assignments:** Each assignment allows students the opportunity to demonstrate their knowledge and gain feedback from the instructor.
- **Group Project:** Students may have the opportunity to participate in group projects. Evaluation of the group projects will involve an analysis of the products as well as the group process. Students receive course textbooks and software through Words of Wisdom, LLC Schaumburg, Illinois, (866) 397-1726.

Program outcomes include:

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

Upon completion of the program, the graduate should have the skills needed to begin his/her career in the culinary and/or hospitality industries at an entry level. Examples of some job titles for graduates include entry-level supervisory positions, Front Desk Clerk, Concierge, Front Desk Supervisor, Manager Trainee, Assistant Manager, Maître d', Wine Steward, Assistant Catering Manager and Event Coordinator. Graduates are encouraged to work toward upper management positions through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC101	College Success for Online Programs	2.0
LCBC125	Cost Control and Purchasing	3.0
LCBC135	Nutrition	3.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBC225	Wine and Beverage	3.0
LCBH100	Introduction to Hospitality Industry	3.0
LCBH115	Food Safety and Sanitation for Hospitality	3.0
LCBH151	Food Terminology	3.0
LCBH156	Food History	3.0
LCBH211	Information Technology Systems	3.0
LCBH221	Beverage Service Operations	3.0
LCBH225	Food Service Operations	5.0
LCBH231	Introduction to Tourism	3.0
LCBH241	Hotel and Lodging Operations	3.0
LCBH250	Hospitality Business Law	3.0
LCBH261	Club Management	3.0
LCBH270	Hospitality Leadership Systems	3.0
LCBH280	Hospitality Marketing	3.0
LCBH291	Dining Room Management	5.0
LCBH295	Restaurant Management	5.0
LCBH299	Capstone Course	3.0
Total Required Core Curriculum Credits		**70.0**

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
COM115	Communication Methods	5.0
ENG105	English Composition	5.0
LIT215	Topics in Literature	5.0
MTH115	General Education Mathematics	5.0
PSY105	Psychology	5.0
Total Required General Education Credits		**25.0**
Total Quarter Credits Required for Graduation		**95.0**

COURSE DESCRIPTIONS

FOR ALL CERTIFICATE, DIPLOMA, ASSOCIATE, AND ONLINE PROGRAMS

COURSE NUMBERING SYSTEM

Le Cordon Bleu College of Culinary Arts uses a course numbering system that consists of a three- or four-letter prefix followed by three numbers and indicates both the area of study and general freshman or sophomore level of the course. Courses numbered 100-199 are generally taken during a student's first academic year. Courses numbered 200-299 are generally taken during a student's second academic year. Courses numbered 300-399 are generally taken during a student's third academic year. Courses numbered 400-499 are generally taken during a student's fourth academic year. Although the course number indicates the general level of study, courses may be completed out of sequence with a student's current study level, upon approval from the Director of Education. The unit of credit is the semester/quarter-credit hour.

Note: The institution reserves the right to reschedule any course that is selected by fewer than ten students. Due to course scheduling and student demand, not all courses are available or offered every module.

LCBC100 – College Success and Career Portfolio

1 Credit

Prerequisite: None

This College Success class combines insight specific to both student success habits and gaining entry into the foodservice profession. The compilation of documents for inclusion in either print-based or digital portfolios is the capstone project in this Le Cordon Bleu course. Resume, cover letter, and reference page development for employment seeking presentation encompasses student outcomes. Strategies for note taking, reading for comprehension and test taking are explored, interviewing skills, stress management, time management and personal finance management are discussed.

LCBC101 – College Success for Online Programs

2 Credits

Prerequisite: None

This College Success class combines insight specific to both online student success habits and gaining entry into the foodservice profession. The compilation of documents for inclusion in either print-based or digital portfolios is the capstone project in this Le Cordon Bleu course. Resume, cover letter and reference page development for employment seeking presentation encompasses student outcomes. Strategies for note taking, reading for comprehension and test taking are explored, interviewing skills, stress management, time management and personal finance management are discussed.

LCBC105 – Food Safety and Sanitation

3 Credits

Prerequisite: None

This course covers the principles of safe food handling, the types of hazards, and the most common causes of food borne illness. A focus is placed on standards for safe food handling throughout the industry and the principles for managing sanitation in a foodservice operation. The course introduces students to the seven principles of HACCP and familiarizes students with the functions of various governing bodies that service this aspect of the industry. Students discuss how to handle food safely from acquisition to service and are shown areas of opportunity to prevent food borne illness throughout the flow of food. Students will take a CFP/ANSI nationally accredited food safety exam for certification.

LCBC110 – Culinary Foundations I

4 Credits

Prerequisite: None

In this introductory course to the culinary arts, students will have the opportunity to learn basic principles guiding professional introductory cooking techniques. Lecture topics will include the history of the foodservice industry, culinary terminology, standards of professionalism, organization of working kitchens and volume food preparation. Key components of the course include discussion of chef tools, commercial equipment and its intended uses. Basic food science principles, recipe use, menu genres, introduction to the elements of taste and flavor also drive daily lessons. The foundation for Le Cordon Bleu stocks and sauces are introduced in this class. The course also covers introduction to commercial kitchen cleaning and builds understanding for clean facilities as students complete their food safety and sanitation course.

LCBC122 – Culinary Foundations II
7 Credits
Prerequisites: LCBC105 and LCBC110
This hands-on course builds on the techniques and principles presented in Culinary Foundations I. Students will have the opportunity to apply introductory level culinary techniques as a component of a Le Cordon Bleu culinary education. Classical knife cuts and French classical cuisine terminology is built upon in this hands-on course. Proper use of commercial equipment and understanding of measurement, formulas, and recipe adherence culminate a solid foundation for furthering basic competencies. Foundations include stocks, mother sauces, soups, vegetables, grains, and egg cookery, speed and accuracy. As with the entire Le Cordon Bleu curriculum desired sanitation, professionalism, and respect for the craft continue to enhance the student's educational experience.

LCBC123 – Hospitality Math
5 Credits
Prerequisite: None
This course introduces students to the basic math principles used in the hospitality industry. The course will explore math's application to recipe costing, yield testing, food, beverage and labor costing, and weights and measurements. This course is designed to prepare students for LCBC125 – Cost Control and Purchasing.

LCBC125 – Cost Control and Purchasing
3 Credits
Prerequisite: MAT1150
This course provides students with an understanding of cost control and purchasing as it applies to managing a professional foodservice operation. Lectures focus on the design and implementation of cost control measures and effective purchasing procedures. The budget on both a daily basis and a per event basis will be analyzed. Students will be exposed to a base understanding of profit and loss statements and how to track cost as it relates to the flow of food in various styles of industry establishments. Le Cordon Bleu curriculum components will include analysis of the benefits of fabrication versus value added product purchasing and will encompass the student's individual industry goals with simulated business modeling exercises.

LCBC132 – Culinary Foundations III
7 Credits
Prerequisite: LCBC122
This course builds on the techniques and principles demonstrated in previous courses. Students will have the opportunity to develop skills in the identification, butchery, and fabrication used in cooking of a variety of meat and seafood products. Small sauce production, from the classical Le Cordon Bleu techniques taught earlier, is enhanced in this stage of further advanced culinary training. Charcuterie methods including curing, smoking, forcemeats, and sausage production are introduced and practiced. Students will have the opportunity to apply introductory plating techniques utilized in the foodservice industry and may begin to realize their own style as the taught Le Cordon Bleu techniques become more familiar.

LCBC135 – Nutrition
3 Credits
Prerequisite: None
This course is an introductory course in the study of the principles of human nutritional needs. Current dietary guidelines, the function of nutrients, and dietary fads will be discussed. Students will be expected to examine menus and recipes for modifications to optimizing nutritional content and balance the current trends in nutritional study with classical Le Cordon Bleu cuisine techniques. Emphasis will be placed on the relationship between diet, health, disease, and how a food-science foundation can benefit not only immune challenged populations, but the average healthy populations as well.

LCBC152/153 – Baking and Pastry
7 Credits
Prerequisites: LCBC105 and LCBC110
This course covers the fundamentals of baking and pastry arts, which include terminology, technology, equipment, measurement, and recipe costing and analysis. Different classical mixing methods along with standard recipe adherence principles, bakery sanitation, and product storage are discussed. Students have the opportunity to produce a variety of rich, lean and laminated doughs, cakes, icings, cookies, tarts, quick breads, stirred and baked custards, frozen desserts, chocolates, candies and plated desserts. Industry applications are emphasized as described by both classical Le Cordon Bleu cuisine techniques and customer demand in the modern-day bakery.

LCBC205 – Food in History
5 Credits
Prerequisite: None
Food in History provides students with an intellectual framework for understanding world history, the origins of food, and the development of cuisine. This course highlights religious, economic and cultural influences from the ancient period to the present. Emphasis is on the appreciation and understanding of important historical developments.

LCBC212 – Cuisine Across Cultures
8 Credits
Prerequisite: LCBC132
This hands-on lab course traces common global ingredients used in many regional dishes. It combines lecture, demonstration, production, and presentation as a means to explore other cultures through the understanding of global culinary heritages. The attitudes and tastes of the more global and knowledgeable customer sets a greater expectation of balance in a professional culinarian's repertoire. Students examine food in the context of culture, geography, history and the influences cuisines have had on each other.

LCBC215 – Hospitality Supervision and Entrepreneurship
5 Credits
Prerequisite: None
This course provides fundamental principles in business plan development with areas concentrating on hospitality financials, menu mechanics, staff training, and development of employees. The course also addresses current legal issues that employers face, how to schedule full- and part-time employees for staff retention and maximum scheduling efficiency, and the benefits of fixed, and variable cost management throughout the foodservice industry. Students in this course will have an opportunity through research to better understand the demands of managing people in today's diverse workforce.

LCBC222 – Catering and Buffets
7 Credits
Prerequisite: LCBC132
Introducing classical and contemporary garde manger techniques are emphasized in this course. Students prepare and serve food in a variety of settings. This hands-on production course covers three major areas in buffet and catering operations: business, preparation, and execution. The course approaches these operations in the areas of catering, theme parties, weddings, holidays, and special events. Additional topics include menu development and business aspects of a catering operation. Students will have an opportunity to combine kitchen skills with a sense of business and creativity. This course also provides an opportunity for students to find their own style and further their depth of knowledge regarding how to transition what they see in the kitchen and what the customer sees in delivering of the final product.

LCBC225 – Wine and Beverage
3 Credits
Prerequisite: None
This course provides the student with the foundations necessary to understand and appreciate beverage alcohol service, a major profit center for the industry. Exploration into the various types of beverage service is emphasized. Focuses include wine, mixed drinks, coffees and teas, specialty beverages and how a beverage type can identify an establishment. Students are instructed in the art of wine evaluation, food pairing, and the basic understanding of the geography and history of wine. Other key components of the course include discussions on the processes involved in wine and spirit making including distillation, pasteurization, and wood aging. The course shows the importance of responsible alcohol service and the management of the responsibility that stems from operating a foodservice establishment which operates with a liquor license.

LCBC232 – Contemporary Cuisine
4 Credits
Prerequisite: LCBC132
This course will focus on the evolution of cuisine from classical methods to contemporary methods. The student will have the opportunity to broaden his/her sensory development and use critical thinking to formulate his/her own conclusions about flavor profiling. This course will also involve the exploration of culinary trends such as use of local ingredients, food preservation, and alternative diets through recipe design. Honing the technical skills and creative interpretation of plate presentation are among the applications highlighted in this course. Upon completion of this course, the student should be able to create and execute a nutritionally balanced menu that targets a particular customer profile with an emphasis on flavor, balance, and harmony, while honoring the classical techniques even if using a more modern-day delivery presentation.

LCBC240/241/242 – Restaurant Rotation
8 Credits
Prerequisites: LCBC152, LCBC212, and LCBC222 or Director of Education consent
In this final on-campus course, students apply specific skills taught throughout the curriculum in a series of modern food service applications and competency-based assessments. Student groups will design a food service operation and formally present a business plan that includes a concept, layout, menu design with cost breakdown, and a marketing plan. Individually, students will perform restaurant firing exercises in both kitchen and dining room tableside environments with an emphasis on satisfactorily demonstrating learned competencies with a sense of urgency. Students will also practice an American Culinary Federation practical cooking exam that is highly respected in the foodservice industry for professional certification.

LCBC250 – Externship I
6 Credits
Prerequisites: All other required program courses must be completed with a cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Director of Education.
The externship is the final applied component of the Le Cordon Bleu culinary program. The student will have the opportunity to further develop and refine their culinary skills with 180 hours of progressive industry experience alongside school approved foodservice professionals.

LCBC255 – Externship II
6 Credits
Prerequisite: All other required program courses must be completed with a cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Director of Education.
This second course is required of all certificate seeking culinary arts students. The student will have the opportunity to further develop and refine their culinary skills during this additional 180 hours of progressive industry experience alongside school approved foodservice professionals.

LCBC299 – Capstone Course
3 Credits
Prerequisites: All required program courses must be completed prior to taking LCBC299 and CGPA must be equal to or greater than 2.0
This course provides students with the opportunity to integrate and apply learning from their previous courses of study in a comprehensive method.

LCBH100 – Introduction to the Hospitality Industry
3 Credits
Prerequisite: None
This course is designed to serve as an overview and introduction to the hospitality industry. Students are introduced to the history of the hospitality industry including an overview of the size, scope, and impact. Each of the major segments of the hospitality industry is introduced. Current trends in hospitality are explored.

LCBH115 – Food Safety and Sanitation for Hospitality
3 Credits
Prerequisite: None
This course covers the principles of safe food handling, the three types of hazards, and the most common causes of foodborne illness. A focus is placed on standards for safe food handling throughout the industry and the principles for managing sanitation in a foodservice operation. The course introduces students to the seven principles of HACCP and familiarizes students with the functions of various governing bodies that service this aspect of the industry. Students discuss how to handle food safely from acquisition to service and are shown areas of opportunity to prevent foodborne illness throughout the flow of food.

LCBH151 – Food Terminology
3 Credits
Prerequisite: None
Students are introduced to key terminology surrounding food, foodservice equipment, and cooking techniques. Students are expected to identify food product and describe basic cooking styles and techniques properly.

LCBH156 – Food History
3 Credits
Prerequisite: None
This course explores the importance of food and foodservice throughout history, from prehistoric times to the present. The historical influence on modern foodservice is analyzed. Culinary trends are identified and discussed.

LCBH211 – Information Technology Systems
3 Credits
Prerequisite: None
This course provides an overview of PC-based information systems and technology applications used in the hospitality industry to support operations and management decision making. Topics include: hardware and software, data processing systems, input-output devices, storage devices. Students will have the opportunity to learn and use word processing and spread sheet programs.

LCBH221 – Beverage Service Operations
3 Credits
Prerequisite: None
This course introduces the rudiments of adult beverage service, recipes, bar design and functionality. Other topics include: marketing, promotions, legalities, licensing, cost control, and management.

LCBH225 – Food Service Operations
5 Credits
Prerequisite: None
Food Service Operations provides a comprehensive view of the size and scope of the food service industry as well as core operational elements inherent in all food service operations. Different segments of the food service industry are analyzed including: contract food service, dining operations, and hotel food service.

LCBH231 – Introduction to Tourism
3 Credits
Prerequisite: None
This course provides a comprehensive view of the travel and tourism industry, including the history of travel and tourism. Operating segments of the tourism industry are explored, as well as the role of hospitality within the touristic framework.

LCBH241 – Hotel and Lodging Operations
3 Credits
Prerequisite: None
This course presents the fundamental principles of lodging operations. Students are introduced to the history and scope of lodging industry as well as the organizational structure, and classification of different types of properties and the markets served. Course also addresses job positions within the hotel and the interconnected nature of different hotel departments.

LCBH250 – Hospitality Business Law
3 Credits
Prerequisite: None
This intensive course covers all aspects of business law as it relates to the hospitality industry. Topics discussed include: basic contracts, administrative law, government regulations, and legal concerns involving truth in advertising, contracts, and management ethics. Students have the opportunity to develop the knowledge and skills necessary to make informed decisions within professional and legal boundaries. Also, proficiencies in building progressive labor relations as a hospitality manager are offered.

LCBH261 – Club Management
3 Credits
Prerequisite: None
This course examines the history, purpose, and organization of private clubs with a focus on member expectations, service delivery methods, and organizational structure. An overview of club departments and the unique management challenges are explored.

LCBH270 – Hospitality Leadership Systems
3 Credits
Prerequisite: None
This course emphasizes the importance of leadership, decision making, motivation, power, and change within the organization. This unit is aimed at enhancing the students' effectiveness as members or leaders of the hospitality management industry.

LCBH280 – Hospitality Marketing
3 Credits
Prerequisite: None
This course introduces the planning, development, and management of marketing activities. Special topics include financial and marketing considerations unique to events in the hospitality environment.

LCBH291 – Dining Room Management
3 Credits
Prerequisite: None
This course serves to provide students with a complete overview of front-of-the-house operations. Students will receive instruction in all aspects of dining room management including: service theory, concept styles, and levels of service. Furthermore, the equipment and standards that are required and dictated by concept and restaurant ratings are discussed. Hiring, training, and managing to ensure quality service are also included.

LCBH295 – Restaurant Management
5 Credits
Prerequisite: None
The course focuses on the mission, organization, and service execution in a sit-down, full-service dining operation. Planning, scheduling, and forecasting are explained, as well as, basic restaurant layout and design.

LCBH299 – Capstone Course
3 Credits
Prerequisites: All required program courses must be completed prior to taking LCBH299 and CGPA must be equal to or greater than 2.0
This course provides students with the opportunity to integrate and apply learning from their previous courses of study in a comprehensive method.

LCBK102 – Introduction to Pâtisserie and Baking Techniques
7 Credits
Prerequisite: None
The course introduces the fundamental concepts, skills and techniques of basic baking. Special emphasis placed on the study of ingredient functions, product identification, and weights and measures as applied to baking. Students will have the opportunity to apply basic baking techniques in the preparation of cookies, cakes, muffins, tarts basic custards and petit fours. Traditional meringues, butter creams and Génoise sponge will be included.

LCBK112 – Baking Principles and Viennoiserie
7 Credits
Prerequisite: LCBK102
Students will have the opportunity to develop the knowledge, skills and techniques required for the production and presentation of basic yeast products. Emphasis on the application of ingredient functions, product identification and recipe interpretation occurs throughout the module. Students will have the opportunity to apply their acquired understanding of basic baking concepts and techniques to the preparation of breads, enriched dough's and various artisan breads. Focus will also be given to phyllo dough, sweet dough, and Brioche; with emphasis on the method and production of Danish and croissant dough. Consistency of product, timing of production, and recipe development will be included.

LCBK122 – International Pâtisserie, Cake Formula, and Assembly
7 Credits
Prerequisite: LCBK112
Students will explore pâte á 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 platted desserts. The course emphasizes the preparation and assembly of finished desserts, tempering chocolate, sauce preparation, and garnishes.

LCBK222 – Centerpiece and Cake Decoration Techniques
7 Credits
Prerequisite: LCBK212
The course introduces students to the relevant concepts, procedures and techniques necessary to produce elaborate celebration cakes. The student will have the opportunity to develop skills in decorations made with pastillage, chocolate, gum paste, cooked sugar, and marzipan. Students will practice piping and décor appropriate to the production and decoration of wedding cakes.

LCBK232 – Advanced Showpiece and Confectionary Techniques
7 Credits
Prerequisite: LCBK222
Through the demonstration and practical experience, students will have the opportunity to develop their artistic talents in the creation of candies, showpieces, and centerpieces. Students explore a variety of mediums, which include chocolate, pastillage, and cooked sugar.

LCBK250/252 – Externship I
6 Credits
Prerequisites: All other required program courses must be completed with a cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Director of Education.
The externship is the final applied component of the Le Cordon Bleu Pâtisserie and Baking program. The student will have the opportunity to further develop and refine their skills with 180 hours of progressive industry experience alongside school approved foodservice professionals.

LCBK255 – Externship II
6 Credits
Prerequisites: All other required program courses must be completed with a cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Director of Education.
This second course is required of all Pâtisserie and Baking students. The student will have the opportunity to further develop and refine their skills during this additional 180 hours of progressive industry experience alongside school approved foodservice professionals.

LCBM302 – Wine and Beverage Management
3 Credits
Prerequisite: None
This course introduces the history, science and varieties of alcoholic beverages essential for today's hospitality manager. Students will have the opportunity to gain an understanding of wines, beers and spirits; including the selling and marketing aspects of the beverage industry.

LCBM310 – Cost Control Analysis
3 Credits
Prerequisite: None
This course focuses on the management aspects of planning, organizing, leading and controlling a hospitality establishment. Topics explored include purchasing and inventory control, accounting, and profitability.

LCBM320 – Health Cuisine and Nutrition
3 Credits
Prerequisite: None
This course will focus on current nutritional aspects in the food industry. Emphasis will be placed on dietary modifications, menu design and alteration, ingredient selection, and function.

LCBM330 – Food Science
3 Credits
Prerequisite: None
This course uses lecture and demonstrations to present the physical and chemical properties of food. Students will have the opportunity to discuss the relationship of these properties to food preparation techniques as they relate to health and nutrition.

LCBM340 – Business Ethics
3 Credits
Prerequisite: None
This course examines the nature and value of morality in relation to business environments. Students will be exposed to theoretical situations and applied ethical constructs that shape and modify the business decision-making processes.

LCBM360 – Facilities Management
3 Credits
Prerequisite: None
Students will have the opportunity to examine and evaluate the processes involved in the development, management, and maintenance of hospitality facilities and properties.

LCBM370 – Supervision and Management
3 Credits
Prerequisite: None
This course will cover the transition from employee to supervisor. Management techniques will be studied on how to handle difficult employees at the same time as implementing motivational techniques. The student will have an opportunity to gain an understanding of employee training programs, counseling, the concept of discipline, performance appraisals, and the principles of wage and salary administration.

LCBM380 – Gastronomy
3 Credits
Prerequisite: None
This course will explore the study of food through diverse questioning, both historic and contemporary, to understand the relevance within our society and cultures. Topics will include: cultural meanings of food, influences around what we eat and why, changes in meals and mealtimes, drinking habits today versus yesteryear, and the evolution of cuisine, cookbooks and authors. Students will be expected to complete a gastronomy research project as part of the course.

LCBM430 – Event Management
3 Credits
Prerequisite: None
This course will concentrate on established standards, techniques, and practices of event management. The focus will be on social and business functions, and the management of large scale, independent events, such as catering events. Topics will include: research, design, planning, coordination and evaluation of special events management.

LCBM440 – Hospitality Marketing Management
3 Credits
Prerequisite: None
Students address the principles of sales and marketing management as they apply to international hotel and resort business. The course explores the analysis, planning, and control of the sales and marketing function. Emphasis is placed on the procedures and techniques of decision making relative to marketing challenges.

LCBM460 – Financial Management
3 Credits
Prerequisite: None
The course integrates the areas of financial accounting, managerial accounting, and finance and applies the interpretive and analytical skills of each to hospitality industry situations. Course topics will expose students to the analysis and interpretation of financial statements and operating reports, the budgeting and forecasting process, the application of C-V-P and other decision models to hospitality operations, operating agreements, capital investment analysis, financial feasibility, and valuation.

LCBM470 – Hospitality Strategic Management and Research
3 Credits
Prerequisite: None
This course will concentrate on the manager's role in developing balanced and strategic decisions. Practical aspects will be considered through case study analysis and research. Topics will include: acquisition, development, and management of financial resources (such as people, knowledge, and capital), while maintaining successful relationships with external stakeholders.

LCBM480 – Customer Service
3 Credits
Prerequisite: None
This course will provide the student the opportunity to learn how to provide effective customer service and handling customer challenges; while maintaining a professional image. Actual hospitality cases will be studied and customer service solutions will be developed through individual assignments and group discussions.

LCBM490 – Small Business Development
3 Credits
Prerequisite: None
This course will concentrate on techniques and practices of successful small business managers. Topics will include: development and effective management of a small business, essential start-up lessons, writing a business plan, obtaining finance, and understanding legal business forms.

LCBM499 – Capstone Course
3 Credits
Prerequisites: All required program courses must be completed prior to taking the LCBM499 and CGPA must be equal to or greater than 2.0
This course provides students with the opportunity to integrate and apply what was taught from their previous courses of study in a comprehensive method.

GENERAL EDUCATION COURSE DESCRIPTIONS

AGSC403 – Contemporary Issues in Agriculture and Food Production
5 Credits
Prerequisites: ECO323 and ENV333
This course identifies a broad scope of sustainable agriculture issues and includes addressing personal connections with food, the environmental "footprint" of food production, price versus cost, trends in agriculture, and historic factors affecting today's food systems. Potential solutions and action steps are examined throughout the course.

COM103 – English and Communications
5 Credits
Prerequisite: None
This is an introductory course, which focuses on communication skills essential to career and personal growth. Emphasis is placed upon awareness of an adaptation to the audience, ethical responsibility and cultural diversity. Students are expected to progress in gradual stages, gaining an understanding of the communication process along with confidence and experience in numerous speaking, listening and small group interactions.

COM112 – Effective Interpersonal Communication and Presentation Skills
5 Credits
Prerequisite: None
This course presents principles and theories of effective speech communication. Students will have the opportunity to practice communication and presentation techniques; investigate elements of effective communication, practice writing and organizational skills; and adapt methods of delivery for diverse audiences and context. The course also explores nonverbal communication, conflict resolution, and group dynamics.

COM115 – Communication Methods
5 Credits
Prerequisite: None
The course will emphasize the skills and techniques of effective communication and the application of those skills in a variety of contexts. Topics include the processes and barriers of human communication, the effects of self-perception, culture, gender, verbal and nonverbal messages on the process, and the impact of the communication process on teamwork and conflict. The course will provide students the opportunity to progress in gradual stages, gaining an understanding of the communication process along with confidence and experience in public speaking, listening and group interactions.

COM166 – Interpersonal Communications
5 Credits
Prerequisite: None
Students study the skills and techniques of effective communication and the application of those skills to their personal and professional lives. Topics include the processes and barriers for human communication, the role of self-perception, the effects of culture and gender on communication, verbal and nonverbal messages, group communication, public speaking and managing interpersonal conflict.

CST1050 – Speech
5 Credits
Prerequisite: None
Students study the skills and techniques of effective communication and the application of those skills to our daily lives. Topics include an awareness and appreciation of the complexities of the communication process, understanding inter- and intra-personal communication, identifying barriers to communication, and resolving conflict in communication.

ECO323 – Economic Theory
5 Credits
Prerequisite: None
Students will have the opportunity to learn the economic theories of supply and demand, the principles of scarcity, the allocation of resources and the organization of economic systems. Students explore forces shaping the economy such as market structures, financial institutions, government policies, unemployment, the national debt and the global market place.

ENC1101 – English Composition
5 Credits
Prerequisite: None
In this course students have the opportunity to learn to understand and utilize the writing process. The course encourages the students to see English as a highly practical course, giving them skills they need in future classes, and in any field or occupation they pursue. The students can use reading and writing to demonstrate critical thought, effective communication, and creative appreciation.

ENG101 – Writing Fundamentals
5 Credits
Prerequisite: None
This course will focus upon the writing process, including planning, developing, and revising. It is intended to improve the writing skills necessary to succeed in college and in future careers.

ENG105 – English Composition
5 Credits
Prerequisite: None
This course will focus upon the writing process, including planning, development, and revision. Informative, narrative, and persuasive writing styles will be introduced. Additionally, composition principles including tone, grammar, punctuation utilization of effective research methods, source validity, and accurate methods of citation will be incorporated into the course.

ENG121 – English Composition
5 Credits
Prerequisite: None
This course provides an introduction to clear and effective writing with an emphasis on correct grammar, punctuation, spelling and word choice. Sentence structure, recognition and correction of common sentence errors and the effective use of reference tools are covered. Students will have the opportunity to practice composition skills through exercises and assignments that represent real-world tasks.

ENG132 – English Composition
5 Credits
Prerequisite: None
In this course, students are expected to study and apply composition principles to a variety of writing modes, focusing on the writing process, intended audience, consistent point of view, correct grammar, concise language, appropriate style, and effective organizational strategies.

ENG150 – College English
5 Credits
Prerequisite: None
This course emphasizes the ability to write clearly and effectively by applying composition principles to a variety of writing modes. Focus is on the writing process, intended audience, consistent point of view, correct grammar usage, concise language, appropriate style and effective organizational strategies.

ENG221 – Writing Practical
5 Credits
Prerequisite: None
This course focuses on the factors that make writing readable. Students will practice identifying the characteristics of "good" writing, and contrast clear, vivid written language with writing which is ineffective. Through lecture, class discussion, and writing assignments, students can learn to write well-crafted paragraphs, business correspondence, reports, policies and procedures. Emphasis is placed on appropriate structure, referencing and documentation.

ENG303 – Academic Writing and Research
5 Credits
Prerequisite: None
This course covers such topics as incorporating critical reading strategies, the elements of good writing, effective sentence skills, paragraph, and essay structure. The course incorporates the use of literary analysis and research in the development of various writing styles. It addresses how research best fits within student writing by explaining how to analyze and synthesize findings in the student's own words.

ENV333 – Environmental Science
5 Credits
Prerequisite: None
This course evaluates the effects of humans on the earth's ecosystem. Topics discussed may include ecology, human populations, pollution, energy consumption, the allocation of natural resources, and alternative forms of energy.

GE280 – Environmental Science
5 Credits
Prerequisite: None
This course provides students with an overview of the earth's physical environments. Topics include the structure of the planet, population growth, energy resources, groundwater contamination, the greenhouse effect, toxic waste disposal, and land use management.

GEN112 – College English
5 Credits
Prerequisite: None
This course emphasizes the ability to write clearly and effectively by applying composition principles to a variety of writing modes. The focus is on the writing process, intended audience, consistent point of view, correct grammar usage, concise language, appropriate style and effective organizational strategies.

GEN112 – Fundamentals of Speech
5 Credits
Prerequisite: None
The course covers the principles and practices basic to all areas of oral communication.

GEN113 – Fundamentals of Oral Communication
5 Credits
Prerequisite: None
This course is an introduction on the basic principles, methods and theories of oral communications. The student will practice speaking and listening skills that can help promote professional career opportunities and workplace relationships.

GEN122 – Verbal Communications
5 Credits
Prerequisite: None
This course presents principles and theories of effective speech communication. Students will have the opportunity to practice communication and presentation techniques; investigate elements of effective research, writing and organization; and adapt methods of delivery for diverse audiences and contexts.

GEN122 – Applied Math
5 Credits
Prerequisite: None
Applied Math is designed to provide students with a clear understanding of the essentials of mathematics, whole numbers, fractions, decimals, ratio and proportion, percent's, applications for business and consumers, statistics, and probability, U.S., customary and metric systems of measurement and rational numbers. The course also provides students with an introduction to yield percent, costing, recipe costing, and recipe size conversion.

GEN132 – English Composition
5 Credits
Prerequisite: None
This class examines the use of language. Students are exposed to public speaking, writing, and reading for comprehension, discussion and critical evaluation. English Composition is designed to prepare students to express themselves with professionalism and confidence.

GEN132 – College Mathematics
5 Credits
Prerequisite: None
Students will have the opportunity to investigate historical and contemporary topics in mathematics as an introduction to the thinking processes developed in the field. The topics will introduce the student to both the logical and precise nature of mathematics as well as its creative and imaginative side. The focus of the course is on mathematical reasoning and the solving of real-life problems. Topics included will be chosen from, but not limited to, the following: collection, representation and presentation of data and graphs, ratios and proportions, linear behavior, production.

GEN133 – Written Communication
5 Credits
Prerequisite: None
This course emphasizes clear and effective writing, concentrating on basic grammar, spelling, sentence structure, and punctuation. Students will be exposed to the effective use of reference tools and generally acceptable methods of referencing sources. Students will have the opportunity to practice these skills through written exercises and assignments.

GEN142 – Introduction to Psychology
5 Credits
Prerequisite: None
This course provides a general overview of the science of psychology and human behavior. Students will explore the fundamentals of critical thinking, the human mind, effects of environment and mental health. Specific topics covered include theories of personality, life-span development, sensation and perception, thinking and intelligence, memory and learning, emotion, stress and health.

GEN142 - Psychology
5 Credits
Prerequisite: None
This course provides an overview of the scientific study of human behavior. Topics include history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics. Upon completion, students should be able to demonstrate a basic knowledge of the science of psychology.

GEN152 – Environmental Science
5 Credits
Prerequisite: None
This course evaluates the effects of humans on the Earth's ecosystem. Topics discussed may include ecology, human populations, pollution, energy consumption, allocation of natural resources, alternative forms of energy, legislation and citizen action.

HUM1101 – Culinary History
5 Credits
Prerequisite: None
This course is a foundation course in Culinary History. In this course, students are provided an overview of the cultural aspects of food, the societal influences and origins of culinary traditions, dietary patterns, and influence of food in ethnic groups and societies. They will also trace the emergence of the role of the Chef through history.

HUM100 – Introduction to Humanities
5 Credits
Prerequisite: None
This course is designed to provide students with a comprehensive overview of the humanities. The emphasis of this class will be the examination of the major dimensions of art, literature, music and theater from the classical period to modern times as well as taking a critical and analytical look at enduring philosophical and religious themes from Eastern and Western perspectives.

HUM313 – Food Culture and Ethnic Identity
5 Credits
Prerequisite: None
This course is designed to provide students the opportunity to enhance their understanding of food and culture. Throughout history, humans have structured their lives around the search for food. Food is a powerful dimension in our consciousness as human beings and is one of the most distinctive expressions of an ethnic group or culture.

LAH2020 – History of Latin America
5 Credits
Prerequisite: None
This course looks at Latin American History from the pre-conquest to the 21st century. This will include the colonial, economic, and political impact upon its people and its development.

LIT215 – Topics in Literature
5 Credits
Prerequisite: None
This course will examine modern short stories, poems, plays, and film adaptations selected to reflect recurring universal themes. Readings will highlight key literary terms and conventions. The course will provide the opportunity for students to read, write, and discuss the impact of literature on their lives.

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LIT225 – Topics in Literature
5 Credits
Prerequisite: None
Students will read and respond to works of literature by significant twentieth-century American writers, gain an appreciation of literature as an art form, and learn to evaluate literary works. In addition, students will apply techniques of literary criticism to popular art forms, such as film and song lyrics.

MAC1105 – College Math
5 Credits
Prerequisite: None
In this course, students will have the opportunity to develop the ability to solve a variety of problems through the use of mathematical structures including algebra, geometry, and statistical analysis.

MAT100 – College Math
5 Credits
Prerequisite: None
This course teaches and reinforces basic mathematic skills and concepts utilized in everyday life. Topics include calculation of percentages, ratios and proportions and an introduction to algebra. Practical examples and problem-solving exercises are utilized to reinforce information discussed

MAT122 – Culinary Math
5 Credits
Prerequisite: None
This course introduces the culinary professional to the basics of math and how it is applied to real-world situations in the kitchen. Even with today's reliance on technology, it is important for culinary professionals to understand the underlying mathematics. This course helps students in the culinary arts obtain the math knowledge they need to succeed in areas such as conversions, measuring, and basic costing.

MAT1150 – College Math
5 Credits
Prerequisite: None
This course is designed to teach mathematical concepts that are a basic necessity for dealing with contemporary problems and issues. The course provides students with the opportunity to learn basic mathematical systems, work with edible portion quantities and as purchased quantities, edible portion costs vs. as purchased costs, yield percentages, and determining selling prices as they relate to the culinary industry.

MTH115 – General Education Mathematics
5 Credits
Prerequisite: None
This course will investigate historical and contemporary topics in mathematics as an introduction to the thinking processes developed in the field. The topics will introduce the student to both the logical and precise nature of mathematics, as well as its creative, investigative and imaginative side. The focus of the course is on mathematical reasoning and solving of real-life problems. Topics included will be chosen from, but not limited to, the following: linear programming, finance, and statistics.

MTH123 – College Math
5 Credits
Prerequisite: None
This course is designed to teach mathematical concepts that are a basic necessity for dealing with contemporary problems and issues. The course provides students with the opportunity to learn mathematical systems, work with sets of numbers, and solve problems through logic.

MTH135 – College Mathematics
5 Credits
Prerequisite: None
An exploration of the fundamental concepts and applications of algebra. Topics include linear and quadratic equations, inequalities, modeling; the Cartesian plane and graphing; functions and their graphs, polynomial functions, and systems of equations and inequalities.

POL200 – Introduction to American and Nevada Politics
5 Credits
Prerequisite: None
This course provides a survey of the U.S., state, and local governments with attention to the unique aspects of Nevada government and politics. Students can learn about the origin, history, provisions, and principles of the Constitution of the U.S. and the constitution of the State of Nevada. This course satisfies the U.S. and Nevada Constitution requirement for the State of Nevada.

POL473 – Politics, Law, and Society
5 Credits
Prerequisite: None
This course examines the interrelatedness of politics, law and society, with a focus on public opinion, legislation and regulations, and the influence of mass media on decision-making processes.

PSY105 – Psychology
5 Credits
Prerequisite: None
This course provides a general overview of the science of psychology and human behavior. Topics covered include the fundamentals of critical thinking, the human mind, effects of environment, and mental health.

PSY110 – Social Psychology
5 Credits
Prerequisite: None
This course examines the social factors that influence individual and group behavior; with a focus on attitude formation and development, social cognition and perception, interpersonal relations, social influences, and conformity.

PSY142 – Psychology
5 Credits
Prerequisite: None
This course provides an overview of the scientific study of human behavior. Topics include history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics. Upon completion, students should be able to demonstrate a basic knowledge of the science of psychology.

PSY201 – Aspects of Psychology
5 Credits
Prerequisite: None
This course is an introduction to the field of psychology, its basic concepts, theories, and contributions to the understanding of human behavior including motivation, team work, conflict resolution, stress management, and personality types.

PSY2101 – Introduction to Psychology
5 Credits
Prerequisite: None
This class is a foundational course designed to give the student a basic understanding of the psychology of human behavior. The student will be given exposure to the concepts, terminology, principles, and theories that comprise an introductory course in psychology. Topics covered are to synthesize the broad range of knowledge about psychology, to emphasize research methodology, to encourage critical thinking, and to convey a multicultural approach that respects human diversity and individual differences.

PSY313 – Organizational Psychology
5 Credits
Prerequisite: None
This course examines psychological issues associated with organizational structures and processes. Topics include human relations and interaction, communication, motivation, ethical and moral behavior, hierarchies, leadership, and role definition within organizations.

SCI1200 – Food Science and Safety
3 Credits
Prerequisite: None
This course covers the principles of safe food handling, the three types of hazards, and the most common causes of foodborne illness. A focus is placed on standards for safe food handling throughout the industry and the principles for managing sanitation in a foodservice operation. The course introduces students to the seven principles of HACCP and familiarizes students with the functions of various governing bodies that service this aspect of the industry. Students discuss how to handle food safely from acquisition to service and are shown areas of opportunity to prevent foodborne illness throughout the flow of food. Students will take a CFP/ANSI nationally accredited food safety exam for certification.

SCI1230 – Nutrition
3 Credits
Prerequisite: None
This course is an introductory course in the study of the principles of human nutritional needs. Current dietary guidelines, the function of nutrients, and dietary fads will be discussed. Students will examine menus and recipes for modifications to optimizing nutritional content and balance the current trends in nutritional study with classical Le Cordon Bleu cuisine techniques. Emphasis will be placed on the relationship between diet, health, disease and how a food science foundation can benefit not only immune challenged populations, but average healthy populations as well.

SOC413 – Beliefs, Attitudes, and Ideologies
5 Credits
Prerequisite: None
This course examines the formation, adaptation, maintenance, and function of attitudes and beliefs. The course explores a variety of decision-making processes, assumptions, opinions, judgments, and ideologies are analyzed to determine their relation to individual and group behavior and identity.

SPC2600 – Public Speaking
5 Credits
Prerequisite: None
This course presents principles and theories of effective speech communication. Students will practice communication and presentation techniques; investigate elements of effective research, writing, and organization; and adapt methods of delivery and debate for diverse audiences and contexts.

STAT303 – Statistics
5 Credits
Prerequisite: None
This course examines the role of statistics in many aspects of everyday life. The course explores a variety of real examples and uses case studies to build a better understanding of statistical analysis.

SYG2600 – Cultural Diversity
5 Credits
Prerequisite: None
This course involves the study of society, social behavior, human interaction, and cultural patterns. Topics include the analysis of social conflict, the structure and function of institutions, the dynamics of individual and group interactions, and social stratification and diversity.

ADMISSIONS INFORMATION

ADMISSIONS POLICY

Students should apply for admission as soon as possible in order to be accepted for a specific program and start date.

All applicants are required to complete a personal interview with an admissions representative, either in person or by telephone, depending upon the distance from the school. Parents and/or significant others are encouraged to attend. This gives applicants and their families an opportunity to see and learn about the school's equipment and facilities and to ask questions relating to the school's curriculum and career objectives. Personal interviews also enable school administrators to determine whether an applicant is a strong candidate for enrollment into the program.

For the Le Cordon Bleu campuses in:

Atlanta, Las Vegas, Miami, Orlando, Portland, Scottsdale, Seattle, St. Louis
In addition, each applicant must:

- Complete an Application form.
- Execute all enrollment documents including the Application form and Enrollment Agreement (if applicant is less than 18 years of age, applicable enrollment documents must also be signed by a parent or guardian).
- Possess a standard high school diploma or recognized equivalent, or completion of a home education program pursuant to the requirements of the state of residence.
- Sign a request for high school or GED transcript (and official college transcripts, where applicable).
- Complete the Wonderlic Exam.
- Pay any applicable application fee (non-refundable unless applicant is denied admission or cancels application within three (3) business days of the school's receipt of the application and fee)
  The school reserves the right to reject applicants if the items listed above are not successfully completed.

For the Le Cordon Bleu campuses in: Los Angeles, Sacramento, San Francisco
In addition, each applicant must:

- Complete an Application form.
- Execute all enrollment documents including the Application form and Enrollment Agreement (if applicant is less than 18 years of age, applicable enrollment documents must also be signed by a parent or guardian).
- Possess a standard high school diploma or recognized equivalent, or completion of a home education program pursuant to the requirements of the state of residence.
- Sign a request for high school or GED transcript (and official college transcripts, where applicable).
- Complete the Wonderlic Exam.
- Pay any applicable application fee (non-refundable unless applicant is denied admission or cancels application as per the State of California cancellation policy)
  The school reserves the right to reject applicants if the items listed above are not successfully completed.

For the Le Cordon Bleu campus in: Minneapolis/St. Paul
In addition, each applicant must:

- Complete an Application form.
- Execute all enrollment documents including the Application form and Enrollment Agreement (if applicant is less than 18 years of age, applicable enrollment documents must also be signed by a parent or guardian).
- Possess a standard high school diploma or recognized equivalent, or completion of a home education program pursuant to the requirements of the state of residence.
- Sign a request for high school or GED transcript (and official college transcripts, where applicable).
- Complete the Wonderlic Exam.
- Pay any applicable application fee (non-refundable unless applicant is denied admission or cancels application within three [3] business days of the school's receipt of the application and fee)
- Copy of his/her immunization record.

For online programs offered through the Le Cordon Bleu campus in: Scottsdale
Bachelor's Completion Program Requirements

- Complete an Application for Admissions form.
- Execute all enrollment documents including the Application form and Enrollment Agreement (if applicant is less than 18 years of age, the enrollment agreement must also be signed by a parent or guardian).
- A copy of official transcripts before matriculation that must show the student has earned an Associate or higher-level degree from an accredited postsecondary educational institution, recognized by the U.S. Department of Education (or the foreign equivalent), and that the degree granted is in a culinary related field of study. A student must have taken 10 Quarter Credits of academic general education at an accredited postsecondary educational institution, recognized by the U.S. Department of Education that includes courses in written and oral communications or proficiency exam.
- Financial aid forms (if applicant wishes to apply for financial aid).
- Pay any applicable application fee (non-refundable unless applicant is denied admission or cancels application within three (3) days of the school's receipt of the application and fee).

An initial Application for Admission into our completion program must be accompanied by copies of all postsecondary academic transcripts for evaluation prior to receiving final acceptance into the program. Official transcripts must be requested to be sent to Le Cordon Bleu College of Culinary Arts at the time of application and received prior to matriculation into the program. The following culinary related Associate degree programs are deemed appropriate for acceptance into the Bachelor's Completion Program:

- Culinary Arts
- Pâtisserie and Baking
- Restaurant Management
- Culinary Arts and Restaurant Ownership
- Culinary Arts – Culinary Skills and other related culinary arts specific programs as deemed appropriate by the institution.

Le Cordon Bleu Culinary Operations Associate Program Requirements
The associate degree programs are limited to graduates of a Le Cordon Bleu Certificate in Culinary Arts who have earned a GPA of 2.0 or higher per course. Applicants to associate degree programs, who believe they have earned an equivalent degree, must submit official transcripts to the school's Associate Registrar and will be reviewed by the Director of Education for evaluation and eligibility decision. A student who has earned a grade below 2.0 in a pre-requisite course will need to be enrolled and complete an equivalent course earning a course grade of 2.0 or higher prior to enrollment into an associate degree program.

APPLICATION FEE WAIVER POLICY

Application fees are waived under the following circumstances:

- For prospective students who have previously paid an application fee at a Career Education owned school and that fee was not refunded;
- For a prior graduate from any Career Education Corporation owned school;
- For a prospective student who is active duty military, a veteran, a reservist or a spouse or dependent of any of the former;
- For all CEC employees, spouses and dependents enrolling as a Le Cordon Bleu North America student;
- For a prospective student who is eligible for Native American tribal education benefits;
- For a prospective student who will be attending with state TA funding assistance. (For Le Cordon Bleu St. Louis only)
- For prospective students qualified to receive the Corporate Alliance Grant.
- For a prospective student who is a high school student on free or reduced lunch (For Le Cordon Bleu Minneapolis/ St. Paul only)

PROOF OF HIGH SCHOOL GRADUATION FOR LE CORDON BLEU CAMPUSES IN: LAS VEGAS, LOS ANGELES, MIAMI, SACRAMENTO, SAN FRANCISCO AND SCOTTSDALE

Acceptable documentation of high school graduation (called Proof of Graduation) must be received by the institution prior to the first day of the student's first scheduled class(es). It is the student's responsibility to provide acceptable documentation of high school graduation or its equivalency. Students may be asked to provide additional documentation to support the validity of their Proof of Graduation. Any student who does not provide documentation of high school graduation or its equivalent will have his or her enrollment cancelled. Once a student's enrollment is cancelled, he or she will not receive credit for any academic work submitted or grades earned prior to the cancellation. No Federal Financial Aid funds will be disbursed to a student's account until a valid proof of high school graduation or its equivalent is received, reviewed and confirmed.

PROOF OF HIGH SCHOOL GRADUATION FOR LE CORDON BLEU CAMPUSES IN: ATLANTA, MINNEAPOLIS/ST. PAUL, ORLANDO, PORTLAND, SEATTLE AND ST. LOUIS

Acceptable documentation of high school graduation (known as Proof of Graduation) must be received by the institution within 14 calendar days of his or her first day of scheduled class(es). It is the student's responsibility to provide valid documentation of high school graduation or its equivalency, such as by providing a high school transcript, a college transcript (for students who have already completed an associate degree) or military documents that specify the student's high school name, location and date of graduation. Students who do not possess valid evidence of high school graduation, or its equivalence, may complete a High School Transcript Request form, which can be obtained from the Admissions Department and must be returned to the Admissions Department. Students may be asked to provide additional documentation to validate their Proof of Graduation. Any student who does not provide valid documentation of high school graduation, or its equivalent, will have his or her enrollment cancelled. Once a student's enrollment is cancelled, he or she will not receive credit for any academic work submitted or grades earned prior to the cancellation. No Federal Financial Aid funds will be disbursed to a student's account until a valid proof of high school graduation or its equivalent is received, reviewed and confirmed.

WONDERLIC EXAM

Applicants applying to Le Cordon Bleu College of Culinary Arts must take the Wonderlic® Scholastic Level Exam (SLE). Students applying from outside the campus' region who are not available for immediate onsite testing may be required to take the Wonderlic® Scholastic Level Exam Quick test (SLE-Q).

Those applying to a certificate/diploma program, who have earned an associate degree or higher from an accredited institution recognized by the U.S. Department of Education, and have provided official copies

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

ARTICULATION AGREEMENTS

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

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

Le Cordon Bleu College of Culinary Arts in Sacramento

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

All Other Campuses

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

CRIMINAL CONVICTION POLICY

In an effort to maintain a safe educational and working environment for students and staff, Le Cordon Bleu College of Culinary Arts does not accept applicants who are known to have certain types of criminal convictions in their backgrounds. Admitted students who are discovered to have misrepresented their criminal conviction history to Le Cordon Bleu College of Culinary Arts are subject to immediate dismissal. Similarly, students who commit certain types of crimes while enrolled are subject to immediate dismissal. As such, students convicted of any criminal offense while enrolled must report that conviction to the school within ten (10) days of receiving the conviction. Students who fail to report a criminal conviction while enrolled are subject to immediate dismissal. Le Cordon Bleu College of Culinary Arts reserves the right to conduct criminal background checks on applicants and students in circumstances deemed appropriate.

ENGLISH PROFICIENCY

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

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

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

ADMISSIONS PROCEDURES FOR INTERNATIONAL STUDENTS

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

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

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

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

NON-DISCRIMINATION

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

RE-ENTERING STUDENTS

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

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

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

POLICY ON FORGED/ALTERED ACADEMIC DOCUMENTS FROM FOREIGN INSTITUTIONS

Foreign and Domestic Documents

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

Forged Documents

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

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FINANCIAL INFORMATION

FINANCIAL ASSISTANCE

Financial Aid is available for those who qualify. Le Cordon Bleu College of Culinary Arts participates in a variety of financial aid programs for the benefit of students. Students must meet the eligibility requirements of these programs in order to participate. Le Cordon Bleu College of Culinary Arts administers financial aid programs in accordance with prevailing federal and state laws and its own institutional policies. Students are responsible for providing all requested documentation in a timely manner. Failure to do so could jeopardize the student's financial aid eligibility. In order to remain eligible for financial aid, students must maintain satisfactory academic progress as defined in this catalog.

It is recommended that students apply for financial aid as early as possible in order to allow sufficient time for application processing. Financial aid must be approved, and all necessary documentation completed, before the aid can be applied toward tuition and fees. Financial aid is awarded on an award year basis; therefore, depending on the length of the program it may be necessary to re-apply for aid for each award year. Students may have to apply for financial aid more than once during the calendar year, depending on their date of enrollment. Students who need additional information and guidance should contact the Financial Aid Office.

HOW TO APPLY

Students who want to apply for federal aid (and state aid, if applicable) must complete a Free Application for Federal Student Aid (FAFSA) each year. This application is available on-line at Le Cordon Bleu College of Culinary Arts' website (www.chefs.edu) or at http://fafsa.ed.gov. The FAFSA applications are processed through the Department of Education and all information is confidential. Students must be accepted at Le Cordon Bleu College of Culinary Arts before financial aid packages can be estimated and processed.

In addition to the catalog, tuition and fee information can also be found on the Le Cordon Bleu website.

DISBURSEMENT OF TITLE IV CREDIT BALANCE (BOOKS)

Regulations require that certain Pell Grant eligible students be provided by the 7th day of classes a means to obtain or purchase required books and supplies. This provision is available only to students who have submitted all required title IV financial aid paperwork at least 10 days before the beginning of classes and who are anticipated to have a credit balance, and is subject to certain other conditions. The amount advanced (or books provided) to eligible students for such purchases is the lesser of: the standard estimated book costs used in the school's Cost of Attendance, or the student's anticipated Title IV credit balance for the block/ module (excluding Stafford Loans for first year- first time borrowers). Determination of delivery of books or of the credit balance is determined by the school. Students may opt out of using the way the school has chosen to fulfill this requirement, simply not accepting the books or credit balance. However, keep in mind that opting out does not require the school to provide the student with an alternative delivery method. Books and supplies are billed to the student's account each payment period. Books, kits, and uniforms are provided by the second day of class to registered students who have submitted all required FA paperwork.

FINANCIAL AID PROGRAMS

Federal Pell Grant

This grant program is designed to assist needy undergraduate students who desire to continue their education beyond high school. Every student is entitled to apply for a Federal Pell Grant. Eligibility is determined by a standard federal formula, which takes into consideration family size, income and resources to determine need. The actual amount of the award is based upon the cost of attendance, enrollment status, and the amount of money appropriated by Congress to fund the program. The Federal Pell Grant makes it possible to provide a foundation of financial aid to help defray the cost of a postsecondary education. Unlike loans, the Federal Pell Grant does not usually have to be paid back.

Federal Supplemental Educational Opportunity Grant (FSEOG)

The FSEOG is a grant program for undergraduate students with exceptional need with priority given to students with Federal Pell Grant eligibility. The federal government allocates FSEOG funds to participating schools. This is a limited pool of funds and the school will determine to whom and how much it will award based on federal guidelines. Often, due to limited funding, FSEOG award resources are exhausted early in the year.

LOANS

Federal Student and Parent Loans

The Department's major form of self-help aid includes loans to students and parents through the William D. Ford Federal Direct Loan (Direct Loan) Program. Direct Loans include Federal Stafford, Federal Parent-PLUS, Federal Grad- PLUS and Federal Consolidation Loans and are available through the U.S. Government.

Federal Direct Stafford

Federal Direct Stafford loans are low-interest loans that are made to the student. The loan must be used to pay for direct (tuition and fees, books and supplies) and indirect (room, board, transportation and personal expenses) education related expenses. Subsidized loans are based on need while unsubsidized loans are not. Repayment begins six (6) months after the student graduates, withdraws from school, or falls below half-time enrollment status.

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Federal Direct Parent-PLUS
The William D. Ford Federal Direct Parent-PLUS loan is available to parents of dependent undergraduate students. These loans are not based on need but when combined with other resources, cannot exceed the student's cost of education. A credit check on the parent borrower is required and either or both parents may borrow through this program. Repayment begins within 60 days of final disbursement of the loan within a loan period. However, parents may request a deferment of payments while the student is attending at least half time.

Federal Work Study (FWS)
FWS is a financial aid program designed to assist students in meeting the cost of their education by working part-time while attending school. Positions may either be on-campus, off-campus, or community service related. A candidate must demonstrate financial need to be awarded FWS. The number of positions available may be limited depending upon the institution's annual funding allocation from the federal government.

Private Loans
Some lending institutions offer loans to help cover the gap between the cost of education and the amount of federal aid eligibility. A co-signer may be required to meet the program's credit criteria. Interest rates are variable and are typically based on the prime rate or the Treasury bill rate. Contact the specific lender for more information.

STATE GRANTS/STATE SCHOLARSHIPS

Chafee Grant
The California Chafee Grant Program gives free money to foster youth and former foster youth to use for vocational school training or college courses.

For the Le Cordon Bleu campuses in: Miami, Orlando State Grants
These grants, administered by the Florida State Department of Higher Education, provide financial assistance to qualified students who reside in Florida. These grants are based on the student's estimated family contribution and the availability of state funds.

José Martí Scholarship Challenge Grant Fund
The José Martí Scholarship Challenge Grant Fund is a need-based merit scholarship that provides financial assistance to eligible students of Hispanic origin who will attend Florida public or eligible private institutions. Applicants for undergraduate study must apply during their senior year of high school. Graduate students may apply, but priority for the scholarships is given to graduating high school seniors. The number of new awards made each year is subject to contributions from private sources and funds appropriated by the Florida Legislature.

Robert C. Byrd Honors Scholarship Program
The Robert C. Byrd Honors Scholarship Program was established by the United States Congress to provide scholarships to outstanding high school seniors who show promise of continued academic achievement. This program is offered through the U.S. Department of Education and administered by the Florida Department of Education (FDOE), Office of Student Financial Assistance (OSFA). Program funds may be used at eligible institutions outside the state of Florida.

Florida Student Assistance Grant Program
The Florida Student Assistance Grant (FSAG) Program is a need-based grant program available to degree-seeking, resident, undergraduate students who demonstrate substantial financial need and are enrolled in participating postsecondary institutions.

- The Florida Public Student Assistance Grant is available to students who attend state universities and public community colleges.
- The Florida Private Student Assistance Grant is available to students who attend eligible private, non-profit, four-year colleges and universities.
- The Florida Postsecondary Student Assistance Grant is available to students who attend eligible degree-granting private colleges and universities not eligible under the Florida Private Student Assistance Grant.
- The Florida Public Postsecondary Career Education Student Assistance Grant is available to students who attend participating community colleges or career centers operated by district school boards.

See the separate fact sheet for additional information. FSAG is a decentralized program, and each participating institution determines application procedures, deadlines, student eligibility, and award amounts.

Florida Bright Futures Scholarship Program
The Florida Bright Futures Scholarship Program establishes three lottery-funded scholarships to reward Florida high school graduates for high academic achievement. The Florida Bright Futures Scholarship Program is comprised of the following three (3) awards:

- Florida Academic Scholars Award (FAS) (including Academic Top Scholars)
- Florida Medallion Scholars Award (FMS)
- Florida Gold Seal Vocational Scholars Award (GSV)

Scholarships for Children and Spouses of Deceased or Disabled Veterans and Service Members
The Scholarships for Children and Spouses of Deceased or Disabled Veterans and Service Members (CSDDV) provides scholarships for dependent children or unremarried spouses of Florida veterans or service members who died as a result of service-connected injuries, diseases, or disabilities sustained while on active duty or who have been verified by the Florida Department of Veterans' Affairs as having service-connected 100% total and permanent disabilities. This program also provides funds for dependent children whose parent is classified as a prisoner of war or missing in action by the Armed Forces of the United States or as a civilian personnel captured while serving with the consent or authorization of the United States Government during wartime service. Veterans

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must have been Florida residents for one year immediately preceding time of death, determination of 100% disability, or prisoner of war/missing in action classification. This program provides funds for tuition and registration fees at a public postsecondary institution or the equivalent at an eligible private postsecondary institution.

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

Minnesota State Grant
This grant program, administered by the Minnesota Office of Higher Education, provides financial assistance to qualified students who reside in Minnesota. Funding is based on availability of state funds.

Le Cordon Bleu College of Culinary Arts in Portland

State Student Scholarships/Grants
For information concerning available scholarships and grants in their State of residence, students can contact the Federal Student Aid Information center at (800)4FEDAID or via the web at http://federalstudentaid.ed.gov/students. For a detailed list of available private scholarships, students should contact the Student Finance Department.

Le Cordon Bleu College of Culinary Arts in Scottsdale

Arizona Private School Association Scholarship
Each spring, the Arizona Private School Association awards two $1000 Scholarships to every High School in Arizona. The Arizona Private School Association has awarded 100+ scholarships yearly to local high schools. Applications for scholarships are available from the APSA office or any high school counseling office. Scholarships are for graduating students from Arizona and the high school determines the recipients of the Awards.

BLEU GRANT
Le Cordon Bleu offers institutional grants to students who have financial need, as determined by the federally calculated Expected Family Contribution (EFC), and are enrolled in one the following programs: Certificate/ Diploma in Le Cordon Bleu Culinary Arts, Certificate/ Diploma in Le Cordon Bleu Pâtisserie and Baking, Associate in Le Cordon Bleu Culinary Arts, Associate in Le Cordon Bleu Pâtisserie and Baking.

Grants range from $50 to $9,010. Criteria are as follows:

- The BLEU Grant is renewable per academic year.
- Students will be considered upon completion of the admissions application process and the financial aid application process, including completing the Free Application for Federal Student Aid (FAFSA).
- The BLEU Grant does not supplant the student's eligibility for Pell Grant.
- Recipients must maintain Satisfactory Academic Progress (SAP) as outlined in the catalog to remain eligible for the grant.
- If a student receives supplemental funding after the BLEU Grant has been awarded, the BLEU grant may be reduced based off of need calculations.
- This grant, if awarded in combination with other Le Cordon Bleu Institutional Grants or Scholarships, may not exceed the direct cost of attendance and cannot be received as cash.

Le Cordon Bleu makes available a limited amount of money each year for such grants. Once it is determined that available funding is exhausted, grants will not be available to otherwise eligible students. For 2014, $6,900,000 has been budgeted for the BLEU Grant.

Le Cordon Bleu Corporate Educational Alliance Grant
Le Cordon Bleu has established a grant* in the name of its Corporate Educational Alliances in order to assist eligible students and their immediate family members** with the opportunity to attend a certificate, diploma or degree program of study at Le Cordon Bleu. To be eligible for the Corporate Educational Alliances Grant, a candidate must be accepted for admission to the College, complete the Corporate Educational Alliances Attestation form and must also allow for verification of eligibility. Verification of eligibility may require the student to submit documentation of proof of employment with the corporation.

The conditions are as follows:

- The Corporate Educational Alliances Grant is used exclusively towards tuition.
- The grant is awarded proportionately over each applicable academic year and the grant percentage will be applied to the academic year tuition costs.
- Qualifying students must be an employee of the corporate educational alliance member or an employee's immediate family member**.
- Candidates must apply and be accepted for admission to the College to be eligible to receive the grant.
- All grants are applied as a credit to the student's account and no cash payments will be awarded to the student.
- Students selected for employment verification must provide documentation before the grant is applied. Documentation must show the effective date of employment, and be submitted prior to the first day of class.
- All of the conditions must be fulfilled before the grant can be disbursed.

The grant is non-transferable and non-substitutable and this grant, if awarded in combination with other Le Cordon Bleu Institutional Grants or Scholarships, may not exceed the direct costs of attendance and cannot be received as cash.

*Please note that grant percentages may vary (ranging anywhere from 5% - 20% of the tuition costs) by Corporate Educational Alliance. Please contact the Financial Aid Office to determine the exact grant percentage for which you may qualify.

** Immediate family members: Spouse (life partner) or dependent children only. Siblings, cousins, etc. are not considered an immediate family member.

Note: *The Corporate Educational Alliances Grant funding is limited. For 2014, $172,500 has been budgeted for the Corporate Educational Alliances Grant. If funding for the Educational Alliances Grant is exhausted, otherwise eligible students may not be awarded the grant.*

COMPLETION GRANT

(For Seattle, St. Louis and Sacramento only)
Le Cordon Bleu understands that "life" can sometimes get in the way of students completing their education. Unfortunately, each year unforeseen circumstances and other external factors compel students to suspend their educational pursuits and to drop out of school. Le Cordon Bleu also recognizes that the longer a student is out of school after dropping a program, the more challenges they may face in returning to complete their program of study and the more difficult completing the program becomes. To assist and encourage students that have been out of school longer than a year after having successfully completed four (4) credits during a previous enrollment at Le Cordon Bleu, Le Cordon Bleu has created the Completion Grant. This institutional grant is available to eligible students who have been previously enrolled at Le Cordon Bleu and wish to re-enroll to complete their credential. Specific grant awards will be based on financial need, as determined by the federally calculated Expected Family Contribution (EFC), and are enrolled in one the following programs: Certificate/ Diploma in Le Cordon Bleu Culinary Arts, Certificate/ Diploma in Le Cordon Bleu Pâtisserie and Baking, Associate in Le Cordon Bleu Culinary Arts, Associate in Le Cordon Bleu Pâtisserie and Baking. The Expected Family Contribution (EFC) is calculated by the U.S. Department of Education based on information obtained through the Free Application for Federal Student Aid (FAFSA). Grants range from $1000 to $6,000.

Criteria are as follows:

- The Completion Grant is awarded one time and is not renewable per academic year.
- Students will be considered for this grant upon completion of the re-entry process and the financial aid application process, including completing the Free Application for Federal Student Aid (FAFSA).
- The Completion Grant does not supplant the student's eligibility for Pell Grant.
- Recipients must maintain Satisfactory Academic Progress (SAP) as outlined in the catalog to remain eligible for the grant.
- If a student receives supplemental funding after the Completion Grant has been awarded, the Completion Grant may be reduced to ensure that grant aid awarded does not exceed the cost of tuition and fees.
- This grant, if awarded in combination with other Le Cordon Bleu Institutional Grants or Scholarships, may not exceed the direct cost of attendance and cannot be received as a cash stipend.
- Students are eligible for the Completion Grant if they have previously attended Le Cordon Bleu, but last attended the institution at least 365 days prior to re-enrollment.
- Students are eligible for the Completion Grant if they have a GPA of 2.0 or above while they were in attendance and have completed at least 4 credits.

Le Cordon Bleu makes available a limited amount of funding each year for such grants. Once it is determined that available funding is exhausted, grants will not be available to otherwise eligible students. For 2014, $6,900,000 has been budgeted for the Completion Grant.

LE CORDON BLEU SCHOLARSHIPS

All applicants of the following scholarships must be enrolled full-time.

Alumni Referral Scholarship – All Schools
Le Cordon Bleu offers the Alumni Referral Scholarships to students who submit a letter of recommendation from an alumnus of Le Cordon Bleu. Each eligible applicant will be eligible for the scholarship up to $1,000. Students will be considered for the Le Cordon Bleu Alumni Referral Scholarship once they have completed the admissions application process and have submitted both the Le Cordon Bleu Alumni Referral Scholarship application and their recommendation letter.

Criteria are as follows:

- Applications are due by the end of the add/drop period for the student's enrolled start date.
- The scholarship will be awarded over the length of the program.
- Recipients must maintain Satisfactory Academic Progress (SAP) as outlined in the catalog to remain eligible for the scholarship.
- This scholarship, if awarded in combination with other Le Cordon Bleu Institutional Grants or Scholarships, may not exceed the direct cost of attendance and cannot be received as cash.

Le Cordon Bleu makes available a limited amount of money each year for the Alumni Referral Scholarship. Once it is determined that available funding is exhausted, scholarships will not be available to otherwise eligible students. For 2014, $150,000 has been budgeted for the Alumni Referral Scholarship.

Best of the Best Scholarship – All Schools
Le Cordon Bleu offers the Best of the Best Scholarships to students who graduate high school or college with a GPA of 3.5 or higher. Each eligible applicant will be eligible for the scholarship up to $1,500. Students will be considered for the Best of the Best Scholarship once they have completed the admissions

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application process and have submitted the Best of the Best Scholarship application and their high school/college transcript.

Criteria are as follows:

- Applications are due by the end of the add/drop period for the student's enrolled start date.
- The scholarship will be awarded over the length of the program.
- Recipients must maintain Satisfactory Academic Progress (SAP) as outlined in the catalog to remain eligible for the scholarship.
- This scholarship, if awarded in combination with other Le Cordon Bleu Institutional Grants or Scholarships, may not exceed the direct cost of attendance and cannot be received as cash.

Le Cordon Bleu makes available a limited amount of money each year for the Best of the Best Scholarship. Once it is determined that available funding is exhausted, scholarships will not be available to otherwise eligible students. For 2014, $150,000 has been budgeted for the Best of the Best Scholarship.

Life Long Learning Scholarship – All Schools
Le Cordon Bleu offers the Lifelong Learning Scholarship to Le Cordon Bleu graduates pursuing continued education at Le Cordon Bleu. The scholarship will be applied against future tuition charge at Le Cordon Bleu.

Certificate/Diploma Graduates

- Pursing additional certificate/diploma – eligible for $500
- Pursing associates degree – eligible for $1000

Associate Graduates

- Pursing additional certificate/diploma – eligible for $500
- Pursing additional associates or Le Cordon Bleu Online bachelors degree – eligible for $1000

Criteria are as follows:

- Student must successfully complete and earn 18 credits in their additional program prior to disbursement of the scholarship. The scholarship will be awarded and disbursed in full at that time.
- Recipients must maintain Satisfactory Academic Progress (SAP) as outlined in the catalog to remain eligible for the scholarship.
- This scholarship, if awarded in combination with other Le Cordon Bleu Institutional Grants or Scholarships, may not exceed the direct cost of attendance and cannot be received as cash.

Le Cordon Bleu makes available a limited amount of money each year for the Life Long Learning Scholarship. Once it is determined that available funding is exhausted, scholarships will not be available to otherwise eligible students. For 2014, $300,000 has been budgeted for the Life Long Learning Scholarship.

Le Cordon Bleu Tuition Reimbursement/ Employer Match Scholarship – All Schools
Le Cordon Bleu offers a matching scholarship to students who's employers participate in a tuition reimbursement program. We are committed to our employers who see the value of an education for their employees. This scholarship is available to students who enroll at Le Cordon Bleu and are receiving tuition assistance from their employer. The scholarship will match the employer assistance, not to exceed $2,500 for the program. Eligible students must present formal documentation from their employer and signed attestation paperwork confirming their employment and receipt of tuition assistance.

Conditions of the Tuition Reimbursement/ Employer Match Scholarship are as follows:

- Applications and supporting documentation are due by add/drop period of the start date.
- Recipients must complete the standard application process and enroll in an associates or Bachelors level program at the Le Cordon Bleu United States Campus of his or her choice and meet all admissions and eligibility requirements.
- Student must confirm employment and written confirmation from their employer that they are approved to receive tuition reimbursement funds for their program of enrollment. Employer must provide program information including the timing of disbursements in order for matching funds to be scheduled. Matching funds will be prorated over the length of the program only after employer funds are received.
- Recipients must maintain Satisfactory Academic Progress (SAP) as outlined in the catalog to remain eligible for the scholarship.
- Scholarship will be applied towards tuition only (does not cover Room, board, books, fees, supplies, or other expenses) and awarded over the length of the program.
- This scholarship, if awarded in combination with other Le Cordon Bleu Institutional Grants or Scholarships, may not exceed the direct cost of attendance and cannot be received as cash.
- The College makes available a limited amount of money each year for the Tuition Reimbursement/Employer Match Scholarships. Once it is determined that available funding is exhausted, scholarships will not be available to otherwise eligible students. For 2014, $50,000 has been budgeted for the Tuition Reimbursement/ Employer Match Scholarship.

The Le Cordon Bleu Future Chef of America Competition Scholarship – All Schools
Le Cordon Bleu offers The Future Chef of America Competition Scholarship. High School Seniors may become eligible for the scholarship as outlined in the program rules and requirements.

SCHOLARSHIP AWARDS

Local/Regional Competitions
High School Seniors may submit an essay on "Why they want to become the next Future Chef of America" and must complete

all application requirements prior to the established due dates. Please review the complete rules for the scholarship and competitions as outlined in the application and eligibility materials.

First Place– $5,000

Second Place –$2,000

Third Place – $1,000

All other local/regional completion participants not placing 1st, 2nd, or 3rd, will receive a $500 Scholarship to be applied toward tuition at any Le Cordon Bleu campus within the United States.

National Competition
The 1st place recipient at each local/regional competition will be invited to participate in a final national competition at a Le Cordon Bleu campus in the United States. Please review the complete rules for the scholarship and competitions as outlined in the application and eligibility materials. Travel expenses will not be covered by Le Cordon Bleu.

First Place – Up to tuition equivalent of an Online Bachelor Degree*

Second Place – Up to tuition equivalent of Associate degree

Third Place – Up to tuition equivalent of Certificate/Diploma

Criteria are as follows:

- Student must enroll and begin the program of study at the Le Cordon Bleu campus of their choice in the United States within one calendar year from the date of the award. Failure to do so will void the scholarship.
- Recipients must complete the standard application process and enroll in an associates or Bachelors level program at the Le Cordon Bleu United States Campus of his or her choice and meet all admissions and eligibility requirements.
- Recipients must maintain Satisfactory Academic Progress (SAP) as outlined in the catalog to remain eligible for the scholarship.
- The scholarship will be applied towards tuition only (does not cover Room, board, books, fees, supplies, or other expenses) and awarded over the length of the program.
- If the recipient of a local/regional competition level scholarship competes and places in the national competition, any scholarship amount received at the local/regional competitions will be void.

* Up to tuition equivalent of Associate degree for Arkansas and Minnesota residents.

LE CORDON BLEU MILITARY GRANT

Not applicable for individuals with Post-9/11 Chapter 33 GI Bill Educational Benefits*
Le Cordon Bleu has established a Military Grant** for our Active Duty, Drilling National Guard and Drilling Reservist Service Members of the U.S. Military to assist in providing the opportunity to attend a program of study at Le Cordon Bleu. Applicants may be eligible for a grant in the amount of $2,000 to be applied toward tuition costs. To be eligible for the grant and waived application fee, a candidate must be accepted for admission, allow for the verification of their military status via a current Leave and Earnings Statement , or comparable government document and complete the Le Cordon Bleu Application Fee Waiver form. Application forms can be obtained by contacting a financial aid advisor or visiting the financial aid office. The eligibility conditions are as follows:

Qualifying candidates are Active Duty, Drilling National Guard and Drilling Reservist Service Members of the U.S. Military.

- Candidates must apply and be accepted for admission to be eligible to receive the grant.
- The grant is used exclusively towards current program charges.
- The grant is awarded proportionately over each payment period in the program and the grant will be applied to each academic year's tuition costs.
- All grants are applied as a credit to the candidate's account, and no cash payments will be awarded. All of the conditions must be fulfilled before the grant can be disbursed.
- The grant is non-transferable and cannot be used in conjunction with any other Le Cordon Bleu grants or scholarships.
- Applications are due no later than December 31 or when funds are exhausted for the year.

*Candidates using Post-9/11 Chapter 33 GI Bill Educational Benefits still qualify for a waiver of their application fee.

**Note: Le Cordon Bleu Military Grant, Military Spouses Grant, Veteran Grant and Veteran Spouses Grant funding is limited to a combined amount of $200,000 for the 2014 year. If funding for grants are exhausted, otherwise eligible candidates may not be awarded.

LE CORDON BLEU VETERAN GRANT

Not applicable for individuals with Post-9/11 Chapter 33 GI Bill Educational Benefits*
Le Cordon Bleu has established a Veterans' Grant** for our Veterans of the U.S. Military to assist in providing the opportunity to attend a program of study at Le Cordon Bleu. Applicants may be eligible for a grant in the amount of $2,000 to be applied toward tuition costs. To be eligible for the grant and waived application fee, a candidate must be accepted for admission, allow for the verification of their veteran status via a DD-214 Member-4, or comparable government document and complete the Le Cordon Bleu Application Fee Waiver form. Application forms can be obtained by contacting a financial aid advisor or visiting the financial aid office. The eligibility conditions are as follows:

- Qualifying candidates are Veterans of the U.S. Military who have a discharge status other than dishonorable.
- Candidates must apply and be accepted for admission to be eligible to receive the grant.

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- The Le Cordon Bleu Veteran Grant is used exclusively towards current program charges.
- The grant is awarded proportionately over each payment period in the program and the grant will be applied to each academic year's tuition costs.
- All grants are applied as a credit to the candidate's account, and no cash payments will be awarded.
- The grant is non-transferable and cannot be used in conjunction with any other Le Cordon Bleu grants or scholarships.
- Applications are due no later than December 31st or when funds are exhausted for the year.

*Candidates using Post-9/11 Chapter 33 GI Bill Educational Benefits may still qualify for a waiver of their application fee.

**Note: Le Cordon Bleu Military Grant, Military Spouses Grant, Veteran Grant and Veteran Spouses Grant funding is limited to a combined amount of $200,000 for the 2014 year. If funding for grants are exhausted, otherwise eligible candidates may not be awarded.

LE CORDON BLEU VETERAN SPOUSES GRANT

Not applicable for individuals with Post-9/11 Chapter 33 GI Bill Educational Benefits*

Le Cordon Bleu has established a Veteran Spouses Grant** for spouses of our Veterans of the U.S. Military to assist in providing the opportunity to attend a program of study at Le Cordon Bleu. Applicants may be eligible for a grant in the amount of $2,000 to be applied toward tuition costs. To be eligible for the Le Cordon Bleu Veteran Spouses Grant and waived application fee, a candidate must be accepted for admission, allow for the verification of their spouse's veteran status via a DD-214 Member-4, or comparable government document and complete the Le Cordon Bleu Application Fee Waiver form. Application forms can be obtained by contacting a financial aid advisor or visiting the financial aid office. The eligibility conditions are as follows:

- Qualifying candidates are spouses of Veterans of the U.S. military.
- Candidates must apply and be accepted for admission to be eligible to receive the grant.
- Candidates selected for membership verification must provide documentation before the grant is applied. Those that are not able to provide documentation will also be required to pay the application fee.
- The Le Cordon Bleu Veteran Spouse's Grant is used exclusively towards current program charges.
- The grant is awarded proportionately over each payment period in the program and the grant will be applied to each academic year's tuition costs.
- All grants are applied as a credit to the candidate's account, and no cash payments will be awarded.
- All of the conditions must be fulfilled before the grant can be disbursed.
- The grant is non-transferable and cannot be used in conjunction with any other Le Cordon Bleu grants or scholarships.

• Applications are due no later than December 31st or when funds are exhausted for the year.

*Candidates using Post-9/11 Chapter 33 GI Bill Educational Benefits may still qualify for a waiver of their application fee.

**Note: Le Cordon Bleu Military Grant, Military Spouses Grant, Veteran Grant and Veteran Spouses Grant funding is limited to a combined amount of $200,000 for the 2014 year. If funding for grants are exhausted, otherwise eligible candidates may not be awarded.

VETERANS' EDUCATIONAL BENEFITS

Le Cordon Bleu College of Culinary Arts is approved by the applicable State Approving Agency for Veterans Affairs and participates in many Veterans Educational Benefit programs. Students interested in Veterans' Educational Benefits should contact either the campus certifying official or the Financial Aid Department. Veterans who are unsure of their benefit eligibility or have additional eligibility questions should contact the Veterans Administration at (800) 827-1000, or (888) GI Bill-1 (888) 442-4551, or go to http://www.gibill.va.gov/. Eligible students must maintain satisfactory academic progress and all applicable eligibility requirements to continue receiving Veterans' Education Benefits.

Select programs of study at Le Cordon Bleu College of Culinary Arts are approved by the Workforce Training and Education Coordinating Board's State Approving Agency (WTECB/SAA) for enrollment of those eligible to receive benefits under Title 38 and Title 10. USC.

Any veteran receiving GI Bill benefits while attending Le Cordon Bleu College of Culinary Arts is required to obtain transcripts from all previously attended schools and submit them to the College for review of prior credit.

CAREERS THROUGH CULINARY ARTS PROGRAMS (C-CAP)

Le Cordon Bleu offers Scholarships to students associated with the National C-CAP organization. Student(s) who earn the scholarship may attend the Le Cordon Bleu campus of their choice in the United States. Scholarship will be applied to the students account while enrolled in a Certificate/ Diploma or Associates program offering at the Le Cordon Bleu school of enrollment.

COMPETITION SCHOLARSHIPS

Le Cordon Bleu offers the C-CAP Competition Scholarship to the designated winning students of the eight regional C-CAP competitions.

4 Full Tuition Scholarships for Certificate/ Diploma program valued at $19,200 each.

4 Full Tuition Scholarships for Associates program valued at $36,200 each.

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Student Member Essay Contest
$2,000 Scholarship - Application, essay and proof of membership in the national student organization are required.

Criteria are as follows:

- Applications and supporting documentation are due by add/drop period of the start date.
- Competition Scholarship recipients must enroll and begin the program of study within one calendar year of the C-CAP award Ceremony. Failure to do so will void the scholarship.
- Recipients must complete the standard application process and enroll in an certificate/diploma or associates level program at the Le Cordon Bleu United States Campus of his or her choice and meet all admissions and eligibility requirements.
- Student must maintain 3.0 GPA and have less than 100 hours of absences during the course of the program to maintain eligibility.
- Scholarship will be applied towards tuition only (does not cover Room, board, books, fees, supplies, or other expenses) and awarded over the length of the program.
- This grant, if awarded in combination with other Le Cordon Bleu Institutional Grants or Scholarships, may not exceed the direct cost of attendance.
- Student member essay contest scholarships may not be combined with competition scholarships.
- Once it is determined that available funding is exhausted, scholarships will not be available to otherwise eligible students. For 2014, $50,000 has been budgeted for the C-CAP Student Member Essay Contest .

National Restaurant Association Educational Foundation – ProStart™

ProStart™ High school Completion Scholarship
Le Cordon Bleu offers a ProStart™ Completion Scholarship to high school graduates who have successfully completed Level 1 and Level 2 of the ProStart™ high school curriculum. In addition Le Cordon Bleu offers a ProStart™ Collegiate Passport Scholarship to high school graduates who have successfully completed Level 1, Level 2 and 400 externship hours approved by ProStart™ which will entitle them to the ProStart™ National Certificate of Achievement (COA). The COA must be presented at the time of application for the Le Cordon Bleu ProStart™ Collegiate Passport Scholarship.

ProStart™ Level 1 & 2 Completion Scholarship – $1,500

ProStart™ Collegiate Passport Scholarship – $2,000

ProStart™ State and National Competition Scholarship
These scholarships are awarded by Le Cordon Bleu at state and national competitions. Student(s) who earn the scholarship may attend the Le Cordon Bleu in North America campus of their choice. Scholarship recipients must apply and begin their program of study within one year of receiving the award. ProStart students typically compete in teams of five. All five team members are awarded a scholarship in a predetermined amount.

State Level Competitions, the Scholarship Awarded is:
First Place – $5,000 Scholarship

Second Place – $2,500 Scholarship

Third Place – $1,000 Scholarship

National Competition, the Scholarship Award is:
First Place – Full Tuition Scholarship, up to the tuition charge for an associates degree program or equal to tuition of certificate/diploma program

Second Place – $10,000 Scholarship

Third Place – $7,500 Scholarship

Conditions of the ProStart™ Scholarships are as follows:

- Applications and supporting documentation are due by add/drop period of the start date.
- Competition Scholarship recipients must enroll and begin the program of study within one calendar year of the competition. Failure to do so will void the scholarship.
- Recipients of the competition scholarships must complete the standard application process and meet all admissions and eligibility requirements.
- Recipients must maintain Satisfactory Academic Progress (SAP) as outlined in the catalog to remain eligible for the scholarship.
- Scholarship will be applied towards tuition only (does not cover Room, board, books, fees, supplies, or other expenses) and awarded over the length of the program.
- This scholarship, if awarded in combination with other Le Cordon Bleu Institutional Grants or Scholarships, may not exceed the direct cost of attendance and cannot be received as cash.
- The College makes available a limited amount of money each year for the ProStart™ Scholarships. Once it is determined that available funding is exhausted, scholarships will not be available to otherwise eligible students. For 2014, $100,000 has been budgeted for the ProStart™ High School Completion and Collegiate Passport Scholarships.

Family, Career and Community Leaders of America (FCCLA)
Le Cordon Bleu offers Scholarships to students associated with the National FCCLA organization. Student(s) who earn the scholarship may attend the Le Cordon Bleu campus of their choice in the United States Scholarship will be applied to the students account while enrolled in an Associates program offering at the school of enrollment.

National Competition:
First Place – Full Tuition Scholarship for Associates program valued at $36,200

Student Member Essay Contest
$2,000 Scholarship – Application, essay and proof of membership in the national student organization are required.

Conditions of the FCCLA Scholarships are as follows:

- Applications and supporting documentation are due by add/drop period of the start date.
- Competition Scholarship recipients must enroll and begin the program of study within one calendar year from the date of the competition. Failure to do so will void the scholarship.
- Recipients must complete the standard application process and enroll in an associates level program at the Le Cordon Bleu United States Campus of his or her choice and meet all admissions and eligibility requirements.
- Recipients must maintain Satisfactory Academic Progress (SAP) as outlined in the catalog to remain eligible for the scholarship.
- Scholarship will be applied towards tuition only (does not cover Room, board, books, fees, supplies, or other expenses) and awarded over the length of the program.
- This Scholarship, if awarded in combination with other Le Cordon Bleu Institutional Grants or Scholarships, may not exceed the direct cost of attendance and cannot be received as cash.
- Student member essay contest scholarships may not be combined with competition scholarships.
- The College makes available a limited amount of money each year for the FCCLA Scholarships. Once it is determined that available funding is exhausted, scholarships will not be available to otherwise eligible students. For 2014, $50,000 has been budgeted for the FCCLA Student Member Essay Competition.

Skills USA
Le Cordon Bleu offers Scholarships to students associated with the National Skills USA organization. Student(s) who earn the scholarship may attend the Le Cordon Bleu campus of their choice in the United States Scholarship will be applied to the students account while enrolled in an Associates or a bachelors program offering at the school of enrollment.

Student Member Essay Contest
$2,000 Scholarship - Application, essay and proof of membership in the national student organization are required.

Conditions of the Skills USA Scholarships are as follows:

- Applications and supporting documentation are due by add/drop period of the start date.
- Recipients must complete the standard application process and enroll in an associates or Bachelors level program at the Le Cordon Bleu United States Campus of his or her choice and meet all admissions and eligibility requirements.
- Student must maintain 3.0 GPA and have less than 100 hours of absences during the course of the program to maintain eligibility.
- Scholarship will be applied towards tuition only (does not cover Room, board, books, fees, supplies, or other expenses) and awarded over the length of the program.
- This grant, if awarded in combination with other Le Cordon Bleu Institutional Grants or Scholarships, may not exceed the direct cost of attendance and cannot be received as cash.
- The College makes available a limited amount of money each year for the Skills USA Scholarships. Once it is determined that available funding is exhausted, scholarships will not be available to otherwise eligible students. For 2014, $50,000 has been budgeted for the Skills USA Student Member Essay Competition.

General High School Scholarship (ASSET Testing) – Le Cordon Bleu Atlanta Only
To be eligible, students must have a minimum 2.0 GPA, submit a recommendation from one teacher and be a high school senior in the Atlanta metropolitan area. Test Dates: Monthly from October through May. Call campus for details: (770) 938-4711. If students are not able to attend one of the Scholarship Day events, they can arrange to take the scholarship exam individually with the Enrollment Management Office. Testing must be completed prior to June 1st. The top scoring students from the Scholarship Tests (ASSET) will each receive a tuition scholarship valued at $1,500 for enrollment at Le Cordon Bleu College of Culinary Arts. In the event of a tie, the Le Cordon Bleu College of Culinary Arts Academic Management Team will interview the top scoring students to determine a winner. For 2014, $15,000 was budgeted for High School Scholarships (ASSET).

Criteria are as follows:

1. All scholarships are pro-rated equally over the length of the program and cannot be transferred to another individual or school or be received in cash.
2. The scholarship award must be activated by starting school at Le Cordon Bleu College of Culinary Arts within a period of three months following the announcement of scholarship recipients.
3. The names of scholarship recipients may be publicized and used in Le Cordon Bleu College of Culinary Arts informational publications.
4. All employees and immediate family members of Le Cordon Bleu College of Culinary Arts are not eligible to apply.
5. Prospective students of both programs at Le Cordon Bleu College of Culinary Arts in Atlanta are eligible to participate.
6. In order to maintain eligibility the student must:

   a. Maintain full-time student status.

b. Maintain satisfactory standards of academic progress throughout the program.

c. Maintain attendance in good standing throughout the program.

7. In the event that the student withdraws from the program, the college refund policy will not apply to the scholarship, in that the student will not receive a refund if the credit balance is due to the scholarship award.

LE CORDON BLEU COLLEGE OF CULINARY ARTS IN SCOTTSDALE TRIBAL FUNDING

Le Cordon Bleu College of Culinary Arts is approved for Native American Tribal Funding. Please contact the student Financial Services Office for additional information.

CANCELLATION POLICIES

For the Le Cordon Bleu campuses in: Atlanta, Las Vegas, Miami, Orlando, Scottsdale, St. Louis

Cancellation Policy

A Student who cancels the Enrollment Agreement within 72 hours (until midnight of the third day excluding Saturdays, Sundays, and legal holidays) after signing the Enrollment Agreement will receive a refund of all monies paid. Students who have not visited the College facility prior to enrollment will have the opportunity to withdraw without penalty within 72 hours following attendance at a regularly scheduled orientation or following a tour of the College facilities and inspection of equipment. A Student who cancels after 72 hours but prior to the Student's first day of class attendance will receive a refund of all monies paid, except for the nonrefundable Application Fee. If the Enrollment Agreement is not accepted by College or if College cancels the Enrollment Agreement prior to the first day of class attendance, all monies, including the Application Fee, will be refunded. All requests for cancellation by the Student must be made in writing and mailed or hand delivered to the Director of Admissions.

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

Student's Right to Cancel

A student has the right to cancel their Enrollment Agreement, without any penalty or obligations, through attendance at the first class session or the seventh calendar day after enrollment, whichever is later. If this Agreement is not accepted by Le Cordon Bleu College of Culinary Arts or if the school cancels this Agreement prior to the first day of class attendance, all monies, excluding the application fee, will be refunded. All requests for cancellation by the student must be made in writing and mailed or hand delivered to the Director of Admissions at:

Le Cordon Bleu College of Culinary Arts
in San Francisco
350 Rhode Island Street
San Francisco, CA 94103

Le Cordon Bleu College of Culinary Arts
in Los Angeles
530 East Colorado Blvd.
Pasadena, CA 91101

Le Cordon Bleu College of Culinary Arts
in Sacramento
2450 Del Paso Road
Sacramento, CA 95834

The written notice of cancellation need not take any particular form and, however expressed, it is effective if it shows that the student no longer wishes to be bound by the Enrollment Agreement. For written notice sent by mail to the mailing address listed on the front of the Enrollment Agreement, the postmark date shall be used to determine the cancellation date.

Applicants who have not visited the school prior to enrollment will have the opportunity to withdraw without penalty within three business days following either the regularly scheduled orientation procedures or following a tour of the school facilities and inspection of equipment where training and services are provided. All monies paid by an applicant must be refunded if requested within three days after signing an enrollment agreement and making an initial payment. An applicant requesting cancellation more than three days after signing an enrollment agreement and making an initial payment, but prior to entering the school, is entitled to a refund of all monies paid minus a registration fee of 15% of the contract price of the program, but in no event may the school retain more than $150.

REFUND POLICIES

For the Le Cordon Bleu campuses in: Atlanta, Las Vegas, Miami, Orlando, Scottsdale, St. Louis

Refund Policy

After the last day of the add/drop period for each payment period no refunds or adjustments will be made to a student who drops individual classes but is otherwise enrolled at Le Cordon Bleu College of Culinary Arts. Refunds are made for a student who withdraws or is withdrawn from the College prior to the completion of his/her program and is based on the tuition billed for the payment period in which the student withdraws, according to the campus schedules set forth below. For the purposes of calculating a refund, the payment period is defined as the period of enrollment in which tuition is billed. Refunds will be based on the total charge incurred by the student at the time of withdrawal, not the amount the student has actually paid. Tuition and fees attributable to any payment period beyond the payment period of withdrawal will be refunded in full. Any books, equipment, and/ or uniforms that have been issued are nonrefundable. In addition, there are no refunds on books and/or supplies provided to the student, or fees charged for any student who starts classes at the College and then withdraws or is later dismissed for any reason. When a student withdraws from the institution, he/she must complete a student withdrawal form with the Director of Education. The date from which refunds will be determined is the last date of recorded attendance. Refunds will be made within 30 calendar days of the notification of an

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official withdrawal or date of determination of withdrawal by the College (for the Las Vegas campus, refunds must be made within 15 days of the notification of withdrawal). If a student withdraws or is withdrawn prior to the end of the payment period, they are subject to the Return of Title IV Funds policy noted below which may increase the balance due to the College. If there is a balance due to the College after all Title IV funds have been returned, this balance will be due immediately, unless a cash payment agreement for this balance has been approved by the College. Credit balances due to the Student of less than $5 (after all refunds have been made) will not be refunded to the Student/lender unless requested by the Student.

Atlanta: Refund Schedule

- For a student completing no more than 5% of the payment period, the College will refund 95% of the tuition and fees.
- For a student completing more than 5%, but no more than 10% of the payment period, the College will refund 90% of the tuition and fees.
- For a student completing more than 10%, but no more than 25% of the payment period, the College will refund 75% of the tuition and fees.
- For a student completing more than 25%, but no more than 50% of the payment period, the College will refund 50% of the tuition and fees.
- There will be no refund after a student has completed more than 50% of the payment period.

Las Vegas: Refund Schedule

- Days completed are used to calculate % # of days to Last Date of Attendance/# of days in Payment Period = % complete Pro rata up to 60%

Miami and Orlando: Refund Schedule

If Withdrawal Occurs	Amount of Tuition to be Refunded
Week 1-2	100%
Week 3-4	75%
Week 5-6	50%
Week 7-8	25%
Week 9-10	0%

Scottsdale: Refund Schedule

1st Payment Period	Continuing Payment Periods
1st Week = 100%	1st Week = 90%
2-3 Weeks = 80%	2-3 Weeks = 80%
4th Week = 70%	4th Week = 70%
5-6 Weeks = 60%	5-6 Weeks = 60%
7th Week = 50%	7th Week = 50%
8-9 Weeks = 40%	8-9 Weeks = 40%
10+ Weeks = 0%	10+ Weeks = 0%

St. Louis: Refund Schedule

• Days completed are used to calculate %

Days Completed	Amount of Tuition to be Refunded
0 - 10% Complete	90%
11% - 25% Complete	50%
26% - 50% Complete	25%
51% + Complete	0%

For the Le Cordon Bleu campuses in: Los Angeles, Sacramento, and San Francisco Withdraw and Refund

After the last day of the add/drop period, no refunds or adjustments will be made to a student who drops individual classes but is otherwise enrolled at the College. Refunds will be calculated for students who withdraw or are withdrawn from the College prior to the completion of or at 60% or less of the payment period in which the student withdraws, according to the following formula: total days) attended in the payment period divided by total days in the payment period multiplied by tuition for the term. If the student has completed more than 60% of the total days in the payment period, no refund is due. Refunds will be calculated for a student who withdraws or is withdrawn from the College prior to the completion of his or her program and is based on the tuition billed for the term in which the student withdraws. If a student withdraws from individual classes during the add/drop period, tuition charged will be reversed for those individual classes which were dropped. There are no individual course refunds, partial or in full, to any student who has withdrawn past the add/drop period.

Refunds will be based on the total charge incurred by the student at the time of withdrawal, not the amount the student has actually paid. Tuition and fees attributable beyond the student's withdrawal will be refunded in full. Any books, equipment, software and/or uniforms that have been issued, as well as the Student Tuition Recovery Fund (STRF) fee, are nonrefundable. When a student withdraws from the College, he/she must complete a student withdrawal form with the Associate Registrar. The date from which refunds will be determined is the last date of recorded attendance. Refunds will be made within 30 calendar days of the notification of an official withdrawal, or date of determination of withdrawal by the College. If the student withdraws or is withdrawn prior to the end of the payment period, he/she is subject to the Return of Title IV Funds policy noted below which may increase his/her balance due to the College.

If there is a balance due to the College after all Title IV funds have been returned, this balance will be due immediately, unless a cash payment agreement for this balance has been approved by the College. For the purpose of determining a refund, a student shall be deemed to have withdrawn from the College when any of the following occurs:

a. The Student notifies the College of the student's withdrawal or as of the date of the student's withdrawal, whichever is later.

b. The College terminates the student's enrollment for failure to maintain satisfactory academic progress; failure to abide by the rules and regulations of the College and/or failure to meet financial obligations to the College.

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c. The student incurs 21 consecutive absences and does not communicate directly with the College (or meet attendance policy or leave of absence requirements as stated in the College's catalog) regarding the nature of those absences. In this case, the date of withdrawal shall be deemed the last date of recorded attendance.

If a student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund. If any portion of tuition was paid from the proceeds of a loan, then the refund will be sent to the lender or to the agency that guaranteed the loan, if any. Any remaining amount of refund will first be used to repay any student financial aid programs from which benefits were received, in proportion to the amount of the benefits received. Any remaining amount will be paid to the student. Refunds to loan and grant sources may create a balance due from the student to the College. If the student has received federal student financial aid fund, the student is entitled to a refund of moneys not paid from federal student financial aid program funds. If the student receives financial aid and/or Veterans' Educational Benefits, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund. If the student is eligible for a loan guaranteed by the federal or state government and the student defaults on the loan, both of the following may occur:

a. The federal or state government or a loan guarantee agency may take action against the student, including applying any income tax refund to which you are entitled to reduce the balance owed on the loan.

b. The student may not be eligible for any other federal financial aid at another College or other government assistance until the loan is repaid.

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

Buyer's Right to Cancel/Refund Policy
Each student will be notified of acceptance/rejection in writing. In the event a student is rejected, all tuition, fees and other charges will be refunded. Notwithstanding anything to the contrary, if a student gives written notice of cancellation within five business days of the execution of the contract or day on which the student is accepted, then a complete refund is given regardless of whether the program has started. If a student gives a written notice of cancellation after five business days of the execution of the contract or day on which the student is accepted, but before the start of the program by Le Cordon Bleu College of Culinary Arts Minneapolis/St. Paul, then all tuition, fees and other charges, except 15 percent of the total cost of the program (15 percent not to exceed $50) shall be refunded to the student. If a student gives written notice of cancellation after the start of the period of instruction for which the student has been charged, but before completion of 75 percent of the period of instruction, then student is assessed a pro rata portion of tuition, fees and all other charges plus 25 percent of the total program cost (25 percent not to exceed $100). Any notice of cancellation shall be acknowledged in writing within ten (10) business days of receipt of such notice and all refunds shall be forwarded to the student within 30 business days of receipt of such notice. This refund policy is not linked to any student conduct policy and any promissory instrument shall not be negotiated prior to the completion of 50 percent of the course. Written notice of cancellation shall take place on the date the letter of cancellation is postmarked or, in the case where the notice is hand carried, it shall occur on the date the notice is delivered to Le Cordon Bleu College of Culinary Arts Minneapolis/St. Paul. The date of execution of the enrollment agreement shall be presumed to be the date of delivery of the notice of acceptance, and if delivered by mail, the postmark dates of the letter of acceptance.

The pro rata portion of tuition and fees will be determined by using the percentage of total scheduled classes during the period between the first day of class and last date of attendance and the total scheduled program classes. Students who complete at least 75 percent of the scheduled program classes will not be entitled to refunds. Any monies due applicants or students will be refunded within 30 business days of cancellation, failure to appear on or before the first day of class, withdrawal or termination. If a student has financed all or part of the program with a third party or government funds, refunds will be paid or credited to the student's account. Refund computations will be based on the last date of attendance. If students do not return following a leave of absence on the date indicated in the written request, refunds will be made within 30 days from the end of the leave of absence. There are no refunds on books and/or supplies provided to the student, or fees charged for any student who starts classes at the College and then later withdraws or is dismissed from the institution.

Refund Schedule
0%-74.99% = Prorated % refund based on Last Date of Attendance

75%+ = 0% refund

Refund Policy for Wisconsin Residents attending Le Cordon Bleu College of Culinary Arts in Minneapolis/St. Paul
Refunds are made for students who withdraw or are withdrawn from Le Cordon Bleu College of Culinary Arts Minneapolis/St. Paul prior to the completion of their program and are based on the tuition billed for the block in which the Student withdraws, according to the schedule set forth below. Refunds will be based on the total charge incurred by the Student at the time of withdrawal, not the amount the Student has actually paid. Tuition and fees attributable to any block beyond the block of withdrawal will be refunded in full. Uniforms that have been issued are nonrefundable. Le Cordon Bleu College of Culinary Arts Minneapolis/St. Paul will honor any notice of withdrawal that includes

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but is not limited to completing a student withdrawal form with the Registrar, other written notice, or verbally communicating the student's intent to withdraw. The date from which refunds will be determined is the last date of recorded attendance. Refunds will be made within 30 calendar days of the notification of an official withdrawal or date of determination of withdrawal by the institution. If a student gives written notice of cancellation after the start of the period of instruction for which the student has been charged, but before completion of 75 percent of the period of instruction, then student is assessed a pro rata portion of tuition, fees and all other charges plus 25 percent of the total program cost (25 percent not to exceed $100). Students by virtue of attending classes in a Minnesota school are also subject to the Minnesota Refund Policy as long as that policy is more favorable to the student. There are no refunds on books and/or supplies provided to the student, or fees charged for any student who starts classes at the College and then later withdrawals.

In addition, there are no refunds on books and/ or supplies provided to the student, or fees charged for any student who starts classes at the College and then is later dismissed for any reason.

Refund Schedule
0 – 10% = 90%
10.01% – 20% = 80%
20.01% – 30% = 70%
30.01% – 40% = 60%
40.01% – 50% = 50%
50.01% – 60% = 40%
60.01% – 100% = 0%

For the Le Cordon Bleu campuses in: Portland, Seattle

Cancellation/Refund Policy
Le Cordon Bleu College of Culinary Arts is required by Oregon and Washington law to use and print the policy below:

1. If an applicant is not accepted, all monies paid by the applicant will be refunded.
2. An applicant or student may terminate enrollment by giving written notice to the school.
3. If termination occurs within five (5) business days of enrollment and prior to student attendance, all monies paid shall be refunded less any direct charges for books and supplies not returned or returnable to Le Cordon Bleu College of Culinary Arts. If termination occurs after five (5) business days of enrollment and prior to student attendance all monies paid shall be refunded with the exception of the application fee and less any direct charges for books and supplies not returned or returnable to Le Cordon Bleu College of Culinary Arts.
4. Students who have not visited the school can withdraw without penalty within three (3) days of:

   a. Regularly scheduled orientation, or

   b. a tour of the facilities and equipment.
5. In the event that a student shall terminate his/her attendance prior to his/her scheduled completion date, the student shall in no case be obligated for more tuition payments than listed in this section. The policy shall apply to all terminations, for any reason, by either party. In all cases the refund will be calculated from the last date of attendance.
6. Le Cordon Bleu College of Culinary Arts reserves the right to cancel or reschedule a starting class if the number of students enrolled is deemed insufficient. Le Cordon Bleu College of Culinary Arts will consider such cancellation a rejection and all monies paid by the student will be refunded.
7. If termination occurs more than five (5) business days after enrollment or after student attendance, the student who withdraws from the program is only obligated for the days attended within a payment period. A payment period at Le Cordon Bleu College of Culinary Arts is approximately 15 weeks in length (except for a final billing period that represents the remainder of the program and may be significantly shorter). The student will be refunded the pro-rata share of the tuition charged for the payment period based on the days not attended within the payment period. There are no refunds on books and/ or supplies provided to the student, or fees charged for any student who starts classes at the College and then later withdrawals. In addition, there are no refunds on books and/ or supplies provided to the student, or fees charged for any student who starts classes at the College and then is later dismissed for any reason.

Portland: Refund Schedule
Based on days attended in the payment period. Pro-rata refund up to 100%.

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.

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Refund Policy for Wisconsin Residents only
Refunds are made for students who withdraw or are withdrawn from the College prior to the completion of their program and are based on the tuition billed for the payment period in which the student withdraws. A payment period will vary in length based on the program. Please see your Financial Aid Office for details. Refunds will be based on the total charge incurred by the Student at the time of withdrawal, not the amount the Student has actually paid. Tuition and fees attributable to any payment period beyond the payment period of withdrawal will be refunded in full. When a student withdraws from the institution, he/she should complete a Student Withdrawal Form with the Student Services Department. Financial aid recipients should also visit the Financial Aid Office to receive an exit interview. The date from which refunds will be determined is the last date of recorded attendance. Cash refunds will be made within 15 calendar days and all other refunds will be made within 30 calendar days of the notification of an official withdrawal or date of determination of withdrawal by the College. If withdrawal occurs, a pro rata amount will be refunded up to 60% of the payment period. At 61% or above, there will be no tuition refund. In the event that a student withdraws or is dismissed from all classes during the quarter, refunds of the tuition and fees will be calculated according to the following schedule:

% of Payment Period Completed	% of Tuition Amount Per Payment Period Adjusted
1st Week of the Program	100%
1 – 10%	90%
11 – 20%	80%
21 – 30%	70%
31 – 40%	60%
41 – 50%	50%
51 – 60%	40%
61% – 100%	No Adjustment

RETURN OF TITLE IV FUNDS

A recipient of federal Title IV financial aid who withdraws or is dismissed from school during a payment period or period of enrollment in which the student began attendance will have the amount of Title IV funds they did not earn calculated according to federal regulations. This calculation will be based on the student's last date of attendance and the date the school determines that the student has withdrawn from school (see withdrawal policy), or the date of dismissal for a student who is dismissed by the institution.

The period of time in which Title IV financial aid is earned for a payment period or period of enrollment is the number of calendar days the student has been enrolled for the payment period or period of enrollment up to the day the student withdrew, divided by the total calendar days in the payment period or period of enrollment. The percentage is multiplied by the amount of Title IV financial aid for the payment period or period of enrollment for which the Title IV financial aid was awarded to determine the amount of Title IV financial aid earned. The amount of Title IV financial aid that has not been earned for the payment period or period of enrollment, and must be returned, is the complement of the amount earned. The amount of Title IV financial aid earned and the amount of the Title IV financial aid not earned will be calculated based on the amount of Title IV financial aid that was disbursed for the payment period or period of enrollment upon which the calculation was based. A student will have earned 100% of the Title IV financial aid disbursed for the payment period or period of enrollment if the student withdrew after completing more than 60% of the payment period or period of enrollment.

The U.S. Department of Education regulations indicate that it is not sufficient for a student to simply log in to an on-line class to demonstrate "academic attendance and thus trigger either initial attendance and financial aid eligibility or an LDA (Last Date of Attendance) for purposes of R2T4 (Return of Title IV Aid) calculations. On-line programs must use very specific means to document that a student participated in class or was otherwise engaged in an academically-related activity, such as; submit an assignment, take a quiz, contribute to an on-line discussion and in some cases post to an on-line gallery. For R2T4 purposes in a term based program with modules, a student is considered to have withdrawn, IF they do not complete all of the days they were scheduled to complete in the payment period or period of enrollment.

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

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

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

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

WITHDRAWAL DATE

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

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Le Cordon Bleu College of Culinary Arts is the date indicated in written communication by the student to the Admissions office. If a student does not submit written notification, the school will determine the student's withdrawal date based upon federal regulations and institutional records.

For Federal student loan reporting purposes, the student's last date of attendance will be reported as the effective date of withdrawal for both official withdrawals and those who do not complete the official withdrawal process.

Please note that the above policy may result in a reduction in school charges that is less than the amount of Title IV financial aid that must be returned. Therefore, the student may have an outstanding balance due the school that is greater than that which was owed prior to withdrawal.

STUDENT TUITION RECOVERY FUND (STRF) DISCLOSURES

For the Le Cordon Bleu campuses in: Los Angeles, Sacramento and San Francisco
You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:

1. You are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition either by cash, guaranteed student loans, or personal loans, and
2. Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if either of the following applies:

1. You are not a California resident, or are not enrolled in a residency program, or
2. Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party.

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency program attending certain schools regulated by the Bureau for Private Postsecondary Education.

You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid STRF assessment, and suffered an economic loss as a result of any of the following:

1. The school closed before the course of instruction was completed.
2. The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
3. The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.
4. There was a material failure to comply with the Act or the Division within 30 days before the school closed or, if the material failure began earlier than 30 days prior to closure, the period determined by the Bureau.
5. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.

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

ACADEMIC INFORMATION

DEFINITION OF A GRADING PERIOD

A grading period is defined as two (2)-six week modules.

UNIT OF CREDIT

The quarter credit hour is the unit of academic measurement used by Le Cordon Bleu College of Culinary Arts. A minimum of 10 lecture hours of not less than 50 minutes each plus outside reading and/or preparation; 20 laboratory hours; or 30 externship hours; or an appropriate combination of all three constitutes one quarter credit hour.

DEFINITION OF A CREDIT HOUR

The institution awards quarter credit hours to reflect the successful completion of predetermined course learning objectives and requirements. A quarter credit hour represents an institutionally established equivalency of work or learning corresponding to intended learning outcomes and verified by evidence of student achievement. The institution has established equivalencies that reasonably approximate expected learning outcomes resulting from the following time commitments:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately 10 - 12 weeks, or the equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

ENROLLMENT STATUS

To be consistent with the U.S. Department of Education guidelines, Le Cordon Bleu College of Culinary Arts has defined a full-time student as someone enrolled in 36 Quarter Credit hours per academic year. A student's enrollment status for a term or payment period is based on the Quarter Credit hours enrolled in the term or payment period divided by the number of Quarter Credit hours required for full-time status in the term or payment period.

TRANSFER OF CREDIT TO LE CORDON BLEU

Students who previously attended an accredited College or University recognized by the U.S. Department of Education may be granted transfer credit, at the sole discretion of Le Cordon Bleu College of Culinary Arts. Courses taken at the previous institution must be determined by Le Cordon Bleu College of Culinary Arts to be sufficiently equivalent to courses offered at Le Cordon Bleu College of Culinary Arts. In addition, Le Cordon Bleu College of Culinary Arts must determine that those courses are applicable to their program of study at Le Cordon Bleu College of Culinary Arts. Only courses in which the student earned a grade of 'C' or above will be considered for transfer. Students seeking to transfer credit are responsible for having official transcripts forwarded to Le Cordon Bleu College of Culinary Arts for review. Students may also be required to submit a school catalog. Students must petition for transfer credit with the Associate Registrar as soon as possible after admission. It is recommended that all prior coursework be submitted prior to matriculation, but no later than the end of registration for the student's first block of study. Students who receive transfer credit will have the program tuition charge pro-rated based upon the remaining number of credits the student must earn in order to graduate. The Business Office will make the appropriate tuition adjustment.

For the Le Cordon Bleu campuses in: Portland

Transfer credit integral to the school's approved degree curriculum may be awarded at the corresponding degree level for academic work documented by other schools that are regionally accredited, authorized to confer degrees in or from Oregon, or otherwise individually or categorically approved by the Office of Degree Authorization. Such credit must be converted as needed from semester, quarter or nontraditional calendar systems.

Transfer of credit is always at the discretion of the receiving school, generally depends on comparability of curricula, and may depend on comparability of accreditation.

TRANSFER OF CREDIT TO OTHER SCHOOLS

Le Cordon Bleu College of Culinary Arts does not imply or guarantee that credits completed at Le Cordon Bleu College of Culinary Arts will be accepted by or transferable to any other college, university, or institution, and it should not be assumed that any credits for any courses described in this catalog can be transferred to another institution. Each institution has its own policies governing the acceptance of credit from other institutions such as Le Cordon Bleu College of Culinary Arts. Students seeking to transfer credits earned at Le Cordon Bleu College of Culinary Arts to another institution should contact the other institution to which they seek admission to inquire as to that institution's policies on credit transfer.

For the Le Cordon Bleu Campuses in: Los Angeles, San Francisco, Sacramento

Notice Concerning Transferability of Credits and Credentials Earned at our Institution

The transferability of credits you earn at Le Cordon Bleu College of Culinary Arts is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree, diploma or certificate you earn in your program listed on page one of the Enrollment Agreement is also at the complete discretion of the institution to which you may seek to transfer. If the credits, degree, diploma or certificate that you earn at Le Cordon Bleu College of Culinary Arts are not accepted at

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the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Le Cordon Bleu College of Culinary Arts to determine if your credits, degree, diploma or certificate will transfer.

For the Le Cordon Bleu campuses in: Los Angeles, Sacramento, San Francisco

Transfer of Credit to Le Cordon Bleu College of Culinary Arts

Students who previously attended an accredited college or university recognized by the U.S. Department of Education may be granted transfer credit, at the sole discretion of Le Cordon Bleu College of Culinary Arts. Courses taken at the previous institution must be determined by or Le Cordon Bleu College of Culinary Arts to be sufficiently equivalent to courses offered at Le Cordon Bleu College of Culinary Arts. In addition, Le Cordon Bleu College of Culinary Arts must determine that those courses are applicable to their program of study at Le Cordon Bleu College of Culinary Arts. Only courses in which the student earned a grade of 'C' or above will be considered for transfer. Students seeking to transfer credit are responsible for having official transcripts forwarded to or Le Cordon Bleu College of Culinary Arts for review. Students may also be required to submit a school catalog.

Students must petition for transfer credit with the Associate Registrar as soon as possible after admission. It is recommended that all prior coursework be submitted prior to matriculation, but no later than the end of registration for the student's first block of study.

Students who receive transfer credit will have the program tuition charge prorated based upon the remaining number of credits the student must earn in order to graduate. The Business Office will make the appropriate tuition adjustment.

RESIDENCY

Students are required to earn a minimum of 50 percent of their credits in residence at Le Cordon Bleu College of Culinary Arts. Students transferring from another Le Cordon Bleu College of Culinary Arts campus in North America may be allowed to carry in more program credits at the discretion of the Director of Education but would be required to earn a minimum of 25 percent of their credits in residence.

ATTENDANCE

Regular classroom attendance is not only an essential ingredient for academic achievement, but is also a fundamental building block for success in the hospitality industry after graduation. As part of the course requirements, students must attend at least 80 percent of the scheduled time for each course in order to achieve satisfactory attendance. Students in any of the externship courses are required to complete all scheduled hours and record attendance throughout the scheduled course to achieve satisfactory attendance. Students who do not achieve satisfactory attendance may earn a failing grade on their transcripts and may be required to repeat the course. Absences will include tardiness or early departures. Students who are not in attendance for any portion of a class will accrue time absent calculated in percentage increments of 25, 50, or 100 percent of the class period as reflected on each daily roster. Students who have been absent from all their scheduled classes for more than 21 consecutive calendar days, not including scheduled College/Academy holidays or breaks, and/or students who officially withdraw from all current courses will be administratively withdrawn from the College/Academy.

Le Cordon Bleu College of Culinary Arts in Scottsdale

Attendance – Distance Education Programs

Regular attendance is not only an essential ingredient for academic achievement, but is also a fundamental building block for success while in the online environment. The programs are accelerated and information missed may directly affect the student's grades. A student is encouraged to attend within the first three days of the start of a module. Thereafter the student must regularly participate in class by engaging in an academically-related activity, such as contributing to an online discussion or submitting an assignment. Students must log into each of their classes at a minimum of once per week. Students who do not achieve satisfactory attendance may earn a failing grade on their transcripts and may be required to repeat the course. Students who have been absent from all their scheduled classes for more than 21 consecutive calendar days, not including scheduled holidays or breaks, and/or students who officially withdraw from all current courses will be administratively withdrawn from the college.

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

Make-up Policy

Le Cordon Bleu College of Culinary Arts encourages every student to attend all educational activities. If a student is unable to attend scheduled activities for any reason the following policy applies: with Lead Instructor or Director of Education Approval it is at the discretion of the instructor; to give the original work or any modified work for any missed projects, practical work, or exams. The scheduling of the make-up work is at the discretion of the instructor based on his/ her availability. It is the student's responsibility to seek out the instructor to make up missed work.

Excused absences are those that are documented cases of jury duty, illness, family medical care, military duty. "Documented" means the student must produce documentation–a jury duty summons, doctor's note or copy of military orders.

- Students with an excused absences resulting in a missed quiz, test, practical or oral presentation will be given the opportunity to take a make-up version of the assignment/s at the instructor's earliest

GRADE SCALE

Letter Code	Description	Included in Credits Earned	Included in Credits Attempted	Included in CGPA	Quality Points
A	A	Yes	Yes	Yes	4.00
B	B	Yes	Yes	Yes	3.00
C	C	Yes	Yes	Yes	2.00
D	D	Yes	Yes	Yes	1.00
F	F	No	Yes	Yes	0.00
I	Incomplete	No	Yes	No	n/a
W	Withdrawn	No	Yes	No	n/a
AU	Audit	No	No	No	n/a
P	Pass	Yes	Yes	No	n/a
TC	Transfer	Yes	Yes	No	n/a
PR	Proficiency Credit	Yes	Yes	No	n/a
L	Leave of Absence	No	No	No	n/a

convenience for up to 100% of the possible points Students with an un-excused absences resulting in a missed quiz, practical or oral presentation will be given the opportunity to take a make-up version of the assignment/s at the instructor's earliest convenience for up to 65% of the possible point.

Le Cordon Bleu College of Culinary Arts in Scottsdale/Online Programs

Late Work Policy

Students must submit all assignments prior to the scheduled completion of the class. No late assignments will be accepted for any work turned in after the stated due date. If there is a legitimate reason, refer to the Make Up work section of the syllabi. Acceptance of late work is at the discretion of the Instructor. All assignments will receive a grade on a Percentage/ Point System.

GRADING SYSTEM

Grade reports are available to students online through the Student Portal at the completion of each (module,). Course grades are based on the quality of work as shown by written tests, laboratory work, papers, and projects as indicated on the course syllabus. Earned quality points are calculated for each course by multiplying the quality point value for the grade received for the course times the credit hour value of the course. For example, a 4.0 credit course with a grade of 'B' would earn 12.0 quality points [credit value of course (4) times quality point value of 'B' (3)]. The Cumulative Grade Point Average (CGPA) is calculated by dividing the total earned quality points by the total credits completed.

APPLICATION OF GRADES AND CREDITS

The grade chart above describes the impact of each grade on the student's academic progress. For calculating rate of progress, grades of 'F' (failure) and, 'W' (withdrawn are counted as hours attempted, but are not counted as hours successfully completed). Students who wish to withdraw from a course at any time need to fill out a Course Withdrawal Form available in the Registrar's office. Courses the student officially drops before the third course meeting will have no record of the course on their transcript. A 'W' Grade indicates that a student has been withdrawn from a course. Students who withdraw from a course during the add/ drop period will be unregistered from the course. Students who withdraw from a course after the add/drop period but before the last calendar week of the scheduled course will receive a grade of 'W'. Students who withdraw during the last scheduled calendar week of the class, and have a date of attendance (LDA) for the class during the last calendar week of the scheduled course, will receive the grade earned calculated as a final grade. A Course Withdrawal Form or Withdrawal Routing Spreadsheet is completed by campus officials when awarding 'W' Grades.

'W' Grades are also awarded when students do not complete externship courses within a school's designated grading period; when students do not successfully meet course attendance requirements; and when students do not return to school from a leave of absence. Please refer to the individual Externship Management, Attendance, and Leave Of Absence policies for details.

The student must repeat any required course in which a grade of 'F' or 'W' is received. Students will only be allowed to repeat courses in which they received a 'D' or below, if their CGPA is <2.0 before going out on Externship or <2.0 by the time they complete the program and cannot graduate, or with Director of Education Approval. In the case of a 'D' or 'F', the better of the two grades is calculated into the CGPA. The lower grade will include a double asterisk indicating that the course has been repeated. Both original and repeated credits will be counted as attempted credits in rate of progress calculations. Federal financial aid may only be used for one repeat of a previously passed course.

A fee will be charged to repeat a class (see addendum for details).

To receive an Incomplete ('I') grade, the student must petition the course Instructor to receive an extension to complete the required coursework. The Instructor must approve the request within three business days of the student's written request, but no later than the last day of class. The student must be satisfactorily passing the course at the time of petition. Should a student fail to complete the unfulfilled coursework requirements within 14 calendar days from the start of the subsequent grading period, the Incomplete grade will be converted to the grade the student earned in the class, inclusive of '0' points for the incomplete work.

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A student who disagrees with a grade he or she has received should contact the course Instructor immediately to discuss the concern. If the dispute is unresolved, the student must submit a written appeal within 14 calendar days from the end of the grading period to the campus Director of Education. The student's appeal must include the reason he or she is appealing the grade and must be signed and dated. The student must also provide documentation supporting the appeal (if applicable) with the written request. A decision regarding the appeal will be made within five business days of receipt. Students will be notified in writing of the decision.

'TC' and 'PR' credits are included in the maximum timeframe in which to complete and the rate of progress calculation, but are not counted in the CGPA.

PROFICIENCY CREDIT

Proficiency credit, recorded as 'PR' on the transcript, may be granted in certain core courses if the student has completed previous coursework at another Le Cordon Bleu North America or International location at the sole discretion of Le Cordon Bleu College of Culinary Arts. PR Credit is also granted for College Success if student completed and associate degree or higher at an accredited postsecondary institution. Courses taken at the previous institution must be determined by Le Cordon Bleu College of Culinary Arts to be sufficiently equivalent to courses offered at Le Cordon Bleu College of Culinary Arts. Students should submit documentation of previous coursework to the Associate Registrar for evaluation prior to the end of the first academic module.

National Proficiency Exams

Proficiency credit, recorded as 'PR' on the transcript, for certain courses may be granted to students who achieve acceptable scores on specific nationally recognized exams such as CLEP, Advanced Placement (AP), and DANTES. The American Council on Education (ACE) recommendations are used when awarding CLEP or DANTES credit. Credit for AP coursework is based solely upon the student's performance on the national examination administered by the College Board. A score of three (3) or better on the AP examination is required for proficiency credit.

AUDITING A COURSE

If space permits, a graduate may audit any course within his/her program of study. With consent from the Director of Education, current students may audit a class outside of their program of study if space permits and if taken concurrently with a program course. Students auditing courses are expected to fully participate in the course and class attendance is required. Tuition for auditing a course is waived for graduates of the College/Academy. Current students taking a course outside of their program will pay tuition at the current rate for the course they audit. Students may be required to purchase tools, textbooks, uniforms, etc. for the audited course. Financial aid is not applicable. Courses students audit will be reflected with an 'AU' grade on the transcript.

NON-DEGREE SEEKING STUDENTS

In select cases as allowed by Le Cordon Bleu College of Culinary Arts, a graduate or enrolled student may be allowed to take a course outside of a program of study subject to space and prerequisite allowances. A student enrolled outside of a specific program is considered to be a non-degree seeking student. Non-degree seeking students are subject to campus policies and attendance is required. Students auditing a course as graduates or current students are subject to audit restrictions described in the catalog. Enrolled students taking the course as a prerequisite for matriculation to a program will be subject to the grading scale for the course and will be subject to tuition at the current rate for the course they are auditing. Students or graduates may be required to purchase tools, textbooks, uniforms, etc. for the audited course. Financial aid is not applicable.

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS (SAP)

All students must maintain satisfactory academic progress in order to remain enrolled at the school. Additionally, satisfactory academic progress must be maintained in order to maintain eligibility to receive financial assistance (e.g., federal and state aid). Satisfactory academic progress is determined by measuring the student's cumulative grade point average (CGPA) and the student's rate of progress toward completion of the academic program at the end of each 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

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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

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to SAP Met Status if the minimum standards are met or exceeded.

- A student who continues to fall below the specified values will be required to successfully appeal in order to maintain eligibility for financial assistance under a FA Probation status.
- A student who successfully appeals and is on FA Probation will be evaluated at the end of the second block of monitoring. A student who meets or exceeds the minimum standards will be removed from FA Probation and returned to a SAP Met status. The minimum CGPA and rate of progress requirements are not met at the time of evaluation; the student will be placed of FA Dismissal Status and will be dismissed from school.

If at any point it can be determined that it is mathematically impossible for a student to meet the minimum requirements, the student will be dismissed from the school.

Notification of academic dismissal will be in writing. The Code of Conduct Policy section of this catalog describes other circumstances that could lead to student dismissal for non-academic reasons. A tuition refund may be due in accordance with the institution's stated refund policy. During the period of FA Warning, which lasts for one payment period only, the student may continue to receive financial aid. During a period of FA Probation, if an appeal is accepted by the institution, the student may also continue to receive financial aid.

A student on FA Warning and FA Probation must participate in academic advising as deemed necessary by the institution as a condition of academic monitoring. A student who fails to comply with these requirements may be subject to dismissal even though their CGPA or rate of progress may be above the dismissal levels.

APPEAL

A student who has been placed on FA Probation may appeal the determination if special or mitigating circumstances exist. Any appeal must be in writing and must be submitted to the Academic Review Committee within 5 days of receiving notification of his/her dismissal. The student must explain what type of circumstances contributed to the academic problem and what action is being implemented to overcome the mitigating circumstance in the future. The decision of the Academic Review Committee is final and may not be further appealed. For the appeal of non-academic dismissals, please refer to the grievance policy within this catalog.

REINSTATEMENT

A student who was previously academically dismissed may apply for reinstatement to the institution by submitting a written appeal to the Appeals Committee. The appeal should be in the form of a letter explaining the reasons why the student should be readmitted. The decision regarding readmission will be based upon factors such as grades, attendance, student account balance, conduct, and the student's commitment to complete the program. Dismissed students who are readmitted will sign a new Enrollment Agreement, will be charged tuition consistent with the existing published rate, and financial aid may be available to those who qualify.

ADD/DROP PERIOD

Within the add/drop period students are allowed to make modifications to their schedules without incurring any academic or financial penalty. The add/drop period of each module is five (5) business days.

ONLINE PROGRAMS

During the start of each session, students are allowed to make modifications to their schedules without incurring any academic or financial penalty. Students may add courses through the fourth day or drop courses through the seventh day. No record of the dropped course(s) will be recorded on the transcript. Requests to drop or add a course during scheduled office hours may be facilitated in person or via e-mail or voicemail with the Office of the Associate Registrar. Requests outside of regularly scheduled office hours must be submitted via e-mail or voicemail to the Associate Registrar. Lack of attendance does not constitute a dropped course. Nonattendance in a course, by the end of the add/drop period, may result in the student being unregistered from the course. Any change in enrollment status may impact financial aid eligibility. Students are responsible for coursework missed during the add/drop period.

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GRADUATION REQUIREMENTS

In order to graduate, a student must have earned a minimum of a 2.0 CGPA and must have successfully completed all required credits within the maximum credits that may be attempted. Students must also be current on all financial obligations in order to receive official final transcripts and/or diploma.

Academic Honors

Academic honors are a formal recognition of academic achievement in a particular academic progress period (herein identified as "block") or upon graduation from an undergraduate program of study. Graduation honor status is noted on the student's transcript.

Block Honors

A student achieving a block grade point average (GPA) of 3.5 – 4.0 is recognized by the institution as receiving honors. To be eligible for honors status, a student must be enrolled in classes applicable toward graduation at least on a half-time basis. Non-degree seeking students are not eligible for academic honors. The following indicates the various block honors categories and their requirements:

President's List	4.00	Block GPA
Honor Roll	3.50 – 3.99	Block GPA

Graduation Honors

A graduate from a baccalaureate program who has a cumulative grade point average (CGPA) of at least 3.50 is eligible to receive Latin Honors:

Summa Cum Laude	3.90 – 4.00	CGPA
Magna Cum Laude	3.70 – 3.89	CGPA
Cum Laude	3.50 – 3.69	CGPA

A graduate from an associate, diploma or certificate program that has a cumulative grade point average (CGPA) of at least 3.50 is eligible to graduate with Honors:

High Honors	3.75 – 4.00	CGPA
Honors	3.50 – 3.74	CGPA

GRADUATION DOCUMENTS

For Le Cordon Bleu College of Culinary Arts in: Atlanta, Minneapolis/St. Paul, Sacramento, Seattle, St. Louis
Le Cordon Bleu Diplôme in Culinary Arts

Le Cordon Bleu Diplôme in Pâtisserie and Baking

Associate of Applied Science Degree in Le Cordon Bleu Culinary Arts

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

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Pâtisserie and Baking

For Le Cordon Bleu College of Culinary Arts in: Las Vegas, Portland, San Francisco
Le Cordon Bleu Diplôme in Culinary Arts

Le Cordon Bleu Diplôme in Pâtisserie and Baking

Associate of Occupational Science Degree in Le Cordon Bleu Culinary Arts

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

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Pâtisserie and Baking

For Le Cordon Bleu College of Culinary Arts in: Los Angeles
Le Cordon Bleu Diplôme in Culinary Arts

Le Cordon Bleu Diplôme in Pâtisserie and Baking

Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts

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

Diploma in Le Cordon Bleu Culinary Arts

Diploma in Le Cordon Bleu Pâtisserie and Baking **For Le Cordon Bleu College of Culinary Arts in: Miami, Orlando**

Le Cordon Bleu Diplôme in Culinary Arts

Le Cordon Bleu Diplôme in Pâtisserie and Baking

Associate in Science Degree in Le Cordon Bleu Culinary Arts

Associate in Science Degree in Le Cordon Bleu Pâtisserie and Baking

Diploma in Le Cordon Bleu Culinary Arts

Diploma in Le Cordon Bleu Pâtisserie and Baking

For Le Cordon Bleu College of Culinary Arts in: Scottsdale
Le Cordon Bleu Diplôme in Culinary Arts

Le Cordon Bleu Diplôme in Pâtisserie and Baking

Le Cordon Bleu Diplôme in Hospitality & Restaurant Management

Bachelor of Arts Degree in Le Cordon Bleu Culinary Management

Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts

Associate of Occupational Studies Degree in Pâtisserie and Baking

Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Operations

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

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Pâtisserie and Baking

LEAVE OF ABSENCE

For the Le Cordon Bleu campuses in: Atlanta, Los Angeles, Minneapolis/St. Paul, Orlando, Portland, Sacramento, Seattle, St. Louis
An approved Leave of Absence (LOA) is a temporary interruption in a student's academic attendance for a specific period of time in an ongoing program.

Leave of Absence Conditions
The following conditions may be considered:

- Medical Leave (including pregnancy)
- Family Care (unexpected childcare issues or medical care of family)
- Military Duty
- Jury Duty
- Temporary Job Assignment (applies only if the student is being temporarily relocated for a job assignment as required by a current employer).

The following requirements apply:

A student may be granted a Leave of Absence (LOA) if:

- A LOA request is submitted in writing within five (5) calendar days of the student's last date of attendance, which includes the reason for the request. If unforeseen circumstances prevent the student from providing a written request within five (5) calendar days the institution may use its discretion to grant the student's request if the student provides the written documentation validating the unforeseen circumstances by the last day of the school's attendance policy.
- Students may request multiple LOAs, but the total number of days the student remains on LOA may not exceed 180 days during a consecutive 12-month timeframe Failure to return from an approved leave of absence will result in withdrawal from the school, may have an impact on aid, loan repayment and exhaustion of the loan grace

period. Students in a LOA status may not receive further financial aid disbursements until returning to active status. Contact the financial aid office for more information about the impact of a LOA on financial aid.

LEAVE OF ABSENCE

For the Le Cordon Bleu campuses in: Las Vegas, Miami, San Francisco, Scottsdale
An approved Leave of Absence (LOA) is a temporary interruption in a student's academic attendance for a specific period of time in an ongoing program.

Leave of Absence Conditions
The following conditions may be considered:

- Medical Leave (including pregnancy)
- Family Care (unexpected childcare issues or medical care of family)
- Military Duty
- Jury Duty

The following requirements apply:

A student may be granted a Leave of Absence (LOA) if:

- A LOA request is submitted in writing within five (5) calendar days of the student's last date of attendance, which includes the reason for the request.
- Students may request multiple LOAs, but the total number of days the student remains on LOA may not exceed 180 days during a consecutive 12-month timeframe.

Failure to return from an approved leave of absence will result in withdrawal from the school, may have an impact on aid, loan repayment and exhaustion of the loan grace period. Students in a LOA status may not receive further financial aid disbursements until returning to active status. Contact the financial aid office for more information about the impact of a LOA on financial aid.

STUDENT SERVICES INFORMATION

ACADEMIC ASSISTANCE

Students seek help and advice during their education for many reasons. At Le Cordon Bleu College of Culinary Arts, the student comes first. Every effort is made to develop a relationship with the student body so individuals feel comfortable in requesting and receiving assistance. The Director of Education is responsible for providing academic assistance and should be consulted when assistance is desired. Referrals to outside agencies may also be provided as needed. The administrative staff and the faculty are also available for advising assistance.

CAREER SERVICES

During the admissions interview, prospective students are advised of the many career paths that are available to them upon graduation. The Admissions Representatives assist students in assessing their talents and discuss the motivation necessary to achieve their career goals.

Students enrolled in Le Cordon Bleu College of Culinary Arts has many opportunities for part-time employment while they pursue their studies. It is important to note that this assistance is available to all students who make satisfactory academic progress. The Director of Career Services is the liaison between students and employers, serving the students by promoting Le Cordon Bleu College of Culinary Arts to prospective employers. These employers are assisted by the referral of qualified candidates from Le Cordon Bleu College of Culinary Arts.

The graduate employment assistance process intensifies as students near graduation. The Director of Career Services assists students with resume writing, interviewing skills and professional networking techniques. Students may interview both on and off campus, until they have secured an appropriate position. Externship is an important part of the learning experience, and as the last official class a student takes, the culmination of many months of study. Students are encouraged to explore externship opportunities early and shall take an active part in the search for employment.

Examples of assistance may include, but are not limited, to contacting employers to inquire what specific skills and experience levels they are seeking, what specific job duties and schedule requirements are expected, and preferred methods of contact from the potential employee. Career Service staff will conduct a series of in class presentations on career skills topics such as resume writing, job searching techniques, and interview skills. Additionally, Career Services Staff will meet with students to ascertain skill levels and learn about initial expectations the student has for employment. The information collected is used to assist the Career Services Director and staff to help facilitate connections between students and potential employers. Le Cordon Bleu cannot guarantee employment or salary.

For the Le Cordon Bleu campuses in: Los Angeles, Sacramento, San Francisco

School Performance Fact Sheet

Completion and Graduate employment rates, or our "School Performance Fact Sheet", are distributed to students at the time of enrollment. All backup data to substantiate these rates is available for review in the Associate Registrar's Office and Career Services office.

EMPLOYMENT DISCLOSURE (ONLY FOR SCHOOLS WITH SPANISH-SPEAKING PROGRAMS)

Le Cordon Bleu College of Culinary Arts will provide career services assistance to its graduates but cannot guarantee job or externship placement, employment or salary. Graduates of any Le Cordon Bleu Spanish-speaking programs who are not fluent in English will likely encounter more difficulty finding employment and an externship, and/or have other employment limitations due to the fact that most businesses require fluency in the English language.

BACKGROUND CHECKS

Agencies and institutions that accept our students for internship/externship and potential employers may conduct a criminal and/or personal background check. Students with criminal records that include felonies or misdemeanors (including those that are drug-related) or personal background issues such as bankruptcy might not be accepted by these agencies for internship/externship or employment following completion of the program. Some agencies and employers may require candidates to submit to a drug test. Employment and internship decisions are outside the control of Le Cordon Bleu College of Culinary Arts.

Le Cordon Bleu cannot guarantee employment or salary.

PLANS TO IMPROVE ACADEMIC PROGRAMS

Le Cordon Bleu College of Culinary Arts reviews its academic programs on a regular basis to ensure relevancy with current employment requirements and market needs. As deemed appropriate, Le Cordon Bleu College of Culinary Arts may change, amend, alter or modify program offerings and schedules to reflect this feedback. If you have questions about this process or any plan to improve academic programs, contact the Education Department.

CYBRARY / LIBRARY INFORMATION

Cybrary

The Cybrary is an Internet-accessible information center committed to facilitating the lifelong learning and achievement of the Career Education Corporation community. This "virtual library" contains a collection of full-text journals, books, and reference materials, links to Websites relevant to each curricular area, instructional guides for using electronic library resources and much more.

The "virtual" collection is carefully selected to support students as they advance through their programs of study and include quality, full-text, peer-reviewed articles from scholarly journals and full-text electronic books. Instructional materials for students and faculty are designed to enhance information literacy skills.

A full-time librarian located at corporate headquarters manages the Cybrary. The librarians at the various CEC colleges participate in selecting the electronic resources and Website links, and help prepare the instructional materials that are on the Website.

Students at all CEC colleges have access to the Cybrary from their campus location and from home, if they have an Internet service provider.

To access the Cybrary students may log on to their My Campus portal and access the Library Link. On this library page are links to all virtual resources as well as the information of the online librarian and a Live Chat link. Hours of operation for these services are available on the Library page of the My Campus Portal. The Cybrary is available online 24 hours per day 7 days per week. If students need assistance with their My Campus user name and password log in information they may contact the local My campus Portal Administrator at their campus or online Technical Support at portalsupport@careered.com or call 1-800-840-8968.

The hours for the campus library/resource center are posted on the Library page of the student's My Campus Portal. These hours are:

LCB Pasadena
Monday – Thursday: 7:30 am – 8:00 pm
Fridays: 7:30 am - 6:30 pm

LCB Hollywood
Monday – Friday: 6:00 am – 9:30 pm

LCB Sacramento
Monday – Thursday: 9:00 am – 8:00 pm
Friday & Saturday: 8:30 am – 5:30 pm

LCB San Francisco
Monday – Friday: 10:00 am – 6:00 pm

Library/Resource Center
Le Cordon Bleu College of Culinary Arts maintains a Library and Resource Center ("LRC") at the campuses which contain computers for students to access the Cybrary. The LRC is available to all students in full uniform during posted hours.

The Le Cordon Bleu College of Culinary Arts campus library provides materials to support the mission and curriculum and assists each student to attain his/her educational goals. The electronic collection includes books, an assortment of current periodicals, and videos. The library, which provides academic assistance to students, is open during posted hours.

STUDENT SERVICES

Le Cordon Bleu College of Culinary Arts welcomes students to discuss any issues or concerns with any member of the faculty or staff. Students are encouraged to discuss academic as well as job-related concerns with either the Director of Education or Director of Career Services. The staff of Le Cordon Bleu College of Culinary Arts is also available on a daily basis to assist students with financial aid, employment assistance, and academic advisement. Students are welcome on the campus any time during office hours to take advantage of the variety of services provided by Le Cordon Bleu College of Culinary Arts. Le Cordon Bleu College of Culinary Arts encourages students to network with graduates as well as instructors and peers in their classes, thus enhancing their networking opportunities in the industry.

HOUSING AND TRANSPORTATION

For the Le Cordon Bleu campuses in: Atlanta, Las Vegas, Miami, Minneapolis/ St. Paul, Orlando, Portland, Scottsdale, Seattle, St. Louis
Le Cordon Bleu College of Culinary Arts does not provide on-campus housing, but does assist students with information on area housing.

Le Cordon Bleu College of Culinary Arts in Los Angeles
Le Cordon Bleu College of Culinary Arts does not provide dormitory housing or formal housing assistance. Le Cordon Bleu College of Culinary Arts networks with local property management companies that assist students in finding adequate, affordable housing. The student is responsible for the signing of his/her lease, paying all deposits, monthly lease payments and utilities, if required. The school does not assume responsibility for student housing.

Le Cordon Bleu College of Culinary Arts in Sacramento
Le Cordon Bleu College of Culinary Arts does not assume responsibility for student housing, does not have dormitory facilities under its control, and does not offer student housing assistance.

Le Cordon Bleu College of Culinary Arts in San Francisco
Le Cordon Bleu College of Culinary uses outside, third-party vendors to assist students with off-campus housing. Although housing in the immediate area of the school may be available, the College can make no guarantee of housing while attending school. Many transportation options are available including carpooling, city bus lines that stop near campus and conveniently located public parking with bike racks.

STUDENT ORIENTATION

Prior to beginning classes at Le Cordon Bleu College of Culinary Arts, all new students attend an orientation program. Orientation facilitates a successful transition into Le Cordon Bleu College of Culinary Arts. New students are required to attend regardless of their prior college experience. At orientation, students are acquainted with the campus, the administrative staff, the faculty and their peers. The directors of the administrative departments explain the ways in which they assist students and clarify students' rights and responsibilities.

STUDENT PORTAL

The student portal is a secure website that allows a student access to his or her information including schedule, grades, account balance and activity, school events, school contact information, and much more. Le Cordon Bleu College of Culinary Arts offers this capability so that it's easy for our students to be in touch with us and enhance their college experience. Upon acceptance to Le Cordon Bleu College of Culinary Arts, students will be issued a Student Number that can be used to gain access to the student portal.

STUDENT RECORD RETENTION

Le Cordon Bleu College of Culinary Arts maintains student records at the campus for a minimum of five (5) years. Le Cordon Bleu College of Culinary Arts student transcripts are retained indefinitely.

TRANSCRIPTS

An official transcript is maintained for each student. The transcript provides a complete record of all course grades and credits earned. Le Cordon Bleu College of Culinary Arts will supply official transcripts to whomever the student or graduate designates.

Transcript requests are fulfilled through Parchment, a leading company in secure transcript. Transcript fees are assessed regardless of transcript hold status. If you have an outstanding balance preventing release of your transcript, we will not be able to issue your official transcript.

- $5 – Transcript (electronic or paper) requested electronically through Parchment.
- $10 – Transcripts ordered through the campus.
- $30 – Overnight/U.S. Mail delivery Additional information on the electronic transcript service can be found on the student portal.

UNIFORM POLICY

The uniform policy can be found in the Le Cordon Bleu College of Culinary Arts. The Student Handbook is distributed to students upon admission to the school.

For the Le Cordon Bleu campuses in: Los Angeles, Sacramento, San Francisco

California Food Handler Requirement

Effective July 1, 2011, the California Food Handler Card law will require all persons working in certain foodservice establishments within the state of California to attend a course in food safety provided by a certification organization, pass a test and receive a Food Handler Card. Students attending Le Cordon Bleu College of Culinary Arts will be required to successfully complete the requirements for NEHA Certification or the California Food Handler Card as a prerequisite when beginning any course that involves the production of food for sale to the public and deemed by the state of California as requiring a California Food Handler Card. Valid certification must be presented prior to entering courses with this prerequisite. Failure to meet this requirement will make them ineligible to complete program requirements which may lead to withdrawal from their course of study. This requirement may also be applicable to employment in the industry.

Course LCBC105 – The NEHA Exam and preparation in this course meets state requirements. Students must pass the NEHA test offered during LCBC105 to receive their California Food Handler Card at additional costs through an agency outside of Le Cordon Bleu College of Culinary Arts.

Le Cordon Bleu College of Culinary Arts in Scottsdale

Food Handlers Card

It is required that all students obtain a Maricopa County Food Handlers' Card prior to entering their first lab class. There is a small fee to take the test and your instructor will provide you with information on where and when to take the test.

Course Materials Return Policy for Distance Education Programs

Credit will be issued for return of course materials only under the following circumstances:

- The materials being returned must be in original shrink wrapping or unopened with tamper resistant seals intact; and
- The materials being returned must be undamaged, unmarked and in saleable condition; and
- The Return Merchandise Authorization (RMA) number must be included with the return; and
- The materials being returned must have been shipped by Words of Wisdom (WOW), be for the current session only and either be related to a class from which the student has formally withdrawn or have been refused by student or returned to WOW by the carrier; and
- RMA must be requested from WOW Customer Service by student within seven (7) calendar days of the current session start (unless retuned by carrier).

GENERAL INFORMATION

CAMPUS SECURITY

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

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

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

CONDUCT POLICY

All students are expected to respect the rights of others and are held responsible for conforming to the laws of the national, state and local governments, and for conducting themselves in a manner consistent with the best interests of Le Cordon Bleu College of Culinary Arts and of the student body.
A student who was previously dismissed for violations of the conduct policy may apply for reinstatement to the institution by submitting a written appeal to the Appeals Committee. The appeal should be in the form of a letter explaining the reasons why the student should be readmitted. The appeal must be submitted within ten (10) business days of receiving notification of his/her dismissal. Dismissed students who are readmitted will sign a new Enrollment Agreement; will be charged tuition consistent with the existing published rate. Students who are interested in applying for federal financial aid may do so at this time.

CODE OF CONDUCT

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

a. Oversee behavior

b. Investigate violations and

c. Manage judgment through administrative agreement and sanctions.

Attendance at this institution is a privilege, not a right; therefore, students whose behavior may be detrimental to other members of the community may be officially warned, sanctioned through an informed process, suspended and/or dismissed from the institution. Behavior that infringes upon rights, safety, or privileges, or which impedes the educational process or the institution's right to conduct its business is prohibited. Such infractions include but are not limited the following:

Respect

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

Responsibility

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

Honesty

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

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

Trust

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

Fairness

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

DRUG-FREE ENVIRONMENT

As a matter of policy, Le Cordon Bleu College of Culinary Arts prohibits the unlawful manufacture, possession, use, sale, dispensation, or distribution of controlled substances and the possession or use of alcohol by students and employees on its property and at any school activity. The only exception is authorized wine tasting within the classroom. Further information on the school's policies can be found in the Student Handbook. Any violation of these policies will result in appropriate disciplinary actions up to and including expulsion in the case of students and termination in the case of employees, even for a first offense. Violations of the law will also be referred to the appropriate law enforcement authorities. Students or employees may also be referred to abuse help centers. If such a referral is made, continued enrollment or employment will be subject to successful completion of any prescribed counseling or treatment program. Information on the school's drug-free awareness program and drug and alcohol abuse prevention program may be obtained from the President's Office.

FACILITY INFORMATION

Le Cordon Bleu College of Culinary Arts in Atlanta

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

Le Cordon Bleu College of Culinary Arts in Los Angeles

Pasadena Campus

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

The Pasadena campus occupies over 104,000 square feet that supports the institution's population, labs and equipment. Physical resources are monitored and evaluated to stay abreast of industry standards. The Pasadena campus's facilities consist of classrooms for its specialized instructional needs as well as general purpose classrooms, 1 restaurant comprised of two service styles (quick service and full service), a prep kitchen, Learning Resources Center, and common use rooms for meetings, conferences, guest speakers etc. Classroom types include: Culinary labs, pâtisserie and baking labs, a chocolate lab, academic classrooms, and demo labs. Several classrooms are able to be combined to create large presentation and lecture spaces. Classrooms are equipped with industry current equipment directly related to the curriculum. The student will be exposed to industry standard stoves, convection ovens, fryers, commercial bakery steam injected ovens, stand mixers, commercial grills, steam kettles, commercial pots, pans and implements.

Hollywood Campus

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

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

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

Le Cordon Bleu College of Culinary Arts in Las Vegas

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

Le Cordon Bleu College of Culinary Arts in Miami
Le Cordon Bleu College of Culinary Arts is only twenty minutes away from the heart of Miami and from downtown Ft. Lauderdale. The Campus consists of approximately 60,000 square feet of kitchen labs and classrooms. Our labs feature industry-current commercial equipment and are designed for maximum efficiency, learning and comfort. They offer a great proving ground to replicate the kind of fast-paced environment our graduates can experience in the industry. Students will also find at this beautiful campus setting:

- Classrooms designed to facilitate learning, which consist of lecture rooms and instructional kitchens.
- Small classes encourage student/faculty interaction and students receive individual attention to help them reach their potential.

Le Cordon Bleu College of Culinary Arts in Minneapolis/St. Paul
Totaling 70,000 square feet, the campus of Le Cordon Bleu College of Culinary Arts in Minneapolis/St. Paul, MN is in Mendota Heights, Minnesota near the Mall of America and the Minneapolis/St. Paul International Airport. Our campus is located at:
1315 Mendota Heights Road
Mendota Heights, MN 55120

It is located near major highways and public transportation, and parking is available to college students. Kitchen labs are equipped with stoves, ovens, and food-preparation equipment found in the industry. A wide range of small wares are provided for students´ use in practicing various culinary skills and techniques.

Le Cordon Bleu College of Culinary Arts in Orlando
The campus facilities and the equipment used comply with all federal, state and local ordinances and regulations including those related to fire safety, building safety and health. The campus occupies approximately 80,000 square feet, conveniently located near John Young Parkway, Sand Lake Road, I-4, and the Beachline Expressway. The campus is near public transportation lines, and parking is available to students at no charge. The campus is located close to downtown Orlando, International Drive, the Florida Mall, the Millenia Mall, all major theme parks, and the Orlando International Airport. Kitchen labs are equipped with stoves, ovens, and food preparation equipment commonly found in the industry. A wide range of small wares are provided for the students' use in practicing a variety of culinary skills and techniques. The programs are supported by food storage facilities that reflect those found in the industry.

Le Cordon Bleu College of Culinary Arts in Portland
Le Cordon Bleu College of Culinary Arts main campus is situated in the heart of downtown Portland in the historic Galleria Building, located at:
600 SW 10th Avenue, Suite 500
Portland, OR 97205

Le Cordon Bleu College of Culinary Arts is centrally located and offers immediate access to a public transportation system. Within the main campus' approximately 39,023 square feet, including nine (9) kitchen classrooms (including two demonstration labs) and four (4) lecture rooms. Kitchen labs are equipped with food preparation equipment found in the industry. A wide range of small wares are provided for the students' use in practicing a variety of culinary and baking and pastry skills and techniques. The programs are supported by food storage facilities that reflect those found in the industry.

Le Cordon Bleu College of Culinary Arts in Sacramento
The Le Cordon Bleu College of Culinary Arts facility has the following features:

- Kitchen Labs featuring industry-current culinary equipment.
- A multi-purpose room for use in new student orientation, college and public events, on-site recruitment, lectures, and special classes.
- A student area and resource center.
- Office space for administrative and support staff.
- Ample storage space for files and supplies.

The student will be exposed to industry standard stoves, convection ovens, fryers, commercial bakery steam injected ovens, stand mixers, commercial grills, steam kettles, commercial pots, pans and implements.

All courses, with the exception of the Externship, are conducted at this location:
2540 Del Paso Road
Sacramento, CA 95834

Le Cordon Bleu College of Culinary Arts in San Francisco
Le Cordon Bleu College of Culinary Arts is located in the Potrero Hill neighborhood at 350 Rhode Island Street. All courses, with the exception of the Externship, are conducted at this location. Our campus encompasses kitchen lab classrooms, wireless high-speed lecture classrooms, computer classrooms and a fine-dining restaurant, all housed in approximately 100,000 square feet. Other distinctive features include a student/staff lounge and the library which houses an extensive stock of current culinary, hospitality and restaurant periodicals, along with texts and videos to supplement classroom and workshop instruction.

Le Cordon Bleu College of Culinary Arts in Scottsdale

Camelback Campus
The campus is housed in a former country club setting against the beautiful backdrop that overlooks Camelback Mountain, a well-known landmark in the high-end resort destination of the Phoenix Metropolitan area. Camelback Campus houses administrative offices, numerous classrooms, and kitchens.

Skybridge Facility
The Skybridge facility is an expansion of the Camelback Main Campus. It is located in bustling Old Town Scottsdale, Arizona, minutes away from the main campus. It

provides a stunning panorama of Scottsdale's popular 5th Avenue shops and internationally acclaimed tourist district. Skybridge Campus houses administrative offices, numerous classrooms, kitchens, the main library, and Technique, and restaurant kitchen.

Le Cordon Bleu College of Culinary Arts in Seattle
The Le Cordon Bleu College of Culinary Arts facility has the following features:

- Kitchen labs featuring industry-current culinary equipment.
- A resource center.
- Office space for administrative and support staff.
- Ample storage space for files and supplies.

Le Cordon Bleu College of Culinary Arts in St. Louis
Le Cordon Bleu College of Culinary Arts is located at:
7898 Veteran's Memorial Parkway
St. Peters, MO 63376

The facility has the following features:

- Kitchen Labs featuring industry-current culinary equipment.
- A student area and resource center.
- Office space for administrative and support staff.
- Storage space for files and supplies.
- Designated conference and copy/workroom.

HOURS OF OPERATION, INSTRUCTIONAL HOURS & CLASS SCHEDULING

Le Cordon Bleu College of Culinary Arts' hours of operation are 9:00 am to 8:00 pm, Monday through Thursday and 9:00 am to 5:00 pm on Friday, unless posted otherwise. Instructional Hours of operation are from 6:00 am to 10:35 pm, Monday through Friday.

An instructional hour is defined as each scheduled 50-minute period.

All student schedules are issued at the discretion of Le Cordon Bleu College of Culinary Arts. Student work schedules must be made around assigned class hours. Courses are normally scheduled to begin six (6) week intervals. Le Cordon Bleu College of Culinary Arts reserves the right to change, delete or schedule additional courses whenever necessary. To accommodate the changing industry environment, Le Cordon Bleu College of Culinary Arts reserves the right to alter or substitute courses whenever necessary. Changes will not negatively affect currently enrolled students.

Schedule of Course Offerings
The chief academic officer or designee is responsible for developing schedules of course offerings each block and making them available to all necessary parties. Not all courses may be offered every module/block. Last minute changes to schedules are to be avoided whenever possible, but may be necessary to accommodate staffing and class size. The chief academic officer or designee is responsible for making the final decision to add, cancel, combine or split courses based on enrollment, academic effectiveness and other factors. Students will be given prompt notification of schedule changes.

CLASS SIZE

The skills needed for a particular program are reinforced with relevant instruction. Le Cordon Bleu College of Culinary Arts instructors provide supervision and guidance, which promotes confidence and support.

Laboratory Classes – Students attend laboratory classes for their program with class sizes not to exceed 40 students.

Lecture Classes – Students attend lecture classes for their program with class sizes not to exceed 50 students.

SCHOOL CLOSING INFORMATION – GENERAL INFORMATION

Scheduled school closings can be found in the academic calendar. In the event of a weather related closing, students will be notified via a global alert system that contacts their e-mail and phone numbers provided to the school.

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

School Closing Information
Le Cordon Bleu College of Culinary Arts makes every effort to maintain regularly scheduled classes, however, if circumstances arise that force us to cancel classes we will utilize the school's Emergency Notification System (ENS). Students will receive a recorded message via telephone from the school indicating the cancellation of classes as well as an e-mail message. In the case of inclement weather, information about school closings can be found in the Student Handbook.

Le Cordon Bleu College of Culinary Arts in Seattle

School Closing Information
In the event of an emergency in which the school would be closed, students, faculty and staff will be notified by e-mail and text message through the Global Alert Link contact system.

Le Cordon Bleu College of Culinary Arts in St. Louis

School Closing Information
Le Cordon Bleu College of Culinary Arts makes every effort to maintain regularly scheduled classes, however, if circumstances arise that force us to cancel classes we will utilize the school's Emergency Notification System (ENS). Students will receive a recorded message via telephone from the school indicating the cancellation of classes as well as an e-mail message. In the case of inclement weather, the school closure will be reported to the local FOX television affiliate KTVI.

GRIEVANCE POLICY

Internal Grievance Policy
Many student complaints can be resolved through discussion with the appropriate instructor or staff member and the use of this grievance procedure, and we encourage students to make contact at the first indication of a problem or concern.

This section describes the steps the student should follow so that the problem can be fully and fairly investigated and addressed. The student will not be bound by any resolution unless the student agrees to accept it. If the student does not accept a proposed conclusion or resolution, then the student may pursue the matter in arbitration as provided for in the student's Enrollment Agreement. However, the student must pursue his or her claim through this grievance procedure first.

Please note that this grievance procedure is intended for problems concerning a student's recruitment, enrollment, attendance, education, financial aid assistance, or career service assistance, or the educational process or other school matters. It does not apply to student complaints or grievances regarding grades or sexual harassment, which are addressed in other sections of this catalog.

Le Cordon Bleu College of Culinary Arts and the student agree to participate in good faith in this grievance procedure. We will receive all information submitted by the student concerning a grievance in strict confidence and we and the student agree to maintain confidentiality in the grievance procedures. No reprisals of any kind will be taken by any party of interest or by any member of the Le Cordon Bleu College of Culinary Arts administration against any party involved. We will investigate all complaints or grievances fully and promptly. So long as the student pursues this grievance procedure to its conclusion, the period during which the student is pursuing this process will not count toward any statute of limitations relating to the student's claims.

Step 1 – Grievances or complaints involving an individual instructor or staff member should first be discussed with the individual involved. Grievances or complaints involving a policy or class should first be discussed with the individual enforcing that policy, the class instructor, or the Lead Instructor. Alternatively, the student may submit the complaint to the campus Director of Education.

Step 2 – If the matter is not resolved to the student's satisfaction in Step 1, the student may submit a written, dated and signed statement of the grievance or complaint and a description of the actions that have taken place thus far to the next level of authority directly or through the President.

Step 3 – If the matter is not resolved to the student's satisfaction in Step 2, the student's next step is to submit a written, dated and signed statement to the campus President. Within five (5) days of the President's receipt of the written statement, the President will arrange to preliminarily meet with the student to discuss the grievance, and the President will thereafter conduct an investigation, including providing the student with a full and fair opportunity to present evidence relevant to the matter. The President will render his/her decision in writing within ten (10) business days after concluding his/her investigation, setting out the President's findings, conclusions, and reasoning. The President's decision will be final. The student's written complaint, together with the President's decision, will become a permanent part of the files of the parties involved.

GENERAL

This grievance procedure is designed to address problems promptly and without undue delay. In order to achieve that, the student must initiate Step 1 within ten (10) business days of the incident or circumstance(s) giving rise to the complaint, and must initiate each other Step within ten (10) business days after receiving a response or if more than twenty (20) business days have passed with no response. If the student fails to take any of the steps in this procedure within the required timeframes, then the student will be deemed to have accepted the resolution last proposed by Le Cordon Bleu College of Culinary Arts. If the school fails to act within the timeframes described in this procedure, then the student may elect to forgo any further steps in the grievance procedure and choose to go directly to arbitration as provided in the student's Enrollment Agreement. The time periods set forth in these procedures can be extended by mutual consent of Le Cordon Bleu College of Culinary Arts and the student. Students may also contact the following agencies.

The Accrediting Council for Independent Colleges and Schools (ACICS)
750 First Street, NE Suite
980 Washington, DC 20002-4241
Phone: (202) 336-6780

The Accrediting Commission of Career Schools and Colleges (ACCSC)
2101 Wilson Blvd., Suite 302
Arlington, VA 22201
Phone: (703) 247-4212

The American Culinary Federation Education Foundation Accrediting Commission (ACFEFAC)
180 Center Place Way
St. Augustine, FL 32905
Phone: (904) 824-4468 or (800) 624-9458

A copy of the Commission's Complaint Form is available at the school and may be obtained by contacting the Director of Education.

For the Le Cordon Bleu campuses in: Los Angeles, Sacramento, San Francisco
The student may also contact the Bureau for Private Postsecondary Education
P.O. Box 980818
Sacramento, CA 95798-0818
Phone: (888) 370-7589
Fax: (916) 263-1897
www.bppe.ca.gov

Le Cordon Bleu College of Culinary Arts in Atlanta
The student may also file a complaint directly with the Nonpublic Postsecondary Education Commission at any time. The student may contact the Nonpublic Postsecondary Education Commission for further details at:
Nonpublic Postsecondary Education Commission (NPEC)
2082 East Exchange Place, Suite 220
Tucker, GA 30084
Phone: (770) 414-3300

Le Cordon Bleu College of Culinary Arts in Las Vegas
Commission on Postsecondary Education
3663 East Sunset Road, Suite 202
Las Vegas, NV 89120
Phone: (702) 486-7330
Fax: (702) 486-7340
www.cpe.state.nv.us/

For the Le Cordon Bleu campuses in: Miami, Orlando
At any time, if a student has a concern, grievance, or complaint about the institution, the student may contact:
Commission for Independent Education
Florida Department of Education
325 West Gaines Street, Suite 1414
Tallahassee, FL 32399-0400
Phone: (850) 245-3200 or (888) 224-6684
www.fldoe.org/cie/

Le Cordon Bleu College of Culinary Arts in Minneapolis/St. Paul
Students may also contact the:
Minnesota Office of Higher Education
1450 Energy Park Drive, Suite 350
St. Paul, MN 55108-5277

Wisconsin residents may contact the:
Wisconsin Educational Approval Board
30 W. Mifflin St., P.O. Box 8696
Madison, WI 53708-8986

Le Cordon Bleu College of Culinary Arts in Portland
Students aggrieved by action of the school should attempt to resolve these problems with appropriate school officials. Should this procedure fail students may contact or file a complaint with:
Oregon Office of Degree Authorization
Oregon Student Assistance Commission
1500 Valley River Drive, #100
Eugene, OR 97401
Phone: (541) 687-7452

Workforce Training and Education
Coordinating Board
128 Tenth Avenue SW
P.O. Box 43105
Olympia, WA 98504-3105
Phone: (360) 753-5662

Le Cordon Bleu College of Culinary Arts in Scottsdale
The student also may file a complaint with the Arizona State Board for Private Postsecondary Education. The student must contact the State Board for further details. Please direct all inquiries to:
Arizona State Board for Private Postsecondary Education
1400 W. Washington, Room 260
Phoenix, AZ 85008
Phone: (602) 542-5709
www.azppse.gov

Le Cordon Bleu College of Culinary Arts in Seattle
Workforce Training and Education
Coordinating Board
128 Tenth Avenue SW
P.O. Box 43105
Olympia, WA 98504-3105
Phone: (360) 753-5662

Le Cordon Bleu College of Culinary Arts in St. Louis
The student may also file a complaint with:
Missouri Department of Higher Education (MDHE)
3515 Amazonas Drive
Jefferson City, MO 65109
Phone: (573) 751-2361

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT NOTICE

The Family Educational Rights and Privacy Act (FERPA) afford eligible students certain rights with respect to their education records.
An eligible student under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution. These rights include:

1. The right to inspect and review the student's education records within 45 days after the day Le Cordon Bleu College of Culinary Arts receives a request for access. A student should obtain a Request to Inspect and Review Education Records form from the portal and submit to the President, a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected.

   Students are not entitled to inspect and review financial records of their parents. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

   A student who wishes to ask the school to amend a record should write to the President, clearly identify the part of the record the student wants changed, and specify why it should be changed.

   If the school decides not to amend the record as requested, the school will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before Le Cordon Bleu College of Culinary Arts discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

   The school discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the institution in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor

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outside of Le Cordon Bleu College of Culinary Arts who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of the education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the institution.

Parental access to a student's record will be allowed by Le Cordon Bleu College of Culinary Arts without prior consent if:

a. the student has violated a law or the institution's rules or policies governing alcohol or substance abuse, if the student is under 21 years old; or

b. the information is needed to protect the health or safety of the student or other individuals in an emergency. Upon request, the school also discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Le Cordon Bleu College of Culinary Arts to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

   Family Policy Compliance Office
   U.S. Department of Education
   400 Maryland Avenue, SW
   Washington, DC 20202

Below is a listing of the disclosures that postsecondary institutions may make without consent:

FERPA permits the disclosure of education records, without consent of the student, if the disclosure meets certain conditions found in the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose education records without obtaining prior written consent of the student in the following instances:

- To other school officials, including teachers, within Le Cordon Bleu College of Culinary Arts whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions.
- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer.
- To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the institution's State-supported education programs. Disclosures under this provision may be made, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.
- To organizations conducting studies for, or on behalf of, the school, in order to:

  a. develop, validate, or administer predictive tests;

  b. administer student aid programs; or

  c. improve instruction. To accrediting organizations to carry out their accrediting functions.
- To comply with a judicial order or lawfully issued subpoena.
- To appropriate officials in connection with a health or safety emergency.
- Information the school has designated as "directory information" may be released at the school's discretion. Le Cordon Bleu College of Culinary Arts has defined directory information as the student's name, address(es), telephone number(s), e-mail address, student IDs, birth date and place, program undertaken, dates of attendance, honors and awards, photographs and credential awarded. If a student does not want his or her directory information to be released to third parties without the student's consent, the student must present such a request in writing to the President within 45 days of the student's enrollment or by such later date as the institution may specify. Under no circumstance may the student use the right to opt out to prevent the institution from disclosing that student's name, electronic identifier, or institutional e-mail address in a class in which the student is enrolled.
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding.
- To the general public, the final results of a disciplinary proceeding if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school's rules

or policies with respect to the allegation made against him or her. To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of twenty-one.

REASONABLE ACCOMMODATIONS POLICY – INDIVIDUALS WITH DISABILITIES

Le Cordon Bleu College of Culinary Arts does not discriminate against individuals on the basis of physical or mental disability and is fully committed to providing reasonable accommodations, including appropriate auxiliary aids and services, to qualified individuals with a disability, unless providing such accommodations would result in an undue burden or fundamentally alter the nature of the relevant program, benefit, or service provided by Le Cordon Bleu College of Culinary Arts. To request an auxiliary aid or service please contact the Regulatory Operations Consultant or the Director of Education at the institution.

Individuals requesting an auxiliary aid or service will need to complete an Application for Auxiliary Aid. To enable Le Cordon Bleu College of Culinary Arts to timely provide an auxiliary aid or service, Le Cordon Bleu College of Culinary Arts requests that individuals complete and submit the Application for Auxiliary Aid six weeks before the first day of classes, or as soon as practicable. Disagreements regarding an appropriate auxiliary aid and alleged violations of this policy may be raised pursuant to Le Cordon Bleu College of Culinary Arts grievance procedures.

SCHOOL POLICIES

Students are expected to be familiar with the information presented in this school catalog, in any supplements and addenda to the catalog, and with all school policies. By enrolling in Le Cordon Bleu College of Culinary Arts, students agree to accept and abide by the terms stated in this catalog and all school policies. If there is any conflict between any statement in this catalog and the enrollment agreement signed by the student, the provision in the enrollment agreement controls and is binding.

RESPONSIBILITY FOR PERSONAL PROPERTY

Le Cordon Bleu College of Culinary Arts assumes no responsibility for loss or damage to personal property through fire, theft, or other causes.

TERMINATION POLICY

The Le Cordon Bleu College of Culinary Arts reserves the right to dismiss a student for any of the following reasons: failure to maintain satisfactory academic progress, failure to pay school fees and/or tuition by applicable deadlines, disruptive behavior, posing a danger to the health or welfare of students or other members of the Le Cordon Bleu College of Culinary Arts community, or failure to comply with the policies and procedures of the Le Cordon Bleu College of Culinary Arts. Any unpaid balance for tuition, fees and supplies becomes due and payable immediately upon a student's dismissal from the school. The institution will also determine if any Title IV funds need to be returned (see Financial Information section of this catalog).

UNLAWFUL HARASSMENT POLICY

Le Cordon Bleu College of Culinary Arts is committed to the policy that all members of the school's community, including its faculty, students, and staff, have the right to be free from sexual harassment by any other member of the school's community. Should a student feel that he/she has been sexually harassed; the student should immediately inform the President and/ or the Director of Education.

Sexual harassment refers to, among other things, sexual conduct that is unwelcome, offensive, or undesirable to the recipient, including unwanted sexual advances. All students and employees must be allowed to work and study in an environment free from unsolicited and unwelcome sexual overtures and advances. Unlawful sexual harassment will not be tolerated.

CATALOG ADDENDUM

See the catalog addendum for current information related to the school calendar, tuition and fees, listing of faculty, and other updates.

NOTES

THIS CATALOG IS FOR THE FOLLOWING LE CORDON BLEU CAMPUSES

Atlanta, GA
1927 Lakeside Parkway
Tucker, GA 30084
866.315.CHEF [2433]

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

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

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

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

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

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

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

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

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

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

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

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

Online
888.557.4222

LE CORDON BLEU Chefs.edu

*Le Cordon Bleu in North America had more culinary graduates in the USA than any other national network of culinary schools, for the years 2006 to 2012. Source: IPEDS.

BRANCH INCLUSION VISIT REPORT

ITT TECHNICAL INSTITUTE
440 South Melrose, Suite 100
Vista, CA 92081
ACICS ID Code: 00022731

Mr. Thomas Corbett, Campus Director/ Director of Recruitment (tcorbett@itt-tech.edu)
Regulatory168@itt-tech.edu

MAIN CAMPUS
ITT TECHNICAL INSTITUTE
Indianapolis, IN
ACICS ID Code: 00016040

September 22-23, 2015

Dr. Tommy Mosley	Chair	Alabama State Department of Education - Retired	Boaz, AL
Dr. Tami Erickson	Student-Relations Specialist	Bit of Everything - Owner	Cost, TX
Mr. Thomas Phillips	Educational Activities, Library, and Distance Education Consortium Specialist	Gibbs College -Retired	Tinton Falls, NJ
Dr. Goran Trajkovski	Electrical Engineering Technology/Electrical Engineering and Communications Technology Specialist	Western Governors University – IT Capstone Evaluator	Savannah, GA
Mr. David T. Hoehn	Network Systems Administration Specialist	Brown College – Former Instructor	Saint Peter, MN
Ms. Terrasia Harris	Staff Representative	ACICS	Washington, DC

PROGRAMS OFFERED BY
ITT TECHNICAL INSTITUTE
VISTA, CALIFORNIA

CREDENTIAL EARNED	ACICS CREDENTIAL	APPROVED PROGRAM TITLE	Clock Hrs.	Qtr. Hrs.	Enroll: Full-time/ Part-time	CAR Retention & Placement (%) 2014 Ret.	2014 Pla.	2013 Ret.	2013 Pla.
Associate of Science	Academic Associate's Degree	Electrical Engineering Technology	1098	93	30/7	N/A	N/A	N/A	N/A
Associate of Science	Academic Associate's Degree	Network Systems Administration	1109	93	27/8	N/A	N/A	N/A	N/A
Bachelor of Science	Bachelor's Degree	Electrical Engineering and Communications Technology	2105	180	9/7	N/A	N/A	N/A	N/A
Associate of Science	Academic Associate's Degree	Accounting **	1021	93	0/0	N/A	N/A	N/A	N/A
Associate of Science	Academic Associate's Degree	Business Management **	1010	93	0/0	N/A	N/A	N/A	N/A
Associate of Science	Academic Associate's Degree	Criminology and Forensic Technology **	1021	93	0/0	N/A	N/A	N/A	N/A
Associate of Science	Academic Associate's Degree	Drafting and Design Technology **	1098	93	0/0	N/A	N/A	N/A	N/A
Associate of Science	Academic Associate's Degree	Industrial Engineering Technology **	1098	93	0/0	N/A	N/A	N/A	N/A
Associate of Science	Academic Associate's Degree	Software Development **	1098	93	0/0	N/A	N/A	N/A	N/A
Bachelor of Science	Bachelor's Degree	Information Systems and Cybersecurity **	2164	180	0/0	N/A	N/A	N/A	N/A
Bachelor of Science	Bachelor's Degree	Project Management and Administration **	1940	180	0/0	N/A	N/A	N/A	N/A

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Bachelor of Science	Bachelor's Degree	Software Development**	2127	180	0/0	N/A	N/A	N/A	N/A
		TOTAL ENROLLMENT			88				

Notes:

** The programs listed above noted by ** have been approved to be offered at the campus. The program start is determined by several factors including market analysis, subject demand in the local marketplace, and final approval by the corporate office.

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INTRODUCTION

The ITT Technical Institute in Vista, California, is one of a network of co-educational, non-denominational private postsecondary educational institutions owned and operated by ITT Educational Services, Inc., (ITT/ESI) a Delaware corporation, headquartered in Carmel, Indiana. According to its web site, ITT Technical Institute has over 135 campuses.

ITT Technical Institute, Vista, was initially a learning site of National City before it was reclassified as an additional location in July 2014. The first classes began in December of 2014. The campus now offers associate of science degree programs of study in Electrical Engineering Technology and Network Systems Administration and a bachelor's of science program of study in Electrical Engineering and Communications Technology. Students are from the local area and all programs are offered in the evening hours.

As shown in the table on the preceding page, at the time of the visit, the campus had a total enrollment of 88 students enrolled in two different academic associate's degree programs and one bachelor's degree program. The Campus Effectiveness Plan (CEP) updated in June 2015, reports that approximately 93 percent of the current student population is male, 7 percent female. This male/female ratio is consistent with other campuses offering a relatively high concentration of technical programs. Based on information self-reported by current students the ethnic population is 38 percent Hispanic, 31 percent Caucasian or White, 11 percent African American or Black, 7 percent Asian or Pacific Islanders, 2 percent American Indian or Alaskan Native. However, 10 percent of the students did not disclose ethnicity.

The Vista campus of ITT Technical Institute has been in operation for less than a year and has made exceptional progress in establishing a quality program. The commitment to excellence is evident in all aspects of its operation. The administration, faculty, and staff have provided a strong foundation for the future.

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 the inside front cover of the 2015-2016 ITT Technical Institute catalog, Volume 11, effective September 2015.

1.02 Does the campus have an appropriate mission statement with a set of supporting objectives?
☒ Yes ☐ No

1.03 Are the objectives devoted substantially to career-related education?
☒ Yes ☐ No

1.04 Are the objectives reasonable for the following?
(a) The programs of instruction
☒ Yes ☐ No
(b) The modes of delivery.
☒ Yes ☐ No
(c) The facilities of the campus.
☒ Yes ☐ No

1.05 Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public?
☒ Yes ☐ No

1.06 Is the campus committed to successful implementation of its mission?
☒ Yes ☐ No

CAMPUS EFFECTIVENESS

1.07 Does the campus have a current Campus Effectiveness Plan (CEP)?
☒ Yes ☐ No

1.08 If the campus is a branch, does the branch have its own CEP, separate from the main campus IEP?
☒ Yes ☐ No ☐ Not Applicable

1.09 Does the CEP describe the following?
(a) The characteristics of the programs offered.
☒ Yes ☐ No
(b) The characteristics of the student population.
☒ Yes ☐ No
(c) The types of data that will be used for assessment.
☒ Yes ☐ No
(d) Specific goals to improve the educational processes.
☒ Yes ☐ No

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(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 campus CEP utilizes the following student learning outcomes: capstone courses, which are assessed by mid-term and final exams provided from a corporate generated curriculum and evaluation process; student engagement which is measured by student attendance and the ability to complete program courses; and student success which is measured by dividing the number of passing students by the number of student attempts.

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 demonstrate its ability to maintain or improve retention and placement outcomes?
☐ Yes ☒ No

If the institution has no placement goals as a result of having no graduates, then explain below:
The campus had its first class start December 2014. The first reporting will be October 2015 for the 2015 Campus Accountability Report (CAR).

1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals?
☒ Yes ☐ No

1.15 Describe the specific activities that the campus will undertake to meet these goals.

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Specific activities with regard to retention include: calling absent students at the first break by their instructor and a follow-up call by the dean after first absence; providing additional tutoring services; and having two subject matter experts available for office hours and tutoring.

Specific activities with regard to placement include: increasing the number of employer contacts to develop strong relationships; participating in local technical job fairs; providing resume, portfolio, and salary negotiations workshops for graduates and pre-graduates; and career services to be present in at least one general education class per quarter throughout the duration of the 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. Thomas Corbett is the campus director/director of recruitment and is responsible for implementing and monitoring the Campus Effectiveness Plan (CEP). He is assisted with the CEP by a team consisting of the dean, directors of career services and finance, registrar, and a faculty representative from each school of study.

Mr. Corbett began his employment with ITT in February of 2012 as director of recruitment for the National City campus. He has served as campus director at the Vista campus since September of 2014. He holds a bachelor's degree in behaviorial science and an MBA from Western International University. He brings to the campus over 15 years of proprietary education experience.

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. Thomas Corbett is responsible for financial oversight of the campus. As stated above, Mr.Corbett began as campus director in September of 2014. He holds an MBA and a bachelor's degree in behaviorial science. He has over 15 years of proprietary education experience, including positions in admisssions and on-line services.

GENERAL COMMENTS:

The team found that the grievance policies and procedures for faculty and staff were not organized in a manner that could be easily accessed by a faculty or staff member with a potential grievance issue. There was no one general policy that addressed the topic of faculty and staff grievance, instead portions of policy and procedure were addressed in policies on business conduct and ethics and ethics and compliance. These policies did provide guidance on an ethics or compliance issue or to report a concern. The team found elements of grievance procedures throughout several policies.

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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. Corbett is the on-site administrator. As stated above, Mr. Corbett has been campus director since September of 2014. He holds an MBA and a bachelor's degree in behaviorial science. He has over 15 years in proprietary education experience. He attended the accreditation wokshop in May of 2015.

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

FOR ALL PROGRAMS

4.01 How many student files were reviewed during the evaluation?
The team reviewed a total of eighteen student files. The files were classified as 12 active, 3 graduates, and 3 withdraws.

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

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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. Thomas Corbett is the campus director/director of recruitment and is responsible for recruitment activities on the campus. Mr. Corbett began his employment with ITT in February of 2012 as the director of recruitment for the National City campus. He has served as campus director/director of recruitment at the Vista campus since September of 2014. He holds a bachelor's degree in behavioral science and an MBA from Western International University. He brings to the campus over 15 years of proprietary education experience.

4.11 Describe the recruiting process for new students.
When the campus receives an inquiry from a prospective student, the admissions representative will go over a scripted presentation. If there is continued interest on the part of the prospective student an in-person interview and tour of the campus is scheduled. The admissions representative will interview and give a tour to the prospective student. During this campus visit the prospective student has the opportunity to meet with financial aid, career services and the dean. If interest continues the admissions representative will facilitate the admittance process.

Based on interviews, observations, and a review of recruitment materials, is the process compatible with the educational objectives for the campus?
☒ Yes ☐ No

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

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(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)

If *Yes*, who holds this responsibility and what are this person's qualifications?
Ms. Catherine Cook, director of finance/registrar, is responsible for the students' financial aid process and approval. She has 14 years of higher education finance experience. Ms. Cook holds a bachelor's degree in liberal studies from San Diego State University. She is a member of the California Association of Student Financial Aid Administrators (CASFAA). She was promoted from the assistant director of finance to the director of finance/registrar in September 2014 at the campus.

4.17 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?
☒ Yes ☐ No

4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?
☒ Yes ☐ No

4.19 Is there evidence that the campus properly awards transfer of credit?
☒ Yes ☐ No ☐ Not Applicable

4.20 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus?
☒ Yes ☐ No

4.21 Has the campus established articulation agreements with other institutions?
☒ Yes ☐ No

If *Yes*, has the campus published a list of institutions with which it has established the agreements?
☒ Yes ☐ No

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4.22 Does the campus provide documented notification to students of the articulation agreements and the transferability of credits in the programs that are offered?
☒ Yes ☐ No

4.24 Is the standards of satisfactory academic progress policy published in the catalog?
☒ Yes ☐ No

If *Yes*, state the page number(s) where the standards of satisfactory academic progress policy is published?
The satisfactory academic progress policy (SAP) is found on pages 41-45 in the currect catalog.

4.25 Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following?
(a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length.
☒ Yes ☐ No
(b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame.
☒ Yes ☐ No
(c) Procedures for re-establishing satisfactory academic progress.
☒ Yes ☐ No
(d) A definition of the effects of the following on the CGPA and successful course-completion percentage:
Withdrawals.
☒ Yes ☐ No
Incomplete grades.
☒ Yes ☐ No
Repeated courses.
☒ Yes ☐ No
Non-punitive grades.
☒ Yes ☐ No ☐ Not Applicable (campus does not offer)
Non-credit or remedial courses.
☒ Yes ☐ No ☐ Not Applicable (campus does not offer)
A warning status.
☒ Yes ☐ No ☐ Not Applicable (campus does not use)
A probationary period.
☒ Yes ☐ No
An appeal process.
☒ Yes ☐ No
An extended-enrollment status.
☐ Yes ☐ No ☒ Not Applicable (campus does not offer)
The effect when a student changes programs.
☒ Yes ☐ No ☐ Not Applicable (campus only offers one program of study
The effect when a student seeks to earn an additional credential.
☒ Yes ☐ No ☐ Not Applicable (campus only offers one program)

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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, or have academic standing consistent with the institution's requirements for graduation?
☒ 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 or probation 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)

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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. Martha Gonzalez is responsible for the administration of satisfactory academic progress. Ms. Gonzalez holds bachelor's and master's degrees in criminal justice from San Diego State University. Ms. Gonzalez has professional experience as an investigator for the public defender's office. She started as an adjunct instructor with ITT in 2008 and has held positions of increasing responsibility over the years. She has been a department chair, an associate dean, and was named dean at the campus in October, 2014.

4.39 How does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?
The campus has a process called "Three Time Greeting Three Time Check-In." The students are greeted, first, as they tour the campus by the dean. The second greeting is at orientation, and the third is the first night of class. The first check-in occurs with a one-on-one meeting during the first week of school with the dean. The second check-in occurs as the student progress in their first term on class. Lastly, there is a third meeting with the dean to converse with the students who are doing well, have a motivational conversation, and for students that are falling behind, tutoring is suggested.

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.

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's 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

4.50 Who is responsible on-site for administering student financial aid, and what are this person's qualifications?
Ms. Catherine Cook, director of finance/registrar, is responsible for the students' financial aid process and approval. She has 14 years of higher education finance experience. Ms. Cook holds a bachelor's degree in liberal studies from San Diego State University. She is a member of the California Association of Student Financial Aid Administrators (CASFAA). She was promoted from the assistant director of finance to the director of finance/registrar in September 2014 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

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4.54 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).
The director of finance/registrar, Ms. Cook, stays current with changes to the policy and procedures by attending the annual California Association of Student Financial Aid Administrators (CASFAA) conference.

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.
The campus offers student services such as: structured tutoring; academic advising; student orientation; and career advising.

4.59 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus's graduates?
☒ Yes ☐ No ☐ Not Applicable (there have been no graduates)

4.60 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?
Mr. David McCulloh is the director of career services and the community relations specialist. He has 27 years of service in the Unites States Marine Corps. Mr. McCulloh holds a bachelor's degree in history from Salisbury University and a master's degree in international relations from Troy University. He began his employment at the campus in September 2014.

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 N/A - CAR has not been submitted.

The ending enrollment reported on the previous year's CAR is N/A - CAR has not been submitted.

4.64 Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?
☐ Yes ☐ No ☒ Not Applicable

4.65 Are students who receive financial aid counseled concerning their student loan repayment obligations?
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

4.66 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.
The students are counseled on their repayment options of their loans during a face to face meeting with the financial aid department at the beginning of their studies. The students are again sent information about the repayment options on their loans when they withdraw or graduate school.

4.67 Describe the extracurricular educational activities of the campus (if applicable).
The campus offers extracurricular activities such as: National Technical Honor Society, Electronic Club, IT Club, Hiring Sessions, Veterans Support Group, and graduation.

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. Martha Gonzalez is the dean of the campus and oversees all of the educational activities. Ms. Gonzalez holds a bachelor's degree and master's degree in criminal justice from San Diego State University. Ms. Gonzalez has professional experience as an investigator for the public defender's office. She started as an adjunct instructor with ITT in 2008 and has held positions of increasing responsibility over the years. She has been a department chair, an associate dean, and was named dean at the campus in October, 2014. Ms. Gonzalez is assisted in her oversight of the educational activities at the campus by two subject matter specialists who advise her on curriculum matters requiring technical expertise. She is well qualified.

5.03 Does this person have appropriate academic or experiential qualifications?
☒ Yes ☐ No

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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.
In interviews with the dean and the lead instructors, the team found that regular meetings and consultations are held to discuss program matters. The topics of these discussions include student progress, equipment issues, scheduling and curriculum changes.

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

If *No* for any item, insert the section number in parentheses and explain:
Section 3-1-501(d) (e): The published faculty governance policy available to the team was found in the faculty handbook. This specific policy contained no references to the role of faculty neither in the assessment of student learning outcomes nor in the planning for institutional effectiveness (items d and e, above). While on site, the campus administration supplied the team with additional references to other areas in the faculty manual which they suggested would cover these items in question. The team did not find any additional evidence to document the role of faculty in the assessment of student learning outcomes or in planning for institutional effectiveness.

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 renewal of accreditation. Skip to 5.14 for initial grants or branch inclusion*)

FOR ALL CAMPUSES

5.14 Are the educational programs consistent with the campus's 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?
Faculty members encourage all accelerated students to undertake extra projects and to assist fellow students whenever possible. Below average performers are advised by their faculty and the dean whenever a problem is identified. If it is determined that skills are below average, students are encouraged to attend tutoring sessions. Tutoring sessions are available by appointment and typically conducted out of the Learning Resource Center (LRC).

5.17 Describe the system in place to evaluate, revise, and make changes to the curriculum.
For curriculum evaluation and revision, input is solicited and received from faculty, students, graduates, employers of graduates and advisory committee members. The expectation that faculty members participate in recommending improvements to curriculum design is expressly stated in the job description for instructors. Any recommendations that require a major curriculum change are presented for consideration and action to the National Curriculum Committee and executive management.

5.18 Does the faculty participate in this process?
☒ Yes ☐ No

5.19 Is credit appropriately converted in relation to total student contact hours in each class?
☒ Yes ☐ No

5.20 If the campus awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?
☒ Yes ☐ No ☐ Not Applicable (campus does not award such credit)

If *Yes,* is there appropriate documentation of the assessments of knowledge, skills, or competencies required?
☒ Yes ☐ No ☐ Not Applicable (no student has made such a request)

5.21 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?
☒ Yes ☐ No

5.22 Are the following appropriate to adequately support the number and nature of the general education courses? (*If only nondegree programs are offered with no general education courses, skip to 5.23*)
(a) Facilities.
☒ Yes ☐ No
(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No

(d) Personnel.
☒ Yes ☐ No

5.23 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?
☒ Yes ☐ No

5.24 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?
☒ Yes ☐ No

5.25 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?
☒ Yes ☐ No

5.26 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?
☒ Yes ☐ No

5.27 Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?
☒ Yes ☐ No ☐ Not Applicable (no faculty members hold foreign credentials)

5.28 Is there documented evidence of a systematic program of in-service training at the campus?
☒ Yes ☐ No

If *Yes*, how is this documented?
Agendas and attendance sheets of past in-service sessions were available for the team's review. Additionally, faculty confirmed that regular in-service sessions are held quarterly.

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, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

CL_Review021638

5.35 Are instructors teaching general education courses assigned in keeping with the minimum requirements as stated in the *Accreditation Criteria*?
☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

5.36 Does the program include a minimum of 15 semester, 22.5 quarter hours, or their equivalent in general education courses?
☒ Yes ☐ No

5.37 Do the programs' general education courses meet Council standards in that the courses meet Council standards and that the courses place emphasis on principles and theory, not on practical applications associated with a particular occupation?
☒ Yes ☐ No

5.38 Are at least one-half of all courses that are part of each associate's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?
☒ Yes ☐ No

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 programs' general education courses meet Council standards in that the courses meet Council standards and that the courses place emphasis on principles and theory, not on practical applications associated with a particular occupation?
☒ 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

CL_Review021639

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 a 14,000 square foot facility located at 440 South Melrose Drive in Vista, California. The campus is situated in the heart of north San Diego county approximately 40 miles from downtown San Diego, California. Parking for over 100 cars is available, and public access to public transportation is nearby. The building is comprised of six classrooms, two computer labs, an electronics lab, a multi-purpose lab, student and staff lounge areas, student services area, reception and lobby areas. The facility has parking spaces, ramped entrances, drinking fountains, and restroom facilities for disabled individuals.The facility is in compliance with federal, state, and local ordinances and regulations, including those related to safety and health.

The facility contains working enviroments for finance, recruitment, career services, and academic affairs. A student lounge, employee lounge, testing and conference rooms are also available. The main student areas are comprised of electronic and computer labs, theory classrooms, and the Learning Resource Center (LRC). The enviroment is designed to promote a friendly supportive place to work and learn. The facility was exceptionaly clean and well organized.

6.02 Does the campus utilize any temporary additional space locations?

☐ Yes ☒ No

6.03 Does the campus utilize learning sites?

☐ Yes ☒ No

6.04 Are all facilities (including additional space and learning sites) appropriate for the size of the student population and the programs offered?

☒ Yes ☐ No

6.05 Are the following appropriate to support the student population and the programs offered at all locations (including additional space and learning sites)?

(a) Equipment

☒ Yes ☐ No

(b) Instructional tools

☒ Yes ☐ No

(c) Machinery

☒ Yes ☐ No

6.06 Is there evidence on file to show that all campus facilities are in compliance with fire, safety, and sanitation regulations?

☒ Yes ☐ No ☐ Not Applicable

CL_Review021640

7. PUBLICATIONS

7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?
The team reviewed the 2015-2016 Catalog , Volume 11, effective September 4, 2015. In addition, the campus provided a student handbook, effective June 2015, as an addendum to the catalog.

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

CL_Review021641

(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

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

(a) Is the catalog updated at an appropriate interval (the addendum/supplement should not be used as a substitute for meeting this expectation)?
☒ Yes ☐ No
(b) Does the addendum supplement include the school name, location, and effective date for the entire document (or for individual sections if effective dates vary)?
☒ Yes ☐ No
(c) Do students receive a copy of the addendum/supplement with the catalog?
☒ Yes ☐ No

7.08 Is the catalog available online?
☒ Yes ☐ No

If *Yes*, does it match the hard copy version?
☒ Yes ☐ No

7.09 Does the campus utilize a multiple-school catalog?
☐ Yes ☒ No *(Skip to Question 7.10.)*

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 commercials, website, flyers, posters, brochures, and other various print advertising.

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

If *Yes*, is there evidence that prior written consent was obtained and that all representations are factual and portraying current conditions?

CL_Review021643

☒ Yes ☐ No

7.14 Does the campus utilize services funded by third parties?
☐ Yes ☒ No *(Skip to Question 7.15.)*

7.15 Does the campus avoid offering monetary incentives to attract students and avoid making guarantees for job placement or salary for graduates?
☒ Yes ☐ No

7.16 Is the phrase "for those who qualify" properly used in all advertising that references financial aid?
☒ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)

7.17 What institutional performance information does the campus routinely provide to the public?
ITT Technical Institute provides gainful employment information reporting program costs, financing options, job opportunities for areas of study, graduation rates, and completion and placement information.

Where is this information published and how frequently is this information being updated?
This information is published on the campus' website and 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 librarian and faculty regularly review and assess resources for their ability to support the ITT Technical Institute curricula. Many faculty members take the opportunity to supply feedback and recommendations to the librarian and to curriculum committees on current and future online resources. Usage data on online resources are also evaluated to determine usefulness to students for course assignments.

Are these methods appropriate?
☒ Yes ☐ No

CL_Review021644

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's 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 $1869.00.

8.09 What portion of the current year's library budget has been spent?
As of September of 2015, $1404 has been spent.
How has the money been allocated?
The budget was spent on the virtual library and some 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?
All students are given a library orientation when they begin. Faculty and students include library assignments in their courses. This was confirmed by team interviews with the faculty and in examining syllabi for various courses.

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

CL_Review021645

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 Virtual Library currently provides access to over 20,000 full-text magazines and professional journals as well as abstracts and indexing for hundreds of additional titles through 14 databases. They include ProQuest, EbscoHost, LexisNexis Academic and Gale Computer Database. These databases meet the needs of students and faculty who require relevant information quickly, conveniently and economically by combining advanced search capabilities with a simple and efficient article delivery system.

8.17 Are the library physical holdings and /or full-text online collections up to date and adequate for the size of the campus and the breadth of and enrollment in its educational programs?
☒ Yes ☐ No

8.18 Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics?
☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S AND BACHELOR'S DEGREES ONLY

8.19 Who is the on-site librarian, what are this person's qualifications, and what are his or her hours on-site?
Ms. Suzanne Braun-McGee is the ITT national librarian. She holds a master's degree in library science from Indiana University. She has 29 years of professional library experience, specializing in reference services, online searching and electronic resources, with 20 years of library management experience. She is a member of the American Library Association and its divisions and the Indiana Library Federation. Ms. Braun-McGee's professional awareness is maintained by attendance at national, state, and local conferences, subscription to professional journals, participation in library discussion forums, and research conducted to support the development of training materials, procedural documents, and long-range plans. Her attendance at recent conferences includes the 2014 Indiana Library Federation Conference.

At the campus, Ms. Laura Reardon is the library assistant. She has gone through formal training as the assistant and is scheduled to be in the the resource center from 11 am until 8 pm daily.

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

CL_Review021646

(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

9. PROGRAM EVALUATION

Academic Associate's Degree in Electrical Engineering Technology
Bachelor's Degree in Electrical Engineering and Communications Technology Specialist

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)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
The academic associate's degree in electrical engineering technology and the bachelor's degree in electrical engineering and communication technology specialist are being jointly administered by Ms. Martha Gonzalez, dean, and Mr. Patrick Cubel, electronics technology subject matter expert.

Ms. Martha Gonzalez is the dean of the campus and oversees all of the educational activities. Ms. Gonzalez holds bachelor's and master's degrees in criminal justice from San Diego State University. Ms. Gonzalez has professional experience as an investigator for the public defender's office. She started as an adjunct instructor with ITT in 2008 and has held positions of increasing responsibility over the years. She has been a department chair, an associate dean and was named dean at the campus in October 2014. Ms. Gonzalez is assisted in her oversight of the educational activities at the campus by two subject matter specialists who advise her on curriculum matters requiring technical expertise.

CL_Review021647

Mr. Patrick Cubel is an adjunct instructor in the School of Electronics Technology at ITT Technical Institute in Vista. He holds an associate's degree in computer graphics and design from Coleman University, an associate's degree in electrical engineering technology from ITT Technical Institute, and a bachelor's degree in electronics engineering technology from ITT Technical Institute. Mr. Cubel joined ITT Technical Institute in Vista, CA as an adjunct instructor in September 2014. Prior to ITT, Mr. Cubel held a variety of engineering positions both in the Marine Corps and in local companies, as well as adjunct faculty appointments.

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 (Branch Inclusion only)

(b) Student placement rate of 70 percent?
☐ Yes ☐ No ☒ Not Applicable (Branch Inclusion only)

9.07 List the community resources and describe how they are utilized to enrich the program(s).
The engagement of a program advisory committee (PAC), field trips, guest speakers and the utilization of adjunct faculty are the documented community resources supporting and enriching the academic associate's degree in electrical engineering technology, and bachelor's degree in electrical engineering and communication technology programs at ITT Technical Institute in Vista.

The PAC provides advisement concerning the curriculum, lab equipment, faculty, faculty professional development, guest speakers, field trips, and employment opportunities for graduates. The committee meets during the fall semesters with the attendance of 10-15 individuals from the campus and departments of local organizations. The external PAC members provide input on the requirements and skillsets of the graduates based on needs of their organizations and the profiles they seek and employ.

The institution documents field trips to nearby organizations that expose the students to possible employment environments that they may become a part of after graduation.

Guest speakers from local government agencies and nearby companies occasionally address the students in selected courses on topics relevant to students transitioning to the workforce.

All adjunct faculty who teach courses in these programs are practicing electrical engineers, hold relevant full-time positions in the San Diego area, and bring current approaches and techniques into the classroom, as well as insights into the current and emerging trends in the discipline.

CL_Review021648

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 Does the program include an externship?
☐ Yes ☒ No *(Skip to question 9.11)*

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 the following elements?
(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

CL_Review021649

(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 (Branch 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 (Branch 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)

9.19 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☐ Yes ☐ No ☒ Not Applicable

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, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

9.27 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

9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY

9.29 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

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

9.38 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 four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.41 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)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?

CL_Review021651

☒ Yes ☐ No ☐ Not applicable

FOR BACHELOR'S DEGREES ONLY

9.43 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

9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
☒ Yes ☐ No ☐ Not Applicable (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
☒ Yes ☐ No ☐ Not Applicable (no students in the third and fourth years)

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?
☒ Yes ☐ No

9. PROGRAM EVALUATION

Academic Associate's Degree in Network Systems Administration

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)*

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Ms. Martha Gonzalez, the academic dean, is assigned to administer this academic program in conjunction with the advice and suggestions of the program subject matter expert (SME), Mr. Howard Smith.

As previously stated, Ms. Martha Gonzalez is the dean of the campus and oversees all of the educational activities. Ms. Gonzalez holds bachelor's and master's degrees in criminal justice from San Diego State University. Ms. Gonzalez has professional experience as an investigator for the public defender's office. She started as an adjunct instructor with ITT in 2008 and has held positions of increasing responsibility over the years. She has been a department chair, an associate dean, and was named dean at the campus in October 2014.

Mr. Howard Smith, the program SME, holds associate's degrees in business programming, general studies and psychology from Saddleback College and a bachelor's degree in computer information systems from Excelsior College. His experiential qualifications include employment as a senior manager for software applications development at Yahoo, and a senior manager for enterprise business intelligence at Leap Wireless.

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 (Branch Inclusion only)

(b) Student placement rate of 70 percent?
☐ Yes ☐ No ☒ Not Applicable (Branch Inclusion only)

9.07 List the community resources and describe how they are utilized to enrich the program(s).
This program utilizes a program advisory committee (PAC) composed of local industry professionals. The PAC provides feedback to the campus on the needs of local industry. The most recent PAC meeting was held on May 19, 2015, where attendees reviewed curriculum and discussed ideas on how to improve student engagement and career placement. Additionally, these programs use field trips and guest speakers as community resources. The team found evidence that students in the network administration program visited the General Atomics facility on May 20, 2015, to tour the information technology (IT) division.

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 Does the program include an externship?
☐ Yes ☒ No *(Skip to question 9.11)*

9.11 Does the program use independent studies?
☐ Yes ☒ No *(Skip to question 9.13)*

9.12 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards

☐ Yes ☐ No

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 the following elements?
(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 (Branch 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 (Branch 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

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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)

9.19 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
☐ Yes ☐ No ☒ Not Applicable

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, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

9.27 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

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9.28 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY

9.29 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

9.30 Are teaching loads reasonable?
☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

9.38 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 four semesters, six quarters, or the equivalent?
☒ Yes ☐ No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
☒ Yes ☐ No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
☒ Yes ☐ No

9.41 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)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?
☒ Yes ☐ No ☐ Not applicable

NONTRADITIONAL EDUCATION

- Distance Education
- Consortium Agreements

☐ Up to 50% ☐ 50% or more

FOR MAIN OR BRANCH CAMPUSES UTILIZING CONSORTIUM AGREEMENTS

C.01 Does the institution fully disclose the consortium agreement by which it will offer distance education courses in its catalog and Web site, and when appropriate, in its advertising and promotional materials?
☒ Yes ☐ No

C.02 Who is the on-site individual responsible for supporting students who are taking distance education courses through the consortium agreement, and what are this person's qualifications?
Ms. Martha Gonzalez is the dean of the campus and oversees all of the educational activities including distance education. Ms. Gonzalez holds bachelor's and master's degrees in criminal justice from San Diego State University. Ms. Gonzalez has professional experience as an investigator for the public defender's office. She started as an adjunct instructor with ITT in 2008 and has held positions of increasing responsibility over the years. She has been a department chair, an associate dean, and was named dean at the campus in October, 2014. Ms. Gonzalez is assisted in her oversight of the educational activities at the campus by two subject matter specialists who advise her on curriculum matters requiring technical expertise. Ms. Gonzalez has been trained in the distance education platform and conducts weekly meetings with the students who are taking distance education courses. The meetings are scheduled for the students as "integrated learning" and it is a required on-site component of every distance education course. Integrated learning is an opportunity for students to discuss any problems they may be having with their distance education courses and it gives the administration the ability to advise and help any distance education students who may be having problems with the distance education modality.

C. 03 Does this individual possess appropriate technical skills/experience?
☒ Yes ☐ No

C.04 Do the students confirm that they are provided with a knowledge base of technology utilization/an orientation for utilizing distance education delivery methods?
☒ Yes ☐ No

C.05 Do students confirm that they receive institutional support for the distance education courses they are taking through the consortium agreement, and that any concerns they may have are addressed?
☒ Yes ☐ No

SUMMARY

Based on the team's review, the following areas require an explanatory response:

Number	Citation	Summary Statement
1	**Section 3-1-501(d)(e)**	The published faculty governance policy does not contain all required elements.

RECOMMENDATION(S)

Any recommendation(s) provided in this report are not included in the report seen by the Council:

Organization

The team recommends that the campus incorporate all areas that addresss faculty and staff grievances into one comprehensive policy.

Educational Activities

As the campus population grows, the team recommends that the lead instructors be given regularly scheduled time in their weekly assigned duties for program administration and student advisement.

Academic Associate's Degree in Network Systems Administration

Faculty interviewed by the team indicated they were unable to access course textbooks until the first day of class. The team recommends access be given to them prior to the first day of class, so faculty are able to properly prepare their first day lessons.

STUDENT SURVEY

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.

From:	Thomas Phillips <(b)(6)@aol.com>
Sent:	9/23/2015 1:35:00 PM -0400
To:	Terrasia Harris <tharris@acics.org>
Subject:	ITT Reports Attached
Attachments:	5 Educational Activities Sept 2015 ITT Vista, CA.doc; 8 Library rev September 2015 ITT Vista, CA.doc; 10 Nontraditional Education Sept 2015-1 ITT Vista, CA.doc

REPORT QUESTIONS

CRITERIA	QUESTIONS
	NONTRADITIONAL EDUCATION • Distance Education • Self-Paced Instruction • Consortium Agreements (delete non-applicable activity) ☐ Up to 50% ☐ 50% or more
3-1-500–EDUCATIONAL ACTIVITIES **3-1-511. *Program Administration.*** The administration of the academic programs shall be assigned to individuals whose academic or experiential qualifications are related to the programs of study. The amount of time devoted to the administration of the program(s) must be commensurate with the size and scope of the institution and its program offerings. Within the administrative structure of the institution, program administrators or department heads shall have authority and responsibility for the development and administration of the programs and have adequate time and resources to fulfill these responsibilities.	H.01 Who is assigned to provide administration of the distance education, self-paced, or consortium agreement activities at the institution, and what are this person's qualifications? H.02 Does this individual possess appropriate academic or experiential qualifications? ☐ Yes ☐ No If *No,* insert the section number in parentheses and explain: 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 If *No,* insert the section number in parentheses and explain: H.04 Are the time and resources devoted to the administration of distance education, self-paced, or consortium agreement sufficient? ☐ Yes ☐ No If *No,* insert the section number in parentheses and explain:
GLOSSARY **Distance Education or Distance Learning.** A structured educational situation in which the students and instructors are physically separated. Distance education supports regular and	**FOR INSTITUTIONS OFFERING DISTANCE EDUCATION**

CRITERIA	QUESTIONS
substantive interaction synchronously or asynchronously between instructor and learner, among learners, and between learners and learning resources through one or more interactive technologies. **APPENDIX H** **PRINCIPLES AND REQUIREMENTS FOR NONTRADITIONAL EDUCATION** **SECTION II** **Distance Education** In addition to the general standards in Title III, Chapter 1, which apply to all institutions, and applicable standards in Chapters 2 through 6, the following standards apply specifically to distance education delivery methods. These principles and guidelines are designed to inform institutions of the policies of the Council and to guide institutional representatives when designing, implementing, and evaluating distance education forms of educational delivery. **Institutional Readiness** (a) Institutions must notify and receive approval from ACICS prior to using distance education as a mode of delivery. (See Section 2-2-106) (b) Institutions must have a plan to implement distance education instruction. At a minimum, the plan should include the rationale, resources, course/program objectives, content, and student assessment. Institutions must integrate this plan into the Campus Effectiveness Plan. (c) The instructional delivery method must be appropriate for students and the curriculum. (d) Institutional policies and procedures should be consistently applied using procedures that are appropriate to the mode of delivery. (e) Institutions must designate a qualified individual to oversee the distance education activities.	H.05 Does the institution have a plan to implement distance education instruction? ☐ Yes ☐ No If *No,* insert the section number in parentheses and explain: H.06 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 If *No* for any item, insert the section number in parentheses and explain: H.07 Does the institution integrate this plan into the Campus Effectiveness Plan? ☐ Yes ☐ No If *No,* insert the section number in parentheses and explain: H.08 Is the delivery method appropriate for students and the curriculum? ☐ Yes ☐ No If *No,* insert the section number in parentheses and explain: **<u>If</u> distance education was approved by ACICS to be offered through a consortium agreement; respond to questions C.01 – C.06 at the bottom of this report.**
Admissions Requirements and Enrollment (a) Institutions must identify the admission requirements of distance education courses/program/s and how it	H.09 Are admission requirements for distance education courses/programs identified by the institution?

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CRITERIA	QUESTIONS
differs from, if applicable, the on-ground admission requirements. (b) If an on-line admissions test is required, it must be administered in a manner which verifies the student's identity. Institutions must make it clear in writing at the time of enrollment how the student's identity will be verified throughout the course and program, how the student's privacy will be protected, and if the student will be assessed any additional charges associated with the verification of student identity. (c) Institutions must clearly and appropriately state any requirements the students must possess or have access to in order to access this mode of delivery. (d) Institutions must provide an on-line orientation program to familiarize the student with the equipment, resources used in the distance education activities, and orient the student to the distance education learning process.	☐ Yes ☐ No ☐ Not Applicable (no additional admissions requirements) If *No,* insert the section number in parentheses and explain: H.10 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) If *No,* insert the section number in parentheses and explain: H.11 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 If *No,* insert the section number in parentheses and explain: H.12 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 If *No,* insert the section number in parentheses and explain: H.13 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 (there are no additional charges or fees associated with the verification of student identity) If *Yes*, explain how and when this information is disclosed. If *No,* insert the section number in parentheses and explain:

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CRITERIA	QUESTIONS
	H.14 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 If *No,* insert the section number in parentheses and explain:
	H.15 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 If *No,* insert the section number in parentheses and explain:
Curriculum and Instructional Delivery (a) Regardless of instructional delivery method, the syllabi must identify the course learning objectives. Each course learning objective must support one or more program learning outcomes. (See Glossary definition of Syllabus.) (b) The course must provide sufficient and appropriate opportunities for interaction between faculty and students and among students. (c) Institutions must demonstrate to the Council that the clock or credit hours required and awarded are appropriate for the degrees and credentials offered using a thoroughly developed rationale. Credit award rationales for distance education delivery of courses or programs generally do not use the traditional lecture/laboratory/externship formulas for credit calculations (See Section 3-1-516, Course and Program Measurement). (d) Curriculum must be administered in a way that maintains security of access. (e) Institutions must demonstrate that the student who registers for a distance education course or program is the same student who participates in and completes the course or program and receives the academic credit. The verification method, at the option of the institution, may include a secure login and pass code, proctored examinations, and other appropriate student authentication or verification technology.	H.16 Do syllabi identify course learning objectives and does each course learning objective support one or more program learning outcomes? ☐ Yes ☐ No If *No*, insert the section number in parentheses and explain: H.17 Describe how the courses provide opportunities for interaction between faculty and students. Are these opportunities sufficient and appropriate? ☐ Yes ☐ No If *No*, insert the section number in parentheses and explain: H.18 Describe how the courses provide opportunities for interaction among students. Are these opportunities sufficient and appropriate? ☐ Yes ☐ No

CRITERIA	QUESTIONS
	If *No*, insert the section number in parentheses and explain:
	H.19 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 If *No*, insert the section number in parentheses and explain:
	H.20 Is the curriculum administered in a way that maintains security of access? ☐ Yes ☐ No If *No*, insert the section number in parentheses and explain:
	H.21 Describe the student identity verification method used by the campus. Is this method adequate? ☐ Yes ☐ No If *No*, insert the section number in parentheses and explain:
Faculty and Instructional Support (a) The institution must employ academically and/or experientially credentialed faculty to teach online courses appropriate to the subject matter. (b) Faculty hired to facilitate online instruction must be properly trained to utilize the institution's learning management system for purposes of instruction, communication, and assessment. (c) The instruction must provide an accessible and reliable learning management system and technical support to effectively facilitate online instruction and learning. (d) The institution must demonstrate that the student/teacher ratio appropriately supports faculty and student interaction, facilitation of interaction	H.22 Does the institution employ academically and experientially credentialed faculty to teach online courses? ☐ Yes ☐ No If *No,* insert the section number in parentheses and explain: H.23 Describe the institutions learning management system. H.24 Are the faculty properly trained to utilize the institutions learning management system for purposes of instruction,

CRITERIA	QUESTIONS
among students and interaction with curriculum content. (e) The institution must have a faculty development plan on file that is appropriate for each individual. For further information, see Section 3-1-543	communication, and assessment? ☐ Yes ☐ No If *No,* insert the section number in parentheses and explain: H.25 Does the institution provide an accessible and reliable learning management system and technical support to effectively facilitate online instruction and learning? ☐ Yes ☐ No If *No,* insert the section number in parentheses and explain: H.26 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 If *No,* insert the section number in parentheses and explain: H.27 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 If *No* for missing plans and/or documentation, insert the section number in parentheses, list faculty names, and explain:
Resources and Equipment (a) The institution must demonstrate that it has adequate financial resources to support the form of delivery.	H.28 Does the institution have adequate financial resources to support the courses/program(s)? ☐ Yes ☐ No

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CRITERIA	QUESTIONS
(b) The institution must demonstrate that students taking online courses have access to the same or equivalent library resources and support as students taking courses in a physical classroom.	If *No,* insert the section number in parentheses and explain: H.29 Does the institution demonstrate that students taking online courses have access to the same or equivalent library resources and support as on ground students? ☐ Yes ☐ No If *No,* insert the section number in parentheses and explain:
Students and Student Services (a) The institution must orient online students to its learning management system, resources and support services, including technical support. (b) Student support services available to students enrolled in online programs must be the same or equivalent to those provided to students enrolled in ground-based programs, including but not limited to student services such as counseling, academic advising, financial aid, and employment assistance.	H.30 How does the institution orient online students to its learning management system, resources, and support services (including technical support)? Is this orientation adequate? ☐ Yes ☐ No If *No,* insert the section number in parentheses and explain: H.31 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) If *No* for any item, insert the section number in parentheses and explain:
Student Evaluation and Program Assessment (a) The course learning objectives for a course delivered	H.32 Are the course learning objectives for online courses the

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CRITERIA	QUESTIONS
online must be the same as the learning objective for the same course delivered on ground. (b) Regardless of instructional delivery method, assessments and assignments should demonstrate student achievement of course learning objectives. (c) The institution must document that it conducts course/program evaluations, including assessment of student learning outcomes, student retention and placement, and student, graduate, faculty, and employer satisfaction (See Section 3-1-111.)	same as the learning objectives for the same on-ground courses? ☐ Yes ☐ No If *No,* insert the section number in parentheses and explain: H.33 Does assessment and assignments demonstrate student achievement of course learning objectives? ☐ Yes ☐ No If *No,* insert the section number in parentheses and explain: H.34 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 If *No* for any item, insert the section number in parentheses and explain:
Publications (a) The institution must fully disclose what form(s) of instruction it uses in its catalog and web site and, when appropriate, in its advertising and promotional material. The catalog disclosure must follow the requirements as described and outlined in Section 3-1-701 and Appendix C, number 22).	H.35 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 If *No,* insert the section number in parentheses and explain:

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CRITERIA	QUESTIONS
GLOSSARY **Self-Paced Instruction.** An educational delivery method by which a student progresses through a course or program of study in residence utilizing either computer software or instructional materials and resources. Students progress through the course or program at their own pace with limited interaction with the instructor. The instructor, however, is responsible for overseeing the progress of the student and for evaluating and grading the student. **SECTION III** **Self-Paced Instruction** In addition to the general standards in Title III, Chapter 1, which apply to all institutions, and applicable standards in Chapters 2 through 6, the following standards apply specifically to self-paced instruction delivery methods. These principles and guidelines are designed to inform institutions of the policies of the Council and to guide institutional representatives when designing, implementing, and evaluating self-paced instruction forms of educational delivery. **Institutional Readiness** (a) Institutions must notify and receive approval from ACICS prior to using self-paced as a mode of delivery. (See Section 2-2-106) (b) Institutions must demonstrate a shift from a teacher-centered to a learner-centered environment. (c) Institutions must employ faculty who possess the technical skills to teach in a self-paced environment. (d) The delivery method must be appropriate for students and the curriculum.	**FOR INSTITUTIONS OFFERING SELF-PACED INSTRUCTION ONLY** H.36 Has the institution received approval from ACICS to utilize a self-paced mode of delivery? ☐ Yes ☐ No If *No,* insert the section number in parentheses and explain: H.37 Is there evidence that the institution has demonstrated a shift from a teacher-centered to a learner-centered environment? ☐ Yes ☐ No If *No,* insert the section number in parentheses and explain: H.38 Do faculty possess the technical skills to teach in a self-paced environment? ☐ Yes ☐ No If *No,* insert the section number in parentheses and explain: H.39 Is the delivery method appropriate for students and the curriculum? ☐ Yes ☐ No If *No,* insert the section number in parentheses and explain:
Admissions Requirements and Enrollment Institutions must identify the admissions requirements of self paced courses/programs.	H.40 Does the institution identify the admission requirements for the self-paced courses/program(s)? ☐ Yes ☐ No ☐ Not Applicable (there are no special admission requirements) If *No,* insert the section number in parentheses and explain:
Curriculum Content and Instruction and Delivery (a) Regardless of instructional delivery method, the syllabi must identify the course learning objectives.	H.41 Do syllabi identify course learning objectives and does each course learning objective support one or more program

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CRITERIA	QUESTIONS
Each course learning objective must support one or more program learning outcomes. (See Glossary definition of Syllabus.) (b) Institutions must demonstrate to the Council that the clock or credit hours required and awarded are appropriate for the degrees and credentials offered using a thoroughly developed rationale. Credit award rationales for distance education delivery of courses or programs generally do not use the traditional lecture/laboratory/externship formulas for credit calculations (See Section 3-1-516, Course and Program Measurement). (c) Institutions must demonstrate compliance with applicable federal and state regulations.	learning outcomes? ☐ Yes ☐ No If *No*, insert the section number in parentheses and explain: H.42 Does the institution have a thoroughly developed rationale that demonstrates that the clock or credit hours required and awarded are appropriate for the degrees and credentials offered? ☐ Yes ☐ No If *No,* insert the section number in parentheses and explain: H.43 Is the institution in compliance with applicable federal and state regulations? ☐ Yes ☐ No If *No,* insert the section number in parentheses and explain:
Faculty and Instructional Support (a) The institution must employ academically and/or experientially credentialed faculty to oversee the self-paced course/program. (b) The faculty must be adequately trained to instruct in a self-paced environment. (c) The faculty must be supported with the appropriate education resources and technology to facilitate self-paced instruction. (d) The institution must demonstrate that the student/teacher ratio appropriately supports faculty and student interaction, facilitation of interaction among students and facilitation of student interaction with curriculum content.	H.44 Are all faculty teaching self-paced courses academically and experientially credentialed to oversee this form of instruction? ☐ Yes ☐ No If *No,* insert the section number in parentheses, list the faculty, and explain: H.45 Are faculty adequately trained to instruct in a self-paced environment? ☐ Yes ☐ No If *No,* insert the section number in parentheses and explain: H.46 Are the institution's educational resources and technology appropriate for self-paced delivery? ☐ Yes ☐ No

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CRITERIA	QUESTIONS
	If *No,* insert the section number in parentheses and explain:
	H.47 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 If *No,* insert the section number in parentheses and explain:
Resources and Equipment The institution must provide an accessible and reliable learning management system and technical support to effectively facilitate online instruction and learning.	H.48 Does the institution provide an accessible and reliable learning management system and technical support to effectively facilitate online instruction and learning? ☐ Yes ☐ No If *No,* insert the section number in parentheses and explain:
Students and Student Services (a) The institution must orient online students to its learning management system, resources and support services, including technical support. (b) Student support services available to students enrolled in self-paced programs must be the same or equivalent to those provided to students enrolled in ground-based programs , including but not limited to student services such as counseling, academic advising, financial aid, and employment assistance.	H.49 How does the institution orient online students to its learning management system, resources, and support services (including technical support)? Is this orientation adequate? ☐ Yes ☐ No If *No,* insert the section number in parentheses and explain: H.50 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

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CRITERIA	QUESTIONS
	(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) If *No* for any item, insert the section number in parentheses and explain:
Student Evaluation and Program Assessment (a) The course learning objectives for a self-paced course must be the same as the learning objectives for the same course delivered on ground. (b) Regardless of instructional delivery method, assessments and assignments should demonstrate student achievement of course learning objectives.	H.51 Are the course learning objectives for online courses the same as the learning objectives for the same on-ground courses? ☐ Yes ☐ No If *No,* insert the section number in parentheses and explain: H.52 Does assessment and assignments demonstrate student achievement of course learning objectives? ☐ Yes ☐ No If *No,* insert the section number in parentheses and explain:
Publications The institution must fully disclose what form(s) of instruction it uses in its catalog and web site and, when appropriate, in its advertising and promotional material. The catalog disclosure must follow the requirements as described and outlined in Section 3-1-701 and Appendix C, number 22.	H.53 Does the institution properly disclose the use of self-paced delivery in its catalog, on its web site, and in any relevant advertising and promotional materials? ☐ Yes ☐ No If *No,* insert the section number in parentheses and explain:
CONSORTIUM AGREEMENTS **2-2-504.** ***Contracts or Agreements with Accredited Institutions.*** A written arrangement between one institution eligible to participate in HEA Title IV financial aid programs and another eligible institution or with a consortium of such institutions permits an institution to arrange for a portion of its approved program to be delivered by another accredited institution.	**FOR MAIN OR BRANCH CAMPUSES UTILIZING CONSORTIUM AGREEMENTS** C.01 Does the institution fully disclose the consortium agreement by which it will offer distance education courses in its catalog and Web site, and when appropriate, in its

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CRITERIA	QUESTIONS
Contracts or consortium agreements describing these arrangements must be in writing and must be disclosed in the catalog. Institutions are advised that specific state and federal regulations may apply. (a) The entire consortium agreement must be submitted to and approved by the Council prior to the institution's participation in the arrangement. The institution seeking approval of such an agreement must submit documentation that demonstrates that the other institution or the members of the consortium that will deliver instruction hold institutional accreditation from an accrediting agency recognized by the U.S. Department of Education and that the portion of the program to be delivered by any other institution has been approved by that institution's accrediting agency. (b) The consortium agreement must identify how the curriculum and instruction will be monitored, how curriculum revisions will be undertaken, and how student grievances will be addressed. The institution seeking approval of a consortium agreement must acknowledge in writing that it retains ultimate responsibility for the delivery of its programs and the satisfaction of its students. (c) More than 50% of the program must be delivered by the institution that awards the academic credential. **2-2-505.** ***Contracts with Unaccredited Institutions or Entities.*** An institution may enter into a contract with an unaccredited institution or entity for the delivery of up to 25% of a program of study. The institution must submit the contract and provide the following information to ACICS for review and approval prior to the initiation of the contract: (a) a full catalog description of the program and the services to be provided by the contractor; (b) a systematic plan for administrative and student evaluations of instructors provided by the contractor; (c) evidence of the qualifications of faculty to teach the contracted courses; (d) a description of the instructional facilities provided by the contractor; and (e) plans for the completion of the program should the contractor fail to provide contracted services.	advertising and promotional materials? ☒ Yes ☐ No If *No,* insert the section number in parentheses and explain: C.02 Who is the on-site individual responsible for supporting students who are taking distance education courses through the consortium agreement, and what are this person's qualifications? Ms. Martha Gonzalez is the dean of the campus and oversees all of the educational activities including distance education. Ms. Gonzalez holds bachelor's and master's degrees in criminal justice from San Diego State University. Ms. Gonzalez has professional experience as an investigator for the public defender's office. She started as an adjunct instructor with ITT in 2008 and has held positions of increasing responsibility over the years. She has been a department chair, an associate dean and was named dean at the campus in October, 2014. Ms. Gonzalez is assisted in her oversight of the educational activities at the campus by two subject matter specialists who advise her on curriculum matters requiring technical expertise. Ms. Gonzalez has been trained in the distance education platform and conducts weekly meetings with the students who are taking distance education courses. The meetings are scheduled for the students as "integrated learning" and it is a required on-site component of every distance education course. Integrated learning is an opportunity for students to discuss any problems they may be having with their distance education courses and it gives the administration the ability to advise and help any distance education students who may be having problems with the distance education modality. C. 03 Does this individual possess appropriate technical skills/experience? ☒ Yes ☐ No If *No,* insert the section number in parentheses and explain: C.04 Do the students confirm that they are provided with a

CL_Review021674

CRITERIA	QUESTIONS
	knowledge base of technology utilization/an orientation for utilizing distance education delivery methods? ☒ Yes ☐ No If *No,* insert the section number in parentheses and explain:
	C.05 Do students confirm that they receive institutional support for the distance education courses they are taking through the consortium agreement, and that any concerns they may have are addressed? ☒ Yes ☐ No If *No,* insert the section number in parentheses and explain:
	GENERAL COMMENTS: **COMMENDATIONS:** **RECOMMENDATIONS:**