

# REPORT QUESTIONS

## CRITERIA

## QUESTIONS

### 5. EDUCATIONAL ACTIVITIES

#### 3-1-520-CREDENTIALS CONFERRED

**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.

#### 3-3-100-STATE AUTHORITY

The institution must be legally authorized by the appropriate state education agency, where such authority exists, to confer the associate's degree.

#### 3-4-100-STATE AUTHORITY

The institution must be legally authorized by the appropriate state education agency, where such authority exists, to confer the associate's degree.

#### 3-5-100-STATE AUTHORITY

The institution must be legally authorized by the appropriate state education agency, where such authority exists, to confer the bachelor's degree.

#### 3-6-200-STATE AUTHORITY

The institution must be legally authorized by the appropriate state education agency, where such authority exists, to confer the master's degree.

**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.

#### 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

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

- 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 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. She is well qualified.

- 5.03 Does this person have appropriate academic or experiential qualifications?

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	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  If No, insert the section number in parentheses and explain:
<p><b>3-1-501. Faculty Involvement in Academic Governance.</b> The faculty shall have a clear responsibility, distinct from that of developing institutional policy, to participate in administering and implementing policy, especially as it pertains to academic affairs. The institution shall adopt and publish a policy on the responsibility and authority of faculty in matters of academic governance. At a minimum, the policy should address the role of faculty in:</p> <ul style="list-style-type: none"> <li>(a) the development of the educational program of the institution;</li> <li>(b) the selection of course materials, instructional equipment and other educational resources;</li> <li>(c) systematic evaluation and revision of the curriculum;</li> <li>(d) assessment of student learning outcomes; and</li> <li>(e) planning for institutional effectiveness.</li> </ul>	<p>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.</p> <p><b>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.</b></p> <p>If there are no provisions made, insert the section number in parentheses and explain:</p>
	<p>5.05 Is the time devoted to the administration of the educational programs sufficient?</p> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  If No, insert the section number in parentheses and explain:
	<p>5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?</p> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  If No, insert the section number in parentheses and explain:
	<p>5.07 Does the policy, at a minimum, address the role of the faculty in the following areas?</p> <p>(a) Development of the educational program.  <input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>(b) Selection of course materials, instructional equipment and other educational resources.  <input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>

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	<p>(c) Systematic evaluation and revision of the curriculum.  <input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>(d) Assessment of student learning outcomes.  <input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p> <p>(e) Planning for institutional effectiveness.  <input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p> <p>If <i>No</i> for any item, insert the section number in parentheses and explain:            Section 3-1-501 (d and 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 in the assesment of student learning outcomes and in 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 assesment of student learning outcomes or in planning for institutional effectiveness.</p>
	<p>5.08 Is there evidence that this policy has been adopted and faculty members are aware of it?  <input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>If <i>No</i>, insert the section number in parentheses and explain:</p>
<p><b>3-1-503. Specialized/Programmatically Accredited Programs.</b>            Where accreditation of a program by a specialized or programmatic accreditor is required for students to obtain entry-level employment in the state where the institution is licensed or otherwise approved, the institution must obtain such accreditation in a timely manner.            The institution must provide and document notification to students as to:</p> <p>(a) which programs hold specialized or programmatic accreditation;</p> <p>(b) whether successful completion of a program qualifies a student to receive, apply to take, or take licensure exams in the state where the institution is located. For on-line programs, this information must be provided for all states from which the institution enrolls students; and</p> <p>(c) any other requirements that are generally required for</p>	<p>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?  <input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No (<i>Skip to question 5.10 for renewal of accreditation. Skip to 5.14 for initial grants or branch inclusion</i>)</p> <p>If <i>Yes</i>, does the campus:            (a) Carry the programmatic accreditation or is currently in the process of obtaining such accreditation in a</p>

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<p>employment. The institution shall assess the curriculum and/or the need for specialized accreditation and update it as needed to reflect current requirements for employment</p>	<p>timely manner for programs in which it is required by the state in order for students to attain entry-level employment?  <input type="checkbox"/> Yes    <input type="checkbox"/> No    <input type="checkbox"/> Not Applicable (there is no such requirement by the state)</p> <p>(b) Notify students as to:</p> <p>(1) Which programs hold specialized or programmatic accreditation?  <input type="checkbox"/> Yes    <input type="checkbox"/> No</p> <p>(2) Whether successful completion of a program qualifies a student to receive, apply to take, or take licensure exams in the state where the campus is located?  <input type="checkbox"/> Yes    <input type="checkbox"/> No</p> <p>(3) Any other requirements that are generally required for employment?  <input type="checkbox"/> Yes    <input type="checkbox"/> No    <input type="checkbox"/> Not Applicable (no other requirements)</p>

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

**2-1-809. Student Achievement Review.** The Council reviews the Campus Accountability Report (CAR) and Institutional Accountability Report (IAR) to monitor performance in terms of student achievement at both the campus and program levels. Measures will include retention; placement; and licensure, registration or certification pass rates, if applicable. When this review indicates that the achievement of an institution's students is weak or deteriorating, the Council will require the institution to add an improvement plan within its Campus Effectiveness Plan (CEP) and/or Institutional Effectiveness Plan (IEP). If the Council determines the institution no longer complies with the Council's requirement for student achievement, the Council will issue a compliance warning, a show-cause directive, or otherwise take action and require the institution to demonstrate compliance within the time frames described in Title II, Chapter 3. These time frames may be extended at the sole discretion of the Council for good cause, including evidence that there has been significant improvement in the deficient area(s) and the applicable time frame does not provide sufficient time to demonstrate full compliance, e.g., significant improvement in retention, placement, or licensure pass rates. Institutions that are required to include a plan of student achievement improvement within their CEPs or that are determined to be out of compliance with the Council's standards for student achievement are considered to be on student achievement review and those with campus- or institution-level plans are subject to additional requirements.

**3-1-111. Campus and Institutional Effectiveness Plans.** Each

#### FOR RENEWAL OF ACCREDITATION ONLY

- 5.10 Does the campus have any programs with current specialized or programmatic accreditation?  
 Yes     No (*Skip to question 5.14*)
- 5.11 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
- (a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 in length)?  
 Yes     No  
 If no, please list programs that fall below the rates
- (b) Student placement rate of 70 percent?  
 Yes     No  
 If no, please list programs that fall below the rates

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<p>campus shall have on file a Campus Effectiveness Plan (CEP). A main and its branches may share aspects of a CEP, such as the mission, but each main and branch is expected to have its own plan for effectiveness that describes the characteristics of the programs offered and of the student population, describes what types of data will be used for assessment, identifies outcomes, and states how continuous improvement will be made to improve or enhance outcomes at the campus. A distributed enterprise institution must also submit a consolidated Institutional Effectiveness Plan (IEP) containing information and data on the institution as a whole. The IEP of a distributed enterprise institution is due on or before September 15 annually.</p>	<p>If <i>No</i>, does the campus provide one of the following:  A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?  <input type="checkbox"/> Yes    <input type="checkbox"/> No    <input type="checkbox"/> Not Applicable</p>
<p>For the Campus Effectiveness Plan, the following six elements, at a minimum, will be evaluated for institutional effectiveness:</p>	<p>If <i>No</i>, insert "Section 2-1-809, 3-1-111, and 3-1-512" in parentheses and explain:</p>
<ol style="list-style-type: none"> <li>1. student retention rates;</li> <li>2. student placement rates;</li> <li>3. level of graduate satisfaction;</li> <li>4. level of employer satisfaction;</li> <li>5. student learning outcomes; and</li> <li>6. graduation rates [when available].</li> </ol>	<p>5.12 Was the team able to verify the backup documentation to support the placement rate for the program(s) that hold specialized accreditation as reported on the last Campus Accountability Report submitted to the Council?  <input type="checkbox"/> Yes    <input type="checkbox"/> No    <input type="checkbox"/> Not Applicable</p>
<p>In compiling the data needed to assess the six elements, each campus shall identify and describe how the data were collected, the rationale for using each type of data, a summary and analysis of the data collected, and an explanation of how the data have been used to improve educational processes. Baseline data must be identified for each of the five elements.</p>	<p>How many calls to employers or graduates were attempted?  [For a single program, use a full sentence. For two or more programs, please list in the manner below. Delete non-applicable credential levels]  Diploma program in XX:  Occupational associate's degree program in XX:  Academic associate's degree program in XX:  Bachelor's degree program in XX:</p>
<p>For example, the data needed to demonstrate student learning outcomes includes baseline data and data to support that student learning has occurred. Examples of data may include, but are not limited to, course grades, GPA, CGPA, pre- and post-tests, entrance assessments, portfolios, standardized tests, professional licensure examinations, and other measures of skill and competency attainment. Placement data should not be used exclusively to validate student learning outcomes.</p>	<p>How many calls to employers or graduates were successful?  Diploma program in XX:  Occupational associate's degree program in XX:  Academic associate's degree program in XX:  Bachelor's degree program in XX:</p>
<p>Each campus shall publish annual placement and retention goals. In formulating these goals, the campus shall take into account the retention and placement rates from the previous three Campus Accountability Reports and the specific activities that will be undertaken to meet those goals. The activities must demonstrate the campus' ability to maintain or improve retention and placement outcomes each year.</p>	<p>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.</p>
<p>Institutions are encouraged to include additional information in their plans which is relevant to improving their overall effectiveness.</p>	<p>If <i>No</i>, insert "Section 3-1-303(a)" in parentheses and explain:</p>
<p><b>3-1-512. Program Planning.</b> 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</p>	

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<p>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:</p>	<p>5.13 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?  <input type="checkbox"/> Yes    <input type="checkbox"/> No    <input type="checkbox"/> Not Applicable</p>
<p>(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.</p> <p>(b) Flexibility in organization and administration shall be provided to serve varying groups and situations. Provisions shall be made for individual differences among students in the learning applications, learning environments, and modes of instructional delivery available to students.</p> <p>(c) Resources of the community shall be utilized to enrich the program.</p>	<p>If No, insert “Section 3-1-303(a)” in parentheses and explain:</p>
<p><b>3-1-303. Records.</b> 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:</p>	
<p>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.</p>	

### 3-1-500-EDUCATIONAL ACTIVITIES

**3-1-512. Program Planning.** Educational activities shall be consistent with the stated mission and objectives. The credibility and integrity of an institution shall be reflected by the manner in which its mission and objectives correlate with the educational opportunities made available to students.

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.

### FOR ALL CAMPUSES

- 5.14 Are the educational programs consistent with the campus's mission and the needs of its students?  
 Yes     No

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

- 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

If No, insert the section number in parentheses and

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(b) Flexibility in organization and administration shall be provided to serve varying groups and situations. Provisions shall be made for individual differences among students in the learning applications, learning environments, and modes of instructional delivery available to students.	<p>explain:</p> <p>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 LRC.</p> <p>If None, insert the section number in parentheses and explain:</p>
<b>3-1-514. Program Evaluation.</b> The faculty shall participate in a systematic process of continuous curriculum evaluation and revision. Institutions are encouraged to consider curriculum changes designed to serve students' needs that may be determined by community surveys or other fact-finding procedures relating to educational or employer needs.	<p>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.</p> <p>5.18 Does the faculty participate in this process?  <input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>If <i>No</i>, insert the section number in parentheses and explain:</p>
<b>3-1-516. Course and Program Measurement.</b> 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.,	<p>5.19 Is credit appropriately converted in relation to total student contact hours in each class?</p>

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<p>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.</p>	<p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>If <i>No</i>, insert the section number in parentheses, identify the courses, and explain:</p>
<p>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.</p>	
<p>(a) Credit in traditionally delivered programs measured in credit hours must be calculated based on one of the following attribution formulas:</p> <p>(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: <math>(\text{hours of lecture}/10) + (\text{hours of lab}/20) + (\text{hours of externship}/30)</math>; or</p> <p>(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: <math>(\text{hours of lecture}/15) + (\text{hours of lab}/30) + (\text{hours of externship}/45)</math>.</p>	
<p>The syllabus for each course must provide appropriate content and out-of-class learning activities to support the academic credit awarded for the course. Many courses are a combination of lecture, lab, and externship. Therefore, the institution should be very careful in allocating the number of hours of each in a particular course.</p>	
<p>A "clock (contact) hour" includes a minimum instructional time of 50 minutes of supervised or directed instruction and appropriate break(s). Therefore, when calculating conversions from clock to credit hours or allocating credit for courses, institutions must take great care to ensure that scheduled breaks are educationally appropriate. Long periods of instruction with unusually short or no breaks are not acceptable. The institution has the burden of convincing the Council that the breaks are sufficiently long and frequent for the program being taught. Thus, it is rare for an institution to be able to divide by 50 in calculating the credit-hour equivalent of contact hours; usually, the denominator should be 60 or something between 50 and 60.</p>	
<p>(b) Credit award rationales for nontraditional delivery of courses or programs (e.g., distance education or independent study) generally do not use the above lecture/laboratory/practicum formulas for credit calculation. The rationale used must be submitted to the Council for pre-approval of the credit calculation. As a part of the approval application, an institution must demonstrate that the clock or credit hours awarded are appropriate for the degrees and credentials offered using a thoroughly developed rationale. The institution may accomplish this by demonstrating that students completing these programs or courses have acquired equivalent levels of knowledge, skills, or competencies to those acquired in traditional formats.</p>	<p>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?</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No      <input type="checkbox"/> Not Applicable (campus does not award such credit)</p>
<p>Courses offered in nontraditional formats must be</p>	<p>If <i>No</i>, insert the section number in parentheses and explain:</p>



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<p>structured to ensure that students have sufficient opportunity for preparation, reflection, and analysis concerning learned subject matter. Institutions should be aware that federal law requires a minimum number of weeks per academic year for Title IV eligibility purposes. The U.S. Department of Education uses eligibility criteria and definitions for Title IV disbursements that may be different from these in the <i>Accreditation Criteria</i>.</p>	<p>If <i>Yes</i>, is there appropriate documentation of the assessments of knowledge, skills, or competencies required?</p>
<p>(c) Institutions may award academic credit to students who demonstrate competency in a subject area based on their academic, occupational, or personal experiences. The following expectations apply:</p>	<p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No    <input type="checkbox"/> Not Applicable (no student has made such a request)</p>
<p>(i) Institutions shall establish and adhere to a systematic method for evaluating and awarding academic credit for those experiences (e.g., experiential learning, advanced academic standing, credit by examination) that satisfy current program course requirements.</p>	<p>If <i>No</i> (there is not appropriate documentation of the assessments), insert the section number in parentheses and explain:</p>
<p>(ii) Institutions must maintain documentation to support that credit hours awarded</p>	
<p><b>3-1-517. Course Scheduling.</b> 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.</p>	<p>5.21 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved? <input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>
	<p>If <i>No</i>, insert the section number in parentheses and explain:</p>
<p><b>3-1-530—INSTRUCTION</b></p>	<p>5.22 Are the following appropriate to adequately support the number and nature of the general education courses? (<i>If only nondegree programs are offered with no general education courses, skip to 5.23</i>)</p>
<p><b>3-1-531. Instructional Tools.</b> Institutions shall:</p>	<p>(a) Facilities. <input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>
<p>(a) provide appropriate facilities, instructional equipment, resources, support for modes of instructional delivery, and personnel;</p>	<p>(b) Instructional equipment. <input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>
<p>(b) ensure academic freedom and other conditions favorable for effective classroom instruction;</p>	<p>(c) Resources. <input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>
<p>(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</p>	<p>(d) Personnel. <input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>
<p>(d) comply with applicable copyright laws in the use of instructional materials</p>	<p>If <i>No</i> for any item, insert the section number in parentheses and explain:</p>

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5.23	<p>Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?  <input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>If <i>No</i>, insert the section number in parentheses and explain:</p>
5.24	<p>Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?  <input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>If <i>No</i>, insert the section number in parentheses and explain:</p>
5.25	<p>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?  <input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>If <i>No</i>, insert the section number in parentheses and explain:</p>
3-1-540-FACULTY	5.26
<p><b>3-1-541. Faculty Preparation.</b> Preparation of faculty members shall be academically and experientially appropriate to the subject matter they teach. Faculty members shall be competent to teach the subject matter offered and shall have reasonable latitude in their choice of teaching methods.</p>	<p>Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?  <input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>If <i>No</i>, insert the section number in parentheses, list faculty names, degrees, and awarding institutions and explain:</p>
<p>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.</p>	5.27
<p>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</p>	<p>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</p>

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<p>Credential 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.</p>	<p>Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?  <input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No    <input type="checkbox"/> Not Applicable (no faculty members hold foreign credentials)</p>
<p><b>3-1-542. Verification of Credentials.</b> 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.</p>	<p>If <i>No</i>, insert the section number in parentheses, list faculty names, degrees, and awarding institutions and explain:</p>
<p><b>3-1-543. Faculty Development.</b> 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").</p>	<p>5.28 Is there documented evidence of a systematic program of in-service training at the campus?  <input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p> <p>If <i>Yes</i>, how is this documented?  <b>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.</b></p> <p>If <i>No</i>, insert the section number in parentheses and explain:</p>
<p><b>3-1-543. Faculty Development.</b> 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").</p>	<p>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?  <input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p> <p>If <i>No</i> for missing plans, insert the section number in parentheses, list faculty names, and explain:</p>
<p><b>3-1-543. Faculty Development.</b> 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").</p>	<p>If <i>No</i> for missing documentation of implementation, insert the section number in parentheses, list faculty names, and explain:</p>

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<p><b>3-1-544. Faculty Meetings.</b> 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.</p>	<p>5.30 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?  <input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>If <i>No</i>, insert the section number in parentheses and explain:</p>
<p><b>3-2-105. Stability.</b> 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.</p>	<p>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?  <input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>If <i>No</i>, insert the section number in parentheses and explain:</p>
<p><b>2-2-504. Contracts or Agreements with Accredited Institutions.</b> 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. 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.</p>	<p>5.32 Does the institution utilize contracts and/or agreements with other institutions or entities?  <input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p> <p>If <i>Yes</i>, do the contracts and/or agreements comply with all requirements of the applicable criterion?  <input type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>If <i>No</i>, insert the applicable section number(s) in parentheses and explain:</p>
<p>(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.</p> <p>(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.</p> <p>(c) More than 50% of the program must be delivered by</p>	

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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.

**2-2-507. *International Partnership Agreements.*** An ACICS-accredited institution may enter into an international partnership agreement with an institution of higher education in a geographic location other than that of the United States or its territories. At least 25% of the program must be delivered by the institution that awards the academic credential.

The ACICS-accredited institution must submit an international partnership agreement to the Council and provide the following information to ACICS for review and approval prior to the initiation of the partnership agreement:

- (a) evidence provided by the institution or agency that the international partner and the programs to be delivered are recognized by an educational approval agency equivalent to an accrediting agency recognized by the U.S. Department of Education;
- (b) a full catalog description of the program and the services to be provided through the partnership agreement;
- (c) a plan which describes recruitment, admission, standards of satisfactory academic progress;
- (d) a plan which describes student financial relations, including tuition and fees, and refund policies;
- (e) a description of the program(s) of study or courses offered;
- (f) a systematic plan for administration and student evaluations of instructors provided by in the partnership agreement;
- (g) evidence of the qualifications of faculty to teach;
- (h) a description of the instructional facilities at the international site;
- (i) a plan for the completion of the program(s) should the international partner fail to provide agreed upon services;
- (j) a plan for the safety and security of students, faculty, and staff;
- (k) specify which programs or portions are to be delivered via distance education and how the institutions will monitor growth.

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**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 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.

**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.

**3-4-302 & 3-5-302. Assignments.** During any academic term, a

### FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

- 5.33 Does the program include at least 10 semester hours, 15 quarter hours, or their equivalent and no more than 15 semester hours, 22.5 quarter hours, or their equivalent in general education or applied general education courses?  
 Yes       No

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

- 5.34 Are the general education and/or applied general education courses relevant to the chosen degree, and do they meet Council standards?  
 Yes       No

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

### FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

- 5.35 Are instructors teaching general education courses assigned in keeping with the minimum requirements as stated in the *Accreditation Criteria*?  
 Yes       No

If *No*, insert the section number in parentheses, list faculty names, degrees, and courses, and explain:

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<p>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.</p>	
<p>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.</p>	
<p><b>3-4-202. Education Requirements.</b> 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.</p>	<p><b>FOR ACADEMIC ASSOCIATE'S DEGREES ONLY</b></p>
<p>General education and academic subject offerings, as distinguished from the professional or vocational offerings of a collegiate institution, shall place emphasis on principles and theory and not on practical applications associated with a particular occupation or profession. General education courses give balance to the total program and must be appropriate for the program and the needs of the students. The Council's expectations for general education, humanities, mathematics and the sciences, and social sciences are outlined in the Glossary section.</p>	<p>5.36 Does the program include a minimum of 15 semester, 22.5 quarter hours, or their equivalent in general education courses?</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>If <i>No</i>, insert the section number in parentheses and explain:</p>
	<p>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?</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>If <i>No</i>, insert the section number in parentheses and explain:</p>
<p><b>3-4-302. Assignments.</b> 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.</p>	<p>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?</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>If <i>No</i>, insert the section number in parentheses and explain:</p>
<p><b>3-5-202. Education Requirements.</b> The minimum number of credits required for the bachelor's degree shall be 120 semester</p>	<p><b>FOR BACHELOR'S DEGREES ONLY</b></p>

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<p>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.</p>	<p>5.39 Does the program include a minimum of 36 semester hours, 54 quarter hours, or their equivalent in general education courses?  <input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>
<p>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. 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 those that are upper-division courses, and it must provide an explanation of the course numbering system. The catalog must state the expectations for all four years of the bachelor's degree curriculum and comply with Appendix C, Guidelines for Institutional Publications. If the institution offers only the last two years of the bachelor's degree program, the catalog and all advertising materials must clearly describe the requirements for admission, including requirements for the completion of necessary prerequisite courses and general education courses to ensure that the student will complete all of the requirements for the bachelor's degree upon graduation.</p>	<p>If <i>No</i>, insert the section number in parentheses and explain:</p> <p>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?  <input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>
<p>General education and academic subject offerings, as distinguished from the professional or vocational offerings of a collegiate institution, shall place emphasis on principles and theory and not on practical applications associated with a particular occupation or profession. General education courses give balance to the total program and must be appropriate for the program and the needs of the students. The Council's expectations for general education, humanities, mathematics and the sciences, and social sciences are outlined in the Glossary section.</p>	<p>If <i>No</i>, insert the section number in parentheses and explain:</p>
<p><b>3-5-302. Assignments.</b> 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.</p>	<p>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?  <input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>If <i>No</i>, insert the section number in parentheses and explain:</p>
<p><b>GENERAL COMMENTS:</b></p>	
<p><b>COMMENDATIONS:</b></p>	
<p><b>RECOMMENDATIONS:</b>  As the campus population grows, the team recommends that the</p>	



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lead instructors be given regularly scheduled time in their weekly assigned duties for program administration and student advisement.

# REPORT QUESTIONS

## CRITERIA

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### 8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

#### 3-I-800 – LIBRARY RESOURCES AND SERVICES

The adequate provision of library resources and information services, appropriate to the academic level and scope of an institution's programs, is essential to teaching and learning. It is incumbent upon all member institutions to assess the level of library resources needed in relation to their programs and to provide a range of support to meet these needs. The size of collections and the budget allowed for library resources and services do not ensure adequacy. The quality, relevance, accessibility, availability, and provision of support services ultimately will determine the adequacy of an institution's efforts. In assessing library resources and services, ACICS requires that an institution, at a minimum, shall:

- (a) develop an adequate base of library resources;
- (b) ensure means to access these resources;
- (c) develop a continuous assessment strategy for library resources and information services;
- (d) provide adequate staff to support library development, collection organization, and accessibility;
- (e) ensure that library services are provided to all learners, including those at nonmain campuses; and
- (f) provide training and encouragement for students and faculty to utilize library resources as an integral part of the learning process.

#### FOR ALL PROGRAMS

8.01 Does the campus develop an adequate base of library resources?

Yes       No

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

8.02 Does the campus ensure access of library resources to all faculty and students, including students at nonmain campuses?

Yes       No

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

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

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

8.04 Are adequate staff provided to support the development, organization of the collection, and access of library resources?

Yes       No

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

8.05 Describe how the campus develops continuous assessment

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	<p>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 is also evaluated to determine usefulness to students for course assignments.</p>
	<p>Are these methods appropriate?  <input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>If <i>No</i>, insert the section number in parentheses and explain:</p>
<p><b>3-3-402, 3-4-402, 3-5-402, &amp; 3-6-702. Budget.</b> 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.</p>	<p>8.06 Is the library staff adequately trained to support the library?  <input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>If <i>No</i>, insert the section number in parentheses and explain:</p>
	<p><b>FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY</b></p>
	<p>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?  <input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>If <i>No</i>, insert the section number in parentheses and explain:</p>
	<p>8.08 What is the amount of the current year's library budget excluding personnel allocations?</p>

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	The current year's library budget is \$1869.00.
	<p>8.09 What portion of the current year's library budget has been spent? As of September, \$1404 has been spent. How has the money been allocated? The budget was spent on the virtual library and some periodicals.</p>
<p><b>3-3-406. Acquisitions.</b> 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.</p>	<p>8.10 Is there evidence that the faculty have major involvement in the selection of library resources? <input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>
<p><b>3-4-406, 3-5-406, &amp; 3-6-706. Acquisitions.</b> Library acquisitions are the joint responsibility of the faculty and library staff, with the greater amount of input emanating from the faculty.</p>	<p>If <i>No</i>, insert the section number in parentheses and explain:</p>
	<p>8.11 Are the library hours adequate to accommodate the needs of all students? <input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>
	<p>If <i>No</i>, insert the section number in parentheses and explain:</p>
<p><b>3-4-404 &amp; 3-5-404. Use and Accessibility.</b> 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.</p>	<p><b>FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY</b></p>
<p>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.</p>	<p>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.</p>
<p>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,</p>	<p>Are these methods appropriate? <input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>If <i>No</i>, insert the section number in parentheses and</p>

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<p>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.</p>	<p>explain:</p>
<p><b>3-6-704. Use and Accessibility.</b> It is the faculty's responsibility to inspire, motivate, and direct student usage of the library resources. The library's adequacy ultimately is determined by the extent to which physical and/or online, full-text resources support all the courses offered by the institution.</p>	<p>8.13 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?  <input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>
<p>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.</p>	<p>If <i>No</i>, insert the section number in parentheses and explain:</p>
<p>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.</p>	<p>8.14 Are records of physical and/or online resources and circulation accurate and up to date?  <input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>
	<p>If <i>No</i>, insert the section number in parentheses and explain:</p>
	<p>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?  <input type="checkbox"/> Yes      <input type="checkbox"/> No      <input checked="" type="checkbox"/> Not Applicable (no interlibrary agreements)</p>
	<p>If <i>No</i>, insert the section number in parentheses and explain:</p>
	<p>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 fourteen 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.</p>

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<p><b>3-4-405. Holdings.</b> 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.</p>	<p><input type="checkbox"/> Not Applicable (No full-text online collections are available)</p>
<p><b>3-5-405. Holdings.</b> A collegiate library shall contain up-to-date physical and/or online resources including full-text titles appropriate for the size of the institution and the breadth of and enrollment in its educational programs. The library collection shall include holdings on the Humanities, Arts, Social Sciences, and Sciences, including mathematics; magazines and professional journals and periodicals; and, when appropriate, online data networks and retrieval systems, CD-ROMs, and interactive research systems that support the offerings of the institution.</p>	<p>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?  <input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>If <i>No</i>, insert the section number in parentheses and explain:</p>
<p><b>3-6-705. Holdings.</b> 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, 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.</p>	<p>8.18 Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics?  <input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>If <i>No</i>, insert the section number in parentheses and explain:</p>
<p><b>3-4-401 &amp; 3-5-401. Staff.</b> A professionally trained individual shall supervise and manage library and instructional resources, facilitate their integration into all phases of the institution's curricular and educational offerings, and assist students in their use. A professionally trained individual is one who holds a bachelor's or master's degree in library or information science or a comparable program, or state certification to work as a librarian, where applicable, 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.</p>	<p><b>FOR ACADEMIC ASSOCIATE'S AND BACHELOR'S DEGREES ONLY</b></p> <p>8.19 Who is the on-site librarian, what are this person's qualifications, and what are his or her hours on-site?  <b>Ms. Suzanne Braun-McGee, is the ITT National Librarian. She holds a Master of Library Science degree 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</b></p>

CRITERIA	QUESTIONS
<p>During library hours that are scheduled and posted, there shall be a trained individual on-site who is assigned to oversee and to supervise the library and to assist students with library and information services. This individual shall be competent and technologically literate to use and to aid in the use of the library technologies and resources.</p>	<p>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.</p> <p>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</p> <p>Does this individual:</p> <p>(a) Supervise and manage the library and instructional resources?  <input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>(b) Facilitate the integration of instructional resources into all phases of the campus's curricular and educational offerings?  <input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>(c) Assist students in the use of instructional resources?  <input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>If <i>No</i> for any item, insert the section number in parentheses and explain:</p>
8.20	<p>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?  <input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>If <i>No</i>, insert the section number in parentheses and explain:</p>
8.21	<p>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?</p>

CRITERIA	QUESTIONS
	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Not Applicable (staff do not hold foreign credentials)
	8.22 Is documentation on file to reflect the librarian's participation in professional growth activities? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  If <i>No</i> , insert the section number in parentheses and explain:
	8.23 Are the hours the library is open adequate to accommodate the needs of all students? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  If <i>No</i> , 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.

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

### 3-2-200—INSTRUCTIONAL RESOURCES, MATERIALS

The instructional resources, audiovisual teaching equipment, and instructional materials shall be adequate to serve the needs of the institution's educational programs. The resources shall include current titles, periodicals, professional journals, or full-text online resources appropriate for the institution's educational programs. There shall be evidence that appropriate instructional resources, equipment, technology, and materials are utilized to support the educational objectives.

**3-2-201. References.** The institution shall have available and easily accessible to faculty and students standard reference works appropriate to the curriculum. Major consideration will be given to the variety of volumes, periodicals, online resources and information technology readily available to students and faculty, recency of publications, appropriateness, and relevance to the programs.

### FOR NONDEGREE PROGRAMS ONLY

- 8.25 Are appropriate reference materials and periodicals available for all programs offered?  
 Yes     No  
  
 If *No*, insert the section number in parentheses and explain:



CRITERIA	QUESTIONS
<p><b>3-2-202. <i>Distribution of Resources and Materials.</i></b> The instructional resources and references may be consolidated or may be distributed throughout the educational facility, or they may be provided by the institution under contract with an external organization on behalf of its student body which ensures access to library resources and references pertinent to the programs offered by the institution: including resources that are available exclusively online. Easy access to and use of reference materials, periodicals, and information technology are of prime importance in determining if the institution is meeting the educational needs of its students and faculty. Availability and utilization of audiovisual equipment also are important.</p>	<p>8.26 Are the instructional resources organized for easy access, usage, and preservation?  <input type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>If <i>No</i>, insert the section number in parentheses and explain:</p>
<p><b>3-2-203. <i>Inventory.</i></b> A current inventory of instructional materials and equipment shall be maintained by the institution.</p>	<p>8.27 Is there a current inventory of instructional resources?  <input type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>If <i>No</i>, insert the section number in parentheses and explain:</p>
<p><b>3-2-204. <i>Budget.</i></b> Budget allocations and expenditures for instructional resources, equipment, and materials shall be sufficient to meet the needs and fulfill objectives of the institution's programs.</p>	<p>8.28 Does the campus have appropriate and sufficient instructional resources, equipment, and materials to meet its educational program objectives and the needs of its students?  <input type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>If <i>No</i>, insert the section number in parentheses and explain:</p>
<p><b>3-3-401. <i>Staff.</i></b> 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.</p>	<p><b>FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY</b></p> <p>8.29 Has the campus designated an individual with the ability to maintain the resources and to assist students and faculty?  <input type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>If <i>No</i>, insert the section number in parentheses and explain:</p>
<p><b>3-3-403. <i>Function.</i></b> 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</p>	<p>8.30 Do the resources include the study, reading, and information technology facilities necessary to support the effectiveness of all the courses and programs offered by the campus?  <input type="checkbox"/> Yes      <input type="checkbox"/> No</p>

CRITERIA	QUESTIONS
adequacy is determined by the extent to which its resources support all the courses offered by the institutions.	If <i>No</i> , insert the section number in parentheses and explain:
<b>3-3-404. Use and Accessibility.</b> In evaluating the use of library resources by students, consideration shall be given to accessibility and to methods used by the faculty to encourage the use of these resources by students. Records of physical and/or online circulation and inventory shall be current and accurate.	8.31 Is there a current inventory of instructional resources, including online resources? <input type="checkbox"/> Yes <input type="checkbox"/> No
Physical and/or online library materials and services must be available at times consistent with the typical student's schedule in both day and evening programs. Easy access to and use of reference materials, periodicals, and information technology are of prime importance in determining if the institution is meeting the educational needs of its students and faculty. If online resources are utilized, an appropriate number of terminals shall be provided for student use. Interlibrary agreements are not substitutes for an institution's library, but rather a means to supplement the institution's holdings in limited areas. 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.	If <i>No</i> , insert the section number in parentheses and explain:
	8.32 Are the resources organized for easy access and usage? <input type="checkbox"/> Yes <input type="checkbox"/> No
	If <i>No</i> , insert the section number in parentheses and explain:
	8.33 Is it evident that faculty encourages the use of the library? <input type="checkbox"/> Yes <input type="checkbox"/> No
	If <i>No</i> , insert the section number in parentheses and explain:
<b>3-3-405. Holdings.</b> The institution shall have available and easily accessible standard reference works, professional journals, and current periodicals appropriate to the curriculum. Consideration also shall be given to supplementary library resources contracted by the institution and online resources available to its student body.	8.34 Do the library holdings, including online collections, support all of the offerings of the campus? <input type="checkbox"/> Yes <input type="checkbox"/> No
	If <i>No</i> , insert the section number in parentheses and explain:
<b>3-6-701 &amp; 3-7-701. Staff.</b> 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	<b>FOR MASTER'S AND DOCTORAL DEGREES ONLY</b>
	8.35 Who is the on-site librarian, what are this person's qualifications, and what are his or her hours on-site?

CRITERIA	QUESTIONS
<p>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.</p>	<p>Does this individual:</p> <p>(a) Supervise and manage the library and instructional resources?  <input type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>(b) Facilitate the integration of instructional resources into all phases of the campus's curricular and educational offerings?  <input type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>(c) Assist students in the use of instructional resources?  <input type="checkbox"/> Yes      <input type="checkbox"/> No</p>
<p>There shall be a professionally trained individual on duty for sufficient hours, as published by the institution, to support the programs and to assist students with library functions and research. This individual shall be competent both to use and to aid in the use of the library technologies and resources.</p>	<p>If <i>No</i> for any item, insert the section number in parentheses and explain:</p>
8.36	<p>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?  <input type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>If <i>No</i>, insert the section number in parentheses and explain:</p>
8.37	<p>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?  <input type="checkbox"/> Yes      <input type="checkbox"/> No      <input type="checkbox"/> Not Applicable (staff do not hold foreign credentials)</p>
8.38	<p>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?  <input type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>If <i>No</i>, insert the section number in parentheses and explain:</p>

CRITERIA	QUESTIONS
<p>8.39 Is documentation on file to evidence that the librarian regularly participates in professional growth activities?  <input type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>If <i>No</i>, insert the section number in parentheses and explain:</p>	
<p>8.40 During library hours, is there a professionally trained individual on duty who supervises the library and assists students with library functions, and who is competent both to use and to aid in the use of the library technologies and resources?  <input type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>If <i>No</i>, insert the section number in parentheses and explain:</p>	
<p><b>3-6-703. Function.</b> The library function is shaped by the educational programs of the institution. Institutions offering master's degree programs shall provide access to substantially different library resources in terms of their depth and breadth from those required for baccalaureate degree programs.</p>	<p>8.41 Do the library holdings exceed the requirements of the average student in order to encourage the intellectual development of superior students and to enrich the professional development of the faculty?  <input type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>If <i>No</i>, insert the section number in parentheses and explain:</p>
<p>These resources shall include bibliographic and monographic references, major professional journals and reference services, research and methodology materials, and, as appropriate, information technologies. The depth and breadth of the accessible library holdings shall be such as to exceed the requirements of the average student in order to encourage the intellectual development of superior students and to enrich the professional development of the faculty.</p>	
<p>Appropriate reference, research, and information resources must be made available to enhance, augment, and support the curricular and educational offerings and to enhance student learning. The resources shall include the study, reading, and information technology facilities necessary to make the educational programs effective.</p>	<p>8.42 Does the collection include major professional journals and reference services, research and methodology materials, and as appropriate, information technologies and facilities?  <input type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>If <i>No</i>, insert the section number in parentheses and explain:</p>
<p><b>3-7-703. Function.</b> The library function is shaped by the educational programs of the institution. Institutions offering doctorate degree programs shall provide access to resources which enhance, support, and are influential to research activities conducted with regard to the field of study.</p>	
<p>These resources shall include bibliographic and monographic references, major professional and scholarly journals and reference services, research and methodology materials, and, as appropriate, information technologies. The depth and breadth of</p>	

CRITERIA	QUESTIONS
<p>the accessible library holdings shall be such as to exceed the requirements of the student to encourage the intellectual development of students and to enrich the professional development of the faculty.</p> <p>Appropriate reference, research, and information resources must be made available to enhance, augment, and support the curricular and educational offerings and to enhance student learning. The resources shall include the study, reading, and information technology facilities necessary to make the educational programs effective.</p>	<p>8.43 Are the library holdings, including 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?  <input type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>If <i>No</i>, insert the section number in parentheses and explain:</p>
<p><b>3-6-705. Holdings.</b> 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, 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.</p>	<p>8.44 What library resources does the campus provide to support a better understanding of scholarly research at the graduate level?             If <i>No</i>, insert the section number in parentheses and explain:</p>
<p><b>3-7-705. Holdings.</b> 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.</p>	

**GENERAL COMMENTS:****COMMENDATIONS:****RECOMMENDATIONS:**

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**From:** Bill Davis <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/487D03386CE24C3C8D432373D42EAF25-BDAVIS>  
**Sent:** 9/3/2013 5:19:09 PM -0400  
**To:** Peter Kim <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/2381426c8ced4af5836de4203c8304a8-PKim>; Terron King <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/ecc7fd59f77e45b5905f0c554cff080f-king>; Emily Jacobs <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/ec75c46f97d744ebba4d1e9268e0534b-ejacobs>  
**Subject:** CAR\_SCHEDULING\_DISCREPENCIES.xlsx  
**Attachments:** CAR\_SCHEDULING\_DISCREPENCIES.xlsx

Here are the schools that were scheduled, but are not in our list of accredited schools. Among the other issues, it looks like they pulled some Campus Additions, for instance: Le Cordon Bleu – Hollywood. This may have been an AL at one point because it has accredited programs.

--Bill

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**From:** Susan Greer <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/C539AA149AE54C71A8D2BC2D86525DB6-SGREER>  
**Sent:** 10/8/2013 6:45:56 PM -0400  
**To:** Joseph Gurubatham <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/2839eec7707f4128a4de87103ed162f4-JGurubatham>  
**Subject:** RE: Accreditation of Colleges with Pastry programs

Joseph

We can easily retrieve answers to 3, 4 and 5. It may not be too difficult to answer 2, but I would take some digging as we need to pull past AIR data and I'm not sure where all those "flat files" (data spreadsheets of all program data entered into the old AIR database).

Do you want me to provide you with 3, 4, and 5 tomorrow?

Sue

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

**From:** Joseph Gurubatham  
**Sent:** Tuesday, October 08, 2013 5:41 PM  
**To:** Susan Greer  
**Subject:** FW: Accreditation of Colleges with Pastry programs

Susan:

Please read the below letter. Is there a way for us to get this type of historical information without too much putting out too much work? Thanks.

Joseph

Joseph E. Gurubatham, Ed.D.  
Senior Vice President, Accreditation and Institutional Development Accrediting Council for Independent Colleges and Schools  
750 First Street, NE Suite 980 Washington, DC 20002 www.acies.org | 202.336.6797 - p | 202.842.2593 - f

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

**From:** Glenn Mack [mailto:GMack@atlanta.chefs.edu]  
**Sent:** Saturday, September 21, 2013 1:53 PM  
**To:** Joseph Gurubatham  
**Subject:** Accreditation of Colleges with Pastry programs

September 21, 2013

Accrediting Council for Independent Colleges and Schools Joseph E. Gurubatham, Ed.D., Senior Vice President of Accreditation and Institutional Development  
750 First Street, NE, Suite 980  
Washington, DC 20002-4242

Dear Dr. Gurubatham,

I'm an independent scholar conducting research and writing articles about the first pastry schools/programs/courses in the US, as well as the accreditation of pastry arts programs for the forthcoming Oxford Companion to Sweets by Oxford University Press. If you do not know the answers, can you please forward to someone in your agency who can assist?

1. What year did your organization accredit the first institution that offered a culinary arts program?
2. What year did your organization accredit the first institution that offered a first pastry/baking arts program?
3. How many institutions that offer culinary arts are currently accredited by your organization?

4. How many institutions that offer pastry/baking arts are currently accredited by your organization?
5. Is it possible to get a list of accredited institutions that offer culinary arts pastry/baking arts?

Thank you so much,

Glenn R. Mack, EdD  
Campus President

Le Cordon Bleu College of Culinary Arts  
1927 Lakeside Parkway  
Tucker, GA 30084  
<http://chefs.edu/atlanta/>

Direct: 770-723-3510  
Fax: 770-938-4571  
Cell: 404-353-8405  
[gmack@atlanta.chefs.edu](mailto:gmack@atlanta.chefs.edu)



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**From:** Joseph Gurubatham <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/2839EEC7707F4128A4DE87103ED162F4-JGURUBATHAM>

**Sent:** 12/17/2015 11:58:19 AM -0500

**To:** Anthony Bieda <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/3625966aa21b477ea17337561576fd9f-ABieda>; Albert C. Gray <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/a1a35d9f738542d48eb5f1ddabe428e0-agray>; Ian Harazduk <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/653bda8a64144114820bfcfb53b7514e-IHarazduk>

**CC:** Joseph Gurubatham <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/2839eec7707f4128a4de87103ed162f4-JGurubatham>; Susan Greer <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/c539aa149ae54c71a8d2bc2d86525db6-sgreer>; Perliter Walters-Gilliam <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/6f0efc3dd0614f609e6b1f2e85504411-PWGilliam>; Terron King <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/ecc7fd59f77e45b5905f0c554cff080f-tking>

**Subject:** RE: ACICS Media Sweep | December 17, 2015--La Cordon Bleu Closures

Dear Tony:

Ian is out today. As far as I know, Al was apparently notified before a public disclosure was made. We have not received any written notification.

We have not received any teach-out plan because the understanding is that the schools will teach out all their current students. The schools may be kept open for another two years (2017).

Given these preliminary information, we need to decide how to proceed as far as informing state jurisdictions.

Joseph

**Joseph E. Gurubatham, Ed.D.**

**Executive Vice President, Accreditation and Institutional Development**

**Accrediting Council for Independent Colleges and Schools**

750 First Street, NE Suite 980 Washington, DC 20002

[www.acics.org](http://www.acics.org) 202.336.6797 - p 202.842.2593 f

**From:** Anthony Bieda  
**Sent:** Thursday, December 17, 2015 11:53 AM  
**To:** Albert C. Gray; Joseph Gurubatham; Ian Harazduk  
**Subject:** FW: ACICS Media Sweep | December 17, 2015

To Jake's question:

Apparently ACICS was notified in advance of the public disclosure yesterday (correct?)

Have we received a teach-out plan? Have we reviewed it? Has it been approved or deemed complete or acceptable?

Have we communicated with any of the state jurisdictions where these closing LCBs are located?

Let me 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

[www.acics.org](http://www.acics.org) 202.336.6781 - p 202.842.2593 - f

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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 Bleu 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.



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**From:** Joseph Gurubatham <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/2839EEC7707F4128A4DE87103ED162F4-JGURUBATHAM>  
**Sent:** 7/15/2014 5:07:00 PM -0400  
**To:** AID Management Team <aidmanagement@acics.org>  
**Subject:** Fwd: Corinthian al la Goldie  
**Attachments:** image001.png  
FYI

Joseph

Sent from my iPad

Begin forwarded message:

**From:** Anthony Bieda <ABieda@acics.org>  
**Date:** July 15, 2014 at 5:02:16 PM EDT  
**To:** Katy Fisher <kfisher@acics.org>  
**Cc:** Jeff Olszewski <JOlszewski@acics.org>, Joseph Gurubatham <JGurubatham@acics.org>, "Albert C. Gray" <agray@acics.org>  
**Subject: Corinthian al la Goldie**

I paid strong attention to the highlighted narrative below.

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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July 11, 2014

## Questions Continue About Department's Ignorance of Corinthian's Financial Status



By Goldie Blumenstyk

Washington

The U.S. Department of Education has a special unit to track the finances of for-profit colleges at risk of suddenly closing, and it even trained staff members this year to use a new service that provides real-time information on publicly traded education companies.

Yet despite all that, the department has said it didn't know how shaky the financial ground was under Corinthian Colleges Inc. when it temporarily turned off the spigot of federal financial aid to the company in mid-June. The action set off the chain of events that, three weeks later, led to the company's July 3 agreement with the department- unprecedented in its scope to sell 85 of its United States-based colleges and close down its remaining 12.

The department's action signaled to some that it "has a pretty big hammer and is ready to use it" against for-profit colleges, as one scholar of the sector put it.

But others question what the department has really accomplished.

Because the agreement lets all but 12 of Corinthian's campuses continue to operate, the department is effectively saying the rest "seem to be doing a fine job and fulfilling their missions," said Noah Black, a spokesman for the industry's main lobbying group, the Association of Private Sector Colleges and Universities, known as Apscu.

The department's revelations concerning what it had known about Corinthian's finances came during a "background" briefing for reporters this week from someone the department said could be identified only as a "senior education official."

### **Many Sources of Information**

Three years ago, the department's Federal Student Aid division created a Publicly Traded and Large Schools Workgroup specifically to monitor and understand risk levels of proprietary colleges from a financial perspective.

Also, according to a recent report from the department's Office of Inspector General, in January it began subscribing to a service that provides "on-demand corporate profiles" of publicly traded companies, and staff members were trained to use the service and create customized reports about specific institutions.

And as of February, the staff was developing what it called "Z scores" on college companies to determine the likelihood of their going into bankruptcy. (*The Chronicle* this week asked the department to reveal what score had been assigned to Corinthian but has not yet received an answer.)

Moreover, like all public companies, Corinthian reports regularly about its finances, and those reports over the past year in particular have described its worsening financial situation. In May the company announced it had hired bankers to pursue "strategic alternatives" for some or all of its 107 campuses—business jargon for seeking out buyers or merger partners.

Given all that, many observers were surprised that the department's official would say it was surprised by the result. "I have no idea how they could not know," said Kevin Kinser, the scholar of for-profit colleges, who is an associate professor at the State University of New York at Albany.

"It's hard to take that statement at face value," he said, of the department official's assertion, without also assuming "some level of incompetence."

Mr. Kinser noted that in a quick calculation he did recently, comparing assets to liabilities of 13 publicly traded higher-education companies, Corinthian was "an outlier compared to others in the for-profit industry, and the numbers were getting worse."

And Mr. Black, of Apscu, said the department's "pleading ignorance and surprise is hollow and misleading" because when the department put Corinthian on "heightened cash monitoring" status and placed an extra 21-day hold on disbursements of federal student aid to the company, Corinthian immediately sought relief from the unusual 21-day delay. He and others said the department could have relented once it was told, but didn't.

### **Defending the 21-Day Delay**

Department officials say their actions were appropriate.

"Our responsibility is not to ensure the survival of Corinthian" but to ensure effective administration of federal student-aid funds for students, Denise Horn, assistant press secretary, said in an email to *The Chronicle*. "The actions the department has taken are directly related to the necessary oversight when there are serious indications of fraud or noncompliance with federal regulations." (Tony's note: There are serious allegations of fraud and abuse but no findings or charges or formal accusations; just open inquiries.)

She said that, "based on the circumstances, the department determined a 21-day delay would allow us to continue working with Corinthian while ensuring adequate oversight protection."

In mid-June, after the department instituted the 21-day hold, Corinthian publicly announced that the move could force it to shut down. Most of Corinthian's annual revenue comes from the \$1.4-billion it receives in federal Pell Grants and federally backed student loans.

For most public and private nonprofit colleges, which rely far less on federal student aid for their survival, a 21-day delay would be an inconvenience, not a death knell.

According to data provided to *The Chronicle* by Moody's Investors Service, just three of the 281 private universities it rates and just two of 227 public ones had less than 21 days' worth of cash on hand at the end of their fiscal years in 2013, although the credit-rating agency notes that the institutions it rates tend to be among the strongest of their sectors. And at certain times of the year, cash flows would be tighter than in September, when tuition dollars flow in.

Many members of the Council of Independent Colleges aren't as liquid as those rated by Moody's, but an official of that organization said he doubted a 21-day delay would be fatal for its colleges either, noting that they could also fall back on their endowments or appeal to donors if they got strapped.

Even most publicly traded for-profit college companies, which, like Corinthian, rely heavily on federal student-aid funds, could have survived that delay, according to Trace Urdan, an analyst with Wells Fargo Securities, although that kind of sanction could exacerbate debt problems for companies like the Education Management and Lincoln Educational Services Corporations.

Corinthian, by contrast, was out of cash and out of options. Its lenders refused to lend it any more money.

The department has portrayed its sanction against Corinthian as somewhat routine, noting that about 400 other colleges are now on "heightened cash monitoring" status, which in effect requires them to wait about three days to draw down student aid. But it has not named those 400 or indicated whether any also face the extra 21-day delay.

Mr. Black, of Apscu, said the department had yet to make clear the precedent for imposing the 21-day delay or the "regulatory or statutory justification for this course of action."

Yet, as lawyers not involved in the case have noted, under federal statute the secretary of education has "sole discretion" to determine the method under which federal student aid is disbursed to institutions. And as Mr. Kinser of SUNY at Albany sees it, if an institution can no longer satisfy the department, it should lose its chance to "use the Department of Education like a credit card."

Over all, he considers the department's action a positive one for students. Even though Corinthian was already in the process of selling many of its colleges, "no one knew which campuses would be sold or not sold," said Mr. Kinser. "Now at least the students know what's going on."

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**From:** Joseph Gurubatham <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/2839EEC7707F4128A4DE87103ED162F4-JGURUBATHAM>  
**Sent:** 6/23/2014 9:21:36 AM -0400  
**To:** AID Management Team <aidmanagement@acics.org>  
**BCC:** Joseph Gurubatham <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/2839eec7707f4128a4de87103ed162f4-JGurubatham>  
**Subject:** Fwd: Corinthian Strikes Deal with Department.  
FYI.

Joseph

Sent from my iPhone

Begin forwarded message:

**From:** Juanita Gurubatham <jGurubatham@accsc.org>  
**Date:** June 23, 2014, 8:11:47 AM EDT  
**To:** Joseph Gurubatham <jgurubatham@acics.org>  
**Subject: Fwd: Corinthian Strikes Deal with Department.**

FYI

Sent from my iPhone

Begin forwarded message:

**From:** Christopher Lambert <chris.lambert@accsc.org>  
**Date:** June 23, 2014 at 8:09:00 AM EDT  
**To:** Michale McComis <McComis@accsc.org>, Karen Marcinski <kmarcinski@accsc.org>, Anne Santalla <asantalla@accsc.org>, Corey Rosso <crosso@accsc.org>, Juanita Gurubatham <jGurubatham@accsc.org>  
**Subject: Corinthian Strikes Deal with Department.**

SANTA ANA, Calif., June 23, 2014 (GLOBE NEWSWIRE) -- Corinthian Colleges, Inc. (COCO) announced today that it has reached a memorandum of understanding with the U.S. Department of Education (the "Department") that maintains uninterrupted daily operations at its schools, until the Company and the Department finalize a more detailed transition plan. Corinthian currently serves about 72,000 students at 107 campuses and online.

Corinthian and the Department agreed upon a Memorandum of Understanding ("MOU") under which Corinthian will immediately receive \$16 million in federal student aid funds

earned through enrollment, avoiding an immediate cash shortfall that will allow its students to continue their educational programs as planned. Under the terms of the MOU, Corinthian and the Department will enter into an Operating Agreement that will allow Corinthian to proceed with its plan to pursue strategic alternatives for its operations, including the sale and teach-out of schools in a manner that will best protect the interests of students, faculty and staff, ensure the integrity of federal student aid funds and preserve the value of the schools. The Department and Corinthian have agreed to finalize the details of the transition plan in an Operating Agreement by Tuesday, July 1, 2014. For more information, see the 8-K issued by the Company today.

"Throughout several days of intensive discussions with the Department, our goal has been to protect the interests of our students, 12,000 employees, taxpayers and other stakeholders," said Jack Massimino, Corinthian Chairman and Chief Executive Officer. "This agreement helps achieve that goal. We worked collaboratively with the Department to reach consensus, and we will continue to do so as we finalize and implement the detailed transition plan."

Under the MOU, Corinthian will identify and engage an independent compliance and business monitor acceptable to the Department. The monitor will have full access to Corinthian's financial and operating records and information and report to the Department on Corinthian's progress in the implementation of the transition plan contemplated by the MOU.

Corinthian will continue to seek new owners for most of its campuses with the goal of entering into definitive sales agreements with one or more third parties for such campuses within approximately six months, and will proceed in an orderly fashion with the "teach-out" of schools that are under-performing or whose continued participation in the Title IV student aid programs has been terminated by the Department. During the teach-out process, no new students will be enrolled at the affected schools, but all current students will be able to complete their instructional programs or transfer to another institution.

Sent from my iPad.

---

**From:** Joseph Gurubatham <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/2839EEC7707F4128A4DE87103ED162F4-JGURUBATHAM>  
**Sent:** 6/23/2014 9:22:42 AM -0400  
**To:** Albert C. Gray <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/a1a35d9f738542d48eb5f1ddabe428e0-agray>; Anthony Bieda <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/3625966aa21b477ea17337561576fd9f-ABieda>  
**BCC:** Joseph Gurubatham <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/2839eec7707f4128a4de87103ed162f4-JGurubatham>  
**Subject:** Fwd: Corinthian Strikes Deal with Department.

Dear Al and Tony;

I don't know if we had received this update.

Joseph

Sent from my iPhone

Begin forwarded message:

**From:** Juanita Gurubatham <[jGurubatham@accsc.org](mailto:JGurubatham@accsc.org)>  
**Date:** June 23, 2014, 8:11:47 AM EDT  
**To:** Joseph Gurubatham <[jgurubatham@accsc.org](mailto:jgurubatham@accsc.org)>  
**Subject:** **Fwd: Corinthian Strikes Deal with Department.**

FYI

Sent from my iPhone

Begin forwarded message:

**From:** Christopher Lambert <[chris.lambert@accsc.org](mailto:chris.lambert@accsc.org)>  
**Date:** June 23, 2014 at 8:09:00 AM EDT  
**To:** Michale McComis <[McComis@accsc.org](mailto:McComis@accsc.org)>, Karen Marcinski <[kmarcinski@accsc.org](mailto:kmarcinski@accsc.org)>, Anne Santalla <[asantalla@accsc.org](mailto:asantalla@accsc.org)>, Corey Rosso <[crosso@accsc.org](mailto:crosso@accsc.org)>, Juanita Gurubatham <[jGurubatham@accsc.org](mailto:jGurubatham@accsc.org)>  
**Subject:** **Corinthian Strikes Deal with Department.**

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Sent from my iPad.





## **Memorandum of Understanding**

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

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

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

### **Agreed Statement of Principles**

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

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

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

### **Immediate Funding**

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

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

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

### **Appointment of Monitor**

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

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

### **Enrollment of New Students**

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

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

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

### **Sale of Schools**

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

### **Teach-out Schools**

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

### **Coordination with States and Accreditors**

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

### **Conclusion**

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

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

ACKNOWLEDGED AND AGREED:

CORINTHIAN COLLEGES, INC.

(b)(6)

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

U.S. DEPARTMENT OF EDUCATION

---

Ted Mitchell  
Under Secretary

---

**From:** "Thornton, Cynthia" <Cynthia.Thornton@ed.gov>  
**Sent:** 6/30/2014 6:57:00 PM -0400  
**To:** 'clambert@accsc.org'; 'kbell@wascenior.org'; Joseph Gurubatham <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/2839eec7707f4128a4de87103ed162f4-JGurubatham>; 'Christopher Lambert' <chris.lambert@accsc.org>; 'Christine Castagnola' <ccastagnola@wascenior.org>; 'Christopher Oberg' <coberg@wascenior.org>; Anthony Bieda <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/3625966aa21b477ea17337561576fd9-fABieda>; "Gust, Mary" <Mary.Gust@ed.gov>; "Bennett, Ron" <Ron.Bennett@ed.gov>; Albert C. Gray <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/a1a35d9f738542d48eb5f1ddabe428e0-agray>; 'approvalquery@bhe.mass.edu'; 'michelle.robinson@njhe.state.nj.us'; 'stoller@hepc.wvnet.edu'; 'george.roedler@state.mn.us'; 'ccam@npec.state.ga.us'; 'beamishm@michigan.gov'; 'dperlman@cpe.state.nv.us'; 'teri.stanfill@azppse.gov'; 'matt.barber@state.or.us'; 'ra-COLLUNIVSEMINFO@state.pa.us'; De Long, Michael (Michael.Delong@twc.state.tx.us); 'john.ware@scr.state.oh.us'; 'elaine.marces@wyo.gov'; "Landis, Patricia A (PDE)" <plandis@pa.gov>; "Corwin, Dvak" <Dvak.Corwin@ed.gov>; 'mailto:Carolyn.small@iowa.gov'; "Small, Carolyn [ICSAC]" <Carolyn.Small@iowa.gov>; "Fountain, Sondra" <Sondra.Fountain@dol.state.nj.us>; sam.ferguson@fldoe.org; susan.hood@fldoe.org; 'georgia.roberts@dhe.state.co.us'; 'Stephen.Rye@twc.state.tx.us'; 'joanne.wenzel@dca.ca.gov'; 'cathie.maeyaert@THECB.state.tx.us'; 'JoeDeFilippo@schev.edu'; 'info@dhe.mo.gov'; 'ezunon@mail.nysed.gov'; 'ra-pls@pa.gov'; 'titlei@doe.mass.edu'; 'cullen@ibhe.org'; 'bob.k.brew@state.or.us'; 'pspencer@wtb.wa.gov'; 'kareno@wsac.wa.gov'; 'ljones-lush@mhec.state.md.us'; "Tangman, Nina" <tangman@ibhe.org>; "Wade, Leroy" <Leroy.Wade@dhe.mo.gov>; "Parker, Diane" <diane.parker@twc.state.tx.us>; "Hunt, Jody" <hunt@ibhe.org>; "Arbour, Courtney" <courtney.arbour@twc.state.tx.us>; "Ball, Michael (WSAC)" <MichaelB@wsac.wa.gov>; smanning@hlcommission.org; Karen Solinski (ksolinski@hlcommission.org)  
**CC:** "Minor, Robin" <Robin.Minor@ed.gov>; "Bennett, Ron" <Ron.Bennett@ed.gov>; "Chauvin, Karen" <Karen.Chauvin@ed.gov>; "Pickett, Veronica" <Veronica.Pickett@ed.gov>; "White, Carolyn" <Carolyn.White@ed.gov>; "Coughlin, Betty" <Betty.Coughlin@ed.gov>; "Fernandez-Rosario, Martina" <Martina.Fernandez-Rosario@ed.gov>; "Frola, Michael" <Michael.Frola@ed.gov>; "Gifford, Nancy Paula" <Nancy.Paula.Gifford@ed.gov>; "LoBosco, Ralph" <Ralph.LoBosco@ed.gov>; "Miller, Christopher" <Christopher.Miller@ed.gov>; "Parrott, Douglas" <Douglas.Parrott@ed.gov>; "Thornton, Cynthia" <Cynthia.Thornton@ed.gov>; "Gust, Mary" <Mary.Gust@ed.gov>  
**Subject:** US Department of ED CCI Conference Call Follow-up: Accreditors/State Agencies  
**Attachments:** Meeting with Accrediting and State agencies.docx; HCM1\_Massimino2014-06-12.pdf; DOE MOU 30001.pdf



Accreditors and State Partners:

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

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

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

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

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

Martina Fernandez-Rosario

US Department of Education

San Francisco/Seattle SPD

Phone: (415)486-5605

[Martina.Fernandez.Rosario@ed.gov](mailto:Martina.Fernandez.Rosario@ed.gov)

*On behalf of Martina,*

Cynthia Thornton

Director, Dallas School Participation Division

US Department of Education

Office: 214-661-9457

Email: Cynthia.Thornton@ed.gov

Federal Student

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## **Memorandum of Understanding**

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

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

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

### **Agreed Statement of Principles**

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

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

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

### **Immediate Funding**

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

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

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

### **Appointment of Monitor**

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

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

### **Enrollment of New Students**

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

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

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

### **Sale of Schools**

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

### **Teach-out Schools**

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

### **Coordination with States and Accreditors**

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

### **Conclusion**

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

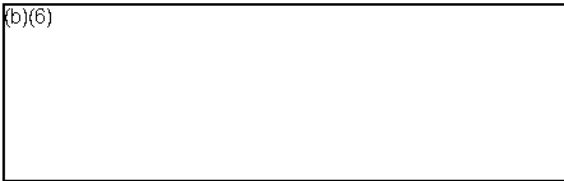


- This MOU does not supersede any of the Department's statutory and regulatory authorities and responsibilities.

**ACKNOWLEDGED AND AGREED:**

**CORINTHIAN COLLEGES, INC.**

(b)(6)

A rectangular box with a black border, containing the text "(b)(6)" in the top-left corner. The rest of the box is empty, indicating that the signature has been redacted.

Chairman of the Board and  
Chief Executive Officer

**U.S. DEPARTMENT OF EDUCATION**

---

Ted Mitchell  
Under Secretary



June 12, 2014

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

UPS Tracking  
 1ZA879640199724821

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

Dear Mr. Massimino:

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

### Chronology

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

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

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

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

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

Corinthian Colleges, Inc.  
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continued noncompliance with these requirements would subject it to unspecified administrative actions.

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

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

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

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

### **Placement Data**

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

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

## Corinthian Colleges, Inc.

## Follow-up to requests for placement documentation

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identical timeframe, however, one reports an institutional accreditor placement rate of 64.3% for Criminal Justice Associate schools, while another reports 13.3%.

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

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- Evidence of placement percentages—January 23 letter, Page 4 Item B:
  - CCI must provide the evidence on which it relied to derive its placement percentages. This includes student placement files. To date, CCI has produced placement files for the 2012-13 award year for the following CCI schools: Santa Ana, Jacksonville, Melbourne, Kendall, Newport News, and Orlando North, whereas the Department required that CCI provide the campus files that include the student placement files for each location. Although CCI produced disclosure information for Brighton and Orange Park, the folders labeled “backup documentation” are empty. Also please note that some files are labeled “2011-12” but appear to be 2012-13 records. By producing files for only these six locations for only one year of the three years required, CCI has produced only incomplete files for less than 6% of its locations.
  - To the extent any accreditor or state calculates a placement cohort based on a student’s start date, CCI also failed to produce information concerning student start dates. As a result, the Department is unable to assess those rates.
  
- Action required in response to this letter: Within 10 days of receipt of this letter, provide a schedule, with exact production dates, for the submission of the placement files for each location and year for which files have been requested. CCI must produce the evidence on which CCI relied to derive the placement percentages for each program at each campus to the Department within a reasonable period of time, as delineated on the submitted schedule, and include a written explanation as to why this information has not yet been provided. In addition, CCI must submit a description of the staffing it is using to comply with these requirements, including the number and titles of staff at each CCI location that are delegated to gathering the information, and the amount of time each staff person is devoting (on a daily basis) to the task at hand. Also, please indicate if any changes are being made to comply with the Department’s requirements in a more-timely manner. Furthermore, to the extent CCI relied on any re-verification telephone efforts, CCI must produce any documentation or data it has of those efforts.
  
- Waivers—January 23 letter, Page 4-5 Item C: The January 23, 2014 letter required production of information for students who have been “waived” from inclusion in the numbers of students available for placement and the reasons for those waivers. The documentation CCI submitted includes health-related reasons for waivers, and the following statements from some of these students: “I do not want to share my private information” or “I wish to keep my personal medical condition private.”
  - Action required in response to this letter: Provide a written explanation and justification as to whether such a statement meets minimum accreditor standards for waiver documentation, plus proof of those standards. If minimum standards have not been met, CCI must produce additional information about the reason for

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

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

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

Corinthian Colleges, Inc.  
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### **Method of Payment: Transfer of CCI Schools to HCM1**

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

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

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

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

### **Reporting Requirement Under HCM1:**

**CCI schools must meet the reporting requirements listed below:**

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

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

Corinthian Colleges, Inc.  
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- Amount
- Disbursement Date
- Anticipated Date of G5 Drawdown
- Total Drawdown Amount by Program
- Total Drawdown Amount for Disbursement Roster

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

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

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

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

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



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

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

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

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

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

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

E-mail: [gayle.palumbo@ed.gov](mailto:gayle.palumbo@ed.gov)

Sincerely,

(b)(6)

Robin S. Minor  
Chief Compliance Officer  
Program Compliance

---

**From:** Chad Hartman <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/13CBF506F84340D4B56AA05824F71116-CHARTMAN>  
**Sent:** 5/27/2014 2:45:57 PM -0400  
**To:** Visit Reports <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/2e42b0538ac544a38cd8dc1efe1a14f7-visitreports>  
**Subject:** 00020180 First Edit NG Lincoln WPB  
**Attachments:** 00020180 NG Lincoln WPB.doc



## REEVALUATION VISIT REPORT

### LINCOLN COLLEGE OF TECHNOLOGY

2410 Metrocentre Blvd.  
West Palm Beach, FL 33407  
ACICS ID Code: 00020180

Ms. Helen Carver, Campus President (hearver@lincolntech.com)  
acicswpb@lincolntech.com

#### MAIN CAMPUS

Lincoln Technical Institute  
1697 Oak Tree Road  
Edison, NJ 08820-2896  
ACICS ID Code: 00010950  
acicsedison@lincolntech.com

#### CAMPUS ADDITION

Lincoln College of Technology  
1126 53<sup>rd</sup> Court  
West Palm Beach, FL 33407  
ACICS ID Code: 00022826

May 13-14, 2014

Mr. Lonnie Echternacht	Chair	University of Missouri- Columbia	Columbia, MO
Mr. Edgar Krissler	Student-Relations	Krissler Business Institute (Retired)	Newburgh, NY
Mr. Paul Lacroix	Educational Activities and Library	Johnson & Wales University (Retired)	Coventry, RI
Mr. Fawzi Ben Messaoud	Computer & Network Support/ Business Administration Specialist	CEO, Campus Performance	Carmel, IN

Ms. Stephanie Brown	Cosmetology Specialist	Kingdom Kreations Day Spa and Salon, LLC	Memphis, TN
Ms. Shelia Jean Vandebush	Dental Assisting/Dental Office Management Specialist	Sanford-Brown College	Dallas, TX
Ms. Tibby Loveman	Medical Assisting/Medical Office Management/Nursing Specialist	Nursing Educator (Retired)	Gadsden, AL
Mr. Michael Patton	Heating, Ventilation and Air Conditioning Specialist	Branford Hall Career Institute	Springfield, MA
Mr. Luis Hernandez	Automotive Specialist	Dewey University	\Carolina, PR
Mr. Chad Hartman	Senior Accreditation Coordinator	ACICS	Washington, DC

**PROGRAMS OFFERED BY  
LINCOLN COLLEGE OF TECHNOLOGY  
WEST PALM BEACH, FLORIDA**

CREDENTIAL EARNED (As defined by the institution)	ACICS CREDENTIAL (Certificate, Diploma, Occupational Associate's, Academic Associate's, Bachelor's, Master's, or Doctoral)	APPROVED PROGRAM TITLE	Clock Hrs.	Qtr. Hrs.	Enroll: Full-time/ Part-time	CAR Retention & Placement			
						2013		2012	
						Ret.	Pla.	Ret.	Pla.
Associate of Science	Academic Associate's	Nursing****	1550	110	23/0	--	--	--	--
Diploma	Diploma	Automotive Technology	1140	72	93/0	76%	71%	81.1%	<b>59.6%</b>
Associate of Applied Science	Occupational Associate's	Automotive Technology	1350	92	74/0	70%	<b>67%</b>	88.4%	91.9%
Bachelor of Science	Bachelor's	Automotive Technology	2310	180	9/0	75%	n/a	--	--
Associate of Applied Science	Occupational Associate's	Business Administration	1020	90	23/0	86%	75%	87.0%	<b>58.3%</b>
Diploma	Diploma	Medical Assisting	870	57	13/0	72%	<b>67%</b>	86.2%	<b>50.9%</b>
Associate of Applied Science	Occupational Associate's	Medical Office Management	1210	91	16/0	80%	70%	<b>65.2%</b>	<b>42.1%</b>
Diploma	Diploma	Dental Assisting	870	56	39/0	81%	<b>68%</b>	81.9%	<b>66.2%</b>
Associate of	Occupational	Dental Office	1210	90	9/0	77%	<b>60%</b>	76.2%	71.4%

Applied Science	Associate's	Management							
Diploma	Diploma	Cosmetology	1200	72	17/0	76%	72%	80.2%	<b>46.2%</b>
Associate of Applied Science	Occupational Associate's	Salon Management	1540	106	10/0	--	--	65.6%	<b>45.5%</b>
Associate of Applied Science	Occupational Associate's	Computer & Network Support Technician***	1130	91.5	4/0	--	--	--	--
Diploma	Diploma	Culinary Arts**	720	58	66/0	79%	91%	83.7%	77.6%
Associate of Applied Science	Occupational Associate's	Culinary Arts**	1100	90	77/0	86%	81%	91.1%	89.3%
Bachelor of Science	Bachelor's	Culinary Management**	2000	180	54/0	73%	100%	92.5%	100%
Associate of Applied Science	Occupational Associate's	Italian Culinary Arts*/**	1705	122	0/0	--	--	--	--
Diploma	Diploma	International Baking and Pastry**	720	58	32/0	86%	74%	86.3%	90.6%
Associate of Applied Science	Occupational Associate's	International Baking and Pastry**	1100	90	32/0	92%	80%	94.0%	79%
Bachelor of Science	Bachelor's	Culinary Management - International Baking and Pastry**	2000	180	4/0	--	--	--	--
Diploma	Diploma	Refrigeration, Air Conditioning and Heating Technology	1140	72	59/0	70%	71%	72.4%	<b>66.7%</b>
Associate of Applied Science	Occupational Associate's	Refrigeration, Air Conditioning and Heating Technology	1350	92	25/0	90%	75%	79.6%	<b>66.7%</b>

**TOTAL ENROLLMENT****679**

*Notes:* Type in bold any retention rate below 65 percent (programs >1 year in length) or 70 percent (programs =<1 in length) and any placement rate below 70 percent.

- \* The Italian culinary arts program had no enrollment during the team visit, but the campus plans to offer the program when students enroll in the program.
- \*\* The culinary arts programs offered by Lincoln Culinary Institute, a division of Lincoln College of Technology, are programmatically accredited by the American Culinary Federation Foundation Accrediting Commission (ACFFAC) effective June 30, 2011 through June 30, 2018.
- \*\*\* The computer and network support technician program with 24 hours of general education required was mistakenly approved as an occupational associate's degree program, but it should have been approved as an academic associate's degree program. Thus, the team evaluated the program both as an academic associate's

degree and an occupational associate's degree program with the understanding that the program will be appropriately approved by ACICS.

\*\*\*\* During the new grant visit, the academic associate's degree in nursing was reviewed as a separate out of scope report.

## INTRODUCTION

Lincoln College of Technology (LCT) was founded in 1982 as New England Institute of Technology at Palm Beach (New England Tech/NET) by New England Institute of Technology (NEIT) of Warwick, Rhode Island. In 1987 NET expanded its program offerings into the culinary field and founded the Florida Culinary Institute (FCI) as a division of NET. In 2002 NET received approval from the Florida Commission for Independent Education to award associate's degrees and received senior college status in 2004. In 2006 NET/FCI was purchased by Lincoln Educational Services Corporation. As a result, NET was renamed Lincoln College of Technology. In 2008 the Euphoria Institute of Beauty Arts and Sciences was instituted as an additional operation division of the college, and later in 2010 Florida Culinary Institute was renamed Lincoln Culinary Institute.

The main campus of LCT is located at 2419 Metrocentre Blvd. in West Palm Beach, Florida, and consists of two buildings. The main building is a three-story building totaling 65,040 square feet. The first and second floors of this building are completed and include administrative offices, 34 computer labs and theory classrooms, a bookstore, a library, and a student break area. The nearby culinary building, located at 2400 Metrocentre Blvd., consists of a two-story building totaling 24,987 square feet. This building includes nine theory classrooms, seven commercial kitchens, Café Protégé, and administrative offices. The campus addition facilities, located at 1126 53rd Court, consist of two adjoining buildings. The first building is one story, consists of 7,034 square feet, and houses part of the automotive technology programs. The second building is two stories, consists of 20,000 square feet, and houses the rest of the automotive technology programs as well as the refrigeration, air conditioning and heating technology programs. These two buildings at the campus addition contain 24 theory and lab classrooms and administrative offices for the two programs. The campus has ample parking for students, faculty, and staff in well-lit, security patrolled parking lots.

The student population at LCT is comprised of 63 percent males and 37 percent females. The breakdown of the current student body is as follows: 21 percent are 19 or less in age, 51 percent are 20-29 years of age, 18 percent are 30-39 years of age, 8 percent are 40-49 years of age, and 2 percent are 50 years of age and over. The ethnicity of the current student body is 32 percent are white, 37 percent are black or African-American, 23 percent are Hispanic, 5 percent are two or more races, 1 percent is Asian, and 2 percent are other or unknown.

The campus was well-prepared for the ACICS new grant visit and provided the team with a well-organized complete set of materials. The administration responded to the team's requests for additional materials and information and provided clarification and explanations when needed during the visit.

## REPORT QUESTIONS

### 1. MISSION

- 1.01 Give the page number in the campus catalog on which the mission statement can be found.  
The mission statement appears on page four of the Lincoln College of Technology (LCT) School Catalog, West Palm Beach, Florida Campus 2014-2016, volume XXVI, revised April 2014.
- 1.02 Does the campus have an appropriate mission statement with a set of supporting objectives?  
 Yes     No
- 1.03 Are the objectives devoted substantially to career-related education?  
 Yes     No
- 1.04 Are the objectives reasonable for the following?  
(a) The programs of instruction  
 Yes     No  
(b) The modes of delivery.  
 Yes     No  
(c) The facilities of the campus.  
 Yes     No
- 1.05 Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public?  
 Yes     No
- 1.06 Is the campus committed to successful implementation of its mission?  
 Yes     No

### CAMPUS EFFECTIVENESS

- 1.07 Does the campus have a current Campus Effectiveness Plan (CEP)?  
 Yes     No
- 1.08 If the campus is an additional location, does the additional location have its own CEP, separate from the main campus IEP?  
 Yes     No     Not Applicable
- 1.09 Does the CEP describe the following?  
(a) The characteristics of the programs offered.  
 Yes     No  
(b) The characteristics of the student population.  
 Yes     No  
(c) The types of data that will be used for assessment.  
 Yes     No  
(d) Specific goals to improve the educational processes.  
 Yes     No



(e) Expected outcomes of the plans.

Yes  No

1.10 Are the following five required elements evaluated in the CEP?

(a) Student retention.

Yes  No

(b) Student placement.

Yes  No  Not Applicable (new additional location only)

(c) Level of graduate satisfaction.

Yes  No  Not Applicable (new additional location only)

(d) Level of employer satisfaction.

Yes  No  Not Applicable (new additional location only)

(e) Student learning outcomes.

Yes  No

1.11 Define the student learning outcomes used by the campus and how these outcomes are being assessed.

Student learning outcomes analyzed by LCT include licensure/certification exam pass rates, cumulative grade point averages, class attendance, and level of student satisfaction. In addition, graduation and placement rates; rate of progress toward program completion; and assessments of written examinations, performance assignments, and comprehensive final exams are being compared and analyzed.

1.12 Are the following identified and described in the CEP?

(a) The baseline data for each outcome.

Yes  No  Not Applicable

(b) The data used by the campus to assess each outcome.

Yes  No  Not Applicable

(c) How the data was collected.

Yes  No  Not Applicable

(d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.

Yes  No  Not Applicable

1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?

Yes  No  Not Applicable (new additional location or initial applicant only)

1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals?

Yes  No  Not Applicable (new additional location only)

1.15 Describe the specific activities that the campus will undertake to meet these goals.

The campus has established proactive strategies to achieve its student retention goal that include:

- implement the early student engagement program,
- monitor attendance and contact students who are absent,
- encourage students to access tutoring and acquire assistance when needed,
- install bulletin boards throughout the facilities featuring campus life and honoring student achievements,

- conduct instructor development focusing on learning/teaching styles and classroom delivery, and
- monitor student satisfaction surveys for indicators positively affecting all major areas of the school.

To improve placement the following action plans have been established:

- conduct more networking events including career/job fairs to establish better employer relations;
- help students with interview, resume, and cover letter writing skills;
- use advisory board members to assist in student job placement;
- conduct workshops for soft skills and business etiquette to help students become better employees;
- build additional employer relations to increase job orders and assess employment trends as well as opportunities in the fields for which students are being prepared; and
- coordinate and facilitate increased use of guest speakers to motivate students.

1.16 Does the campus have documentation to show the following?

(a) That the CEP has been implemented.

Yes  No

(b) That specific activities listed in the plan have been completed.

Yes  No

(c) That periodic progress reports have been completed.

Yes  No

1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee.

The campus effectiveness plan (CEP) and related data are compiled by the campus president with the help of various members of the leadership team including the vice president of admissions, director of culinary education, director of education/director of technical education, director of career services, director of administration, and librarian. The campus president is ultimately responsible for the CEP and oversees the implementation and monitoring of the plan. The CEP is periodically reviewed during the year by the leadership team and is revised and updated annually.

1.18 Does the campus have documentation to show that the CEP is evaluated at least annually?

Yes  No  Not Applicable (new additional location or initial applicant only)

#### GENERAL COMMENTS:

The LCT campus is committed to an ongoing annual planning and campus effectiveness enhancement process. The CEP is appropriate for the West Palm Beach additional location campus.

## 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?  
The campus president, Ms. Helen Carver, is responsible for the financial oversight of the LCT campus. She holds a bachelor's degree in English from Alliance College in Cambridge Springs, Pennsylvania and has worked for Lincoln Educational Services for over 12 years as campus president. Ms. Carver has served as campus president at the West Palm Beach campus for the last 3 years. Previously, she worked in educational leadership roles at various other career colleges for 16 years.

**GENERAL COMMENTS:**

The departmental organization of the administrative functions with checks and balances promotes a spirit of cooperation and open communication.

**3. ADMINISTRATION**

3.01 Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?

Yes  No

3.02 Are all staff well trained to carry out administrative functions?

Yes  No

3.03 Who is the on-site administrator, and what are this person's qualifications?

Ms. Helen Carver, campus president, is the on-site administrator of the LCT campus. As previously stated, she holds a bachelor's degree in English from Alliance College in Cambridge Springs, Pennsylvania. She has over 28 years of management experience in the private career college industry. She started as a financial aid director, was promoted to regional student finance director, and then served as campus director/president at 5 different campuses for a total of 20 years. Ms. Carver attended an ACICS Accreditation Workshop in August 2013.

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

**GENERAL COMMENTS:**

The administrative functions at the LCT additional location campus are coordinated to achieve the educational mission.

**4. RELATIONS WITH STUDENTS**

- 4.01 How many student files were reviewed during the evaluation?  
The team selected and reviewed 41 student files. Thirty files were associated with the 2013 CAR and included files of 10 graduates, 10 withdrawn students, and 10 students classified as "still enrolled" on June 30, 2013. Seven files were of current students on SAP warning. Two files of students who were academically dismissed as a result of failure to meet satisfactory academic progress requirements and two files of students who received transfer credits were also reviewed.

- 4.02 Does the campus ensure that its student relations reflect high ethical standards?  
 Yes  No
- 4.03 Does the campus have appropriate admissions criteria?  
 Yes  No
- 4.04 Does the campus contract with third parties for admissions and recruiting purposes?  
 Yes  No
- 4.05 Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?  
 Yes  No
- 4.06 Does the admissions policy conform to the campus's mission?  
 Yes  No
- 4.07 Is the admissions policy publicly stated?  
 Yes  No
- 4.08 Is the admissions policy administered as written?  
 Yes  No
- 4.09 Does the campus use an enrollment agreement for each enrolled student that:
- (a) Clearly outlines the financial obligations of both the institution and the student?  
 Yes  No
- (b) Outlines all program related tuition and fees?  
 Yes  No
- (c) Has a signature of the student and the appropriate school representative?  
 Yes  No
- Is there evidence that a copy of the agreement has been provided to the student?  
 Yes  No
- 4.10 Who is responsible for the oversight of student recruitment at the campus and what are this person's qualifications?  
Mr. Nelson Comparetto, vice president of admissions, is responsible for the oversight of student recruitment. Mr. Comparetto holds a bachelor's degree in business administration from Parsons College located in Fairfield, Iowa. Mr. Comparetto has been in admissions for over 40 years. He has worked primarily with LCT since his first day on the job. Mr. Comparetto has worked at all levels of admissions including both regional and national. He is highly qualified to oversee the 10 admissions representatives.
- 4.11 How is the team able to verify that the recruiting process for new students is ethical and compatible with the educational objectives for the campus?  
The recruiting process for new students is ethical and compatible with the educational objectives of the campus. The team interviewed and surveyed students, interviewed admissions personnel, reviewed the Better Business Bureau (BBB) website, and reviewed current advertising materials. The majority of students interviewed are positive about the

admissions process; the surveys showed that 92% of the 310 respondents said that the admissions representatives accurately informed them regarding the courses and programs. In addition, the admissions representatives are knowledgeable about LCT's programs and policies. The West Palm Beach BBB website indicates that no complaints regarding recruiting practices have been filed and the campus has been awarded a BBB rating of A+.

- 4.12 Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following?
- (a) Courses and programs.  
 Yes     No
  - (b) Services.  
 Yes     No
  - (c) Tuition.  
 Yes     No
  - (d) Terms.  
 Yes     No
  - (e) Operating policies.  
 Yes     No
- 4.13 Does the campus use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity?  
 Yes     No
- 4.14 Does the state in which the campus operates require representatives to be licensed or registered?  
 Yes     No
- 4.15 Are the titles of recruitment and enrollment personnel appropriate?  
 Yes     No
- 4.16 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?  
 Yes     No     Not Applicable (campus does not participate in financial aid)
- 4.17 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?  
 Yes     No
- 4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?  
 Yes     No
- 4.19 Is there evidence that the campus properly awards transfer of credit?  
 Yes     No     Not Applicable

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

Yes  No

4.21 Has the campus established articulation agreements with other institutions?

Yes  No (*Skip to question 4.23 for Master's Degree Programs or 4.24 for all programs*)

If *Yes*, has the campus published a list of institutions with which it has established the agreements?

Yes  No

4.22 Does the campus provide documented notification to students of the articulation agreements and the transferability of credits in the programs that are offered?

Yes  No

4.24 Is the standards of satisfactory academic progress policy published in the catalog?

Yes  No

If *Yes*, state the page number(s) where the standards of satisfactory academic progress policy is published?

The standards of satisfactory academic progress policy is published on pages 53-55 of the 2014-2016 official college catalog, volume XXVI, revised April 2014.

4.25 Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following?

(a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length.

Yes  No

(b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame.

Yes  No

(c) Procedures for re-establishing satisfactory academic progress.

Yes  No

(d) A definition of the effects of the following on the CGPA and successful course-completion percentage:

Withdrawals.

Yes  No

Incomplete grades.

Yes  No

Repeated courses.

Yes  No

Non-punitive grades.

Yes  No  Not Applicable (campus does not offer)

Non-credit or remedial courses.

Yes  No  Not Applicable (campus does not offer)

A warning status.

Yes  No  Not Applicable (campus does not use)

A probationary period.

Yes  No



An appeal process.

Yes  No

An extended-enrollment status.

Yes  No  Not Applicable (campus does not offer)

The effect when a student changes programs.

Yes  No  Not Applicable (campus only offers one program of study)

The effect when a student seeks to earn an additional credential.

Yes  No  Not Applicable (campus only offers one credential)

The implications of transfer credit.

Yes  No

- 4.26 Does the campus apply its SAP standards consistently to all students?  
 Yes  No
- 4.27 Are students who are not making satisfactory academic progress properly notified?  
 Yes  No  Not Applicable (no students are in violation of SAP)
- 4.28 Is SAP evaluated at the end of each academic year or at 50 percent of the normal program length if the program is one academic year in length or shorter?  
 Yes  No
- 4.29 Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent?  
 Yes  No  Not Applicable (all programs are one year or less)
- 4.30 Are students who are not making satisfactory academic progress at the end of the second year dismissed?  
 Yes  No  Not Applicable (all programs are less than two years)
- 4.31 Are qualitative and quantitative components evaluated cumulatively for all periods of a student's enrollment?  
 Yes  No
- 4.32 Are students allowed to remain on financial aid while under warning status?  
 Yes  No  Not Applicable (campus does not participate in financial aid)
- If Yes, is the student informed of this policy?  
 Yes  No
- 4.33 Are students whose appeals are granted due to mitigating circumstances placed on probation, eligibility for financial aid reinstated and considered to be making satisfactory academic progress?  
 Yes  No
- 4.34 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances)?  
 Yes  No  Not Applicable (campus does not have extended enrollment and/or does not participate in financial aid)

- 4.35 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?  
 Yes     No     Not Applicable (campus does not have extended enrollment)
- 4.36 For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived?  
 Yes     No     Not Applicable (there is no such student)
- 4.37 Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?  
 Yes     No
- 4.38 Who is responsible for the administration of satisfactory academic progress, and what are this person's qualifications?  
Ms. Denise Carsillo, director of education, is responsible for the administration of satisfactory academic progress (SAP). Ms. Carsillo has an associate's degree in medical assisting from Palm Beach Community College as well as a bachelor's degree in organizational management and a master's degree in human relations development from Palm Beach Atlantic University. She has over 30 years of experience in professional and higher education having served as: a registered medical assistant, personnel manager, staffing coordinator, vice president of allied health, school president, director of academic services, and associate dean before coming to LTC. Ms. Carsillo is qualified to oversee SAP.
- 4.39 Does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?  
 Yes     No
- 4.40 Does the campus finance any of the following? (Mark all that apply.)  
(a)  Scholarships.  
(b)  Grants.  
(c)  Loans.  
(d)  The campus does not offer scholarships, grants, and/or loans. (*Skip to Question 4.42.*)
- If *Yes* for any item, does the campus properly identify all scholarship, grant, and loan programs?  
 Yes     No
- 4.41 Does the campus fully disclose the terms, conditions, and application procedures regarding campus loan, scholarship, and grant programs in its catalog?  
 Yes     No

- 4.42 Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?  
 Yes  No
- 4.43 Are tuition and fees clearly stated in the catalog?  
 Yes  No
- If Yes, have students confirmed receiving a copy of the catalog?  
 Yes  No  Not Applicable
- 4.44 Do the financial records of students clearly show the following?
- (a) Charges.  
 Yes  No
- (b) Dates for the posting of tuition.  
 Yes  No
- (c) Fees.  
 Yes  No
- (d) Other charges.  
 Yes  No
- (e) Payments.  
 Yes  No
- (f) Dates of payment.  
 Yes  No
- (g) The balance after each transaction.  
 Yes  No
- 4.45 Is the effective date listed on announcements of changes in tuition and fees?  
 Yes  No  Not Applicable (campus has not changed tuition or fees)
- 4.46 Is the campus' refund policy published in the catalog?  
 Yes  No
- 4.47 Is the refund policy fair, equitable, and applicable to all students?  
 Yes  No
- 4.48 Is the campus following its stated refund policy?  
 Yes  No
- 4.49 Does the campus participate in Title IV financial aid?  
 Yes  No (Skip to question 4.57)
- 4.50 Who is responsible on-site for administering student financial aid, and what are this person's qualifications?  
**Ms. Elizabeth Layton is the director of financial aid. Ms. Layton has been working at the LCT campus in West Palm Beach since July 1993. She graduated from Saint Leo College located in St. Leo, Florida, with a bachelor's degree in marketing. Ms. Layton is a member of the state, regional, and national financial aid associations. She first served as**

an assistant director of financial aid and then as director of financial aid at LCT for more than 20 years. She is well qualified to adminster financial aid and supervise three financial aid assistants and one financial literacy advisor.

- 4.51 Is the person who determines the amount of student awards *not* also responsible for disbursing those awards?  
 Yes     No
- 4.52 Are final student financial aid award determinations made by administrative individuals who are *not* responsible for recruitment?  
 Yes     No
- 4.53 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?  
 Yes     No
- 4.54 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).  
 Ms. Elizabeth Layton, director of financial aid, belongs to the National Association of Student Financial Aid Administrators (NASFAA), the Southern Association of Student Financial Aid Administrators (SASFAA), and the Florida Association of Student Financial Aid Administrators (FASFAA). To stay current with regulation and policy changes, the financial aid director and the financial aid staff receive training through various webinars, workshops, and conferences. The team reviewed documentation supporting these professional development activities.
- 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 job placement services and academic counseling. For personal issues, the campus maintains a listing of services available to students in the West Palm Beach area. An orientation program is scheduled for each incoming class prior to the first day of classes. The purpose of this program is to acquaint students with the necessary requirements of applying for financial aid and/or housing and the rules and regulations of the campus and to issue their class assignments.
- 4.59 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates?  
 Yes     No     Not Applicable
- 4.60 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?

Ms. Joan Sherrard is responsible for the oversight of counseling students on employment opportunities. Ms. Sherrard has a bachelor's degree in business administration and a master's degree in business administration, both from the University of Phoenix. She has been director of career services for two years; and before joining LCT, she was director of career services at another ACICS accredited institution. Ms. Sherrard is qualified to oversee career services and supervise two career services assistants.

- 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 Is the beginning enrollment on the most current Campus Accountability Report (CAR) the same as the ending enrollment reported on the previous year's CAR?  
 Yes     No  
**(Section 3-1-303(a)):** The beginning enrollment on the 2013 CAR is 972, and the ending enrollment on the 2012 CAR is 973.
- 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.  
 In 2010 LCT hired a financial literacy advisor. The financial literacy advisor facilitates default aversion by working closely with the student population to ensure that they understand their rights and the responsibilities of borrowing under the Title IV and alternative loan programs. Mr. Andrew Sawyer, financial literacy advisor, maintains direct telephone and mail contact with students that have separated from school as they enter their grace period. In addition, he provides entrance and exit counseling to all loan borrowers, participates in orientation, and provides important information to incoming students about loan repayment.
- 4.67 Describe the extracurricular activities of the campus (if applicable).  
 Extracurricular activities are limited and generally focus on career training. At the time of the visit, LCT has student involvement in the American Culinary Federation, cosmetology competitions, and the college's extracurricular wellness programs. The culinary students have attended many community events such as the feeding of the homeless at Thanksgiving. The culinary students are involved in culinary competitions both at the local and national levels.

#### GENERAL COMMENTS:

The campus adequately deals with all aspects of student relations. The randomly selected files reviewed by the team are well organized and complete. The student relations staff is competent and well liked by the students.

#### COMMENDATIONS:

The staff works well together, and the students respect them. Students interviewed are overwhelmingly positive about their relationship with the administration. The team is impressed with the sincerity of the staff, especially Mr. Nelson Comparetto, vice president of admissions; Ms. Joan Sherrard, director of career services; and Ms. Elizabeth Layton, director of financial aid. These three individuals are assets to the campus.

## 5. EDUCATIONAL ACTIVITIES

- 5.01 Arc 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. Denise Carsillo, director of education, is assigned to oversee the educational activities of all programs classified as technology. These include medical assisting, dental, cosmetology, business, automotive, and HVAC. She also oversees the general education courses. The culinary arts and nursing programs are overseen by Chef David Pantone and Ms. Kathleen Brown, respectively. Ms. Carsillo has an associate's degree in medical assisting from Palm Beach Community College as well as a bachelor's degree in organizational management and a master's degree in human relations development from Palm Beach Atlantic University. She has approximately 30 years of experience in professional and higher education having served as a registered medical assistant, personnel manager, staffing coordinator, vice president of allied health, school president, director of academic services, and associate dean prior to coming to LCT. She has attended a variety of in-services offered by LCT and has attended conferences of the Florida Association of Postsecondary Schools and Colleges Administrators.
- 5.03 Does this person have appropriate academic or experiential qualifications?  
 Yes       No
- 5.04 Describe how the campus makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.  
 The three directors of education are full time and have no teaching responsibilities. Some programs have lead instructors to assist with programmatic guidance to assist the directors. These directors represent the campus and are consulted by corporate in matters pertaining to their areas of expertise. Together with their counterparts at other campuses, they have the responsibility to assist with the development and administration of the career education programs.
- 5.05 Is the time devoted to the administration of the educational programs sufficient?  
 Yes       No
- 5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?  
 Yes       No
- 5.07 Does the policy, at a minimum, address the role of the faculty in the following areas?  
 (a) Development of the educational program.  
 Yes       No  
 (b) Selection of course materials, instructional equipment and other educational resources.  
 Yes       No

(c) Systematic evaluation and revision of the curriculum.

Yes  No

(d) Assessment of student learning outcomes.

Yes  No

(e) Planning for institutional effectiveness.

Yes  No

5.08 Is there evidence that this policy has been adopted and faculty members are aware of it?

Yes  No

5.09 Does the campus have any programs that require specialized or programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved?

Yes  No (*Skip to question 5.10*)

#### FOR NEW GRANTS ONLY

5.10 Does the campus have any programs with current specialized or programmatic accreditation?

Yes  No (*Skip to question 5.14*)

5.11 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 in length)?

Yes  No

(b) Student placement rate of 70 percent?

Yes  No

5.12 Was the team able to verify the backup documentation to support the placement rate for the program(s) that hold specialized accreditation as reported on the last Campus Accountability Report submitted to the Council?

Yes  No  Not Applicable

How many calls to employers or graduates were attempted?

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

Diploma in Culinary Arts: 5,

Occupational Associate's degree in Culinary Arts: 7,

Diploma in International Baking and Pastry: 4.

Occupational Associate's degree in International Baking and Pastry: 5, and

Bachelor's degree in Culinary Management: 3.

How many calls to employers or graduates were successful?

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

Diploma in Culinary Arts: 1,

Occupational Associate's degree in Culinary Arts: 5,

Diploma in International Baking and Pastry: 1,

Occupational Associate's degree in International Baking and Pastry: 3, and

Bachelor's degree in Culinary Management: 2.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

All 12 of the calls where contact was made confirmed the employment of graduates as reported on the 2013 CAR.

- 5.13 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
- Yes     No     Not Applicable
- 5.14 Are the educational programs consistent with the campus' mission and the needs of its students?
- Yes     No
- 5.15 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?
- Yes     No
- 5.16 What provisions are made for individual differences among students?
- The campus uses faculty advisors to address individual differences with students. These are one-on-one sessions with each student to determine their progress in a given course. If the student is experiencing difficulties, (s)he might be referred for tutoring sessions or, if warranted, to the director of education for further advising. Faculty members are encouraged to utilize a variety of delivery methods to help address any learning differences students may have in a given course.
- 5.17 Describe the system in place to evaluate, revise, and make changes to the curriculum.
- Generally, changes to the curricula come from and are finally approved by the corporate curriculum committee. Subject specialists consult with the advisory boards to determine any changes which should be made to the program curricula. Each campus relies heavily on student evaluations and faculty observations to make recommendations to the corporate specialists. There are appropriate forms on the intranet which allow faculty also to recommend revisions to the specialists. Additionally, graduate and employer surveys are helpful in determining if the campus is providing students with the necessary skills needed for employment in today's workplace.
- 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)

The campus accepts transfer credits from other accredited institutions. The campus catalog (page 56) describes the process.

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?

In-service certificates of participation are on file in each faculty folder. The campus also maintains a binder, which contains the in-service schedule for the year, copies of the certificates of completion, and copies of the PowerPoint presentations for the in-services that have been completed.

- 5.29 Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans?  
 Yes  No
- 5.30 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?  
 Yes  No
- 5.31 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?  
 Yes  No
- 5.32 Does the institution utilize contracts and/or agreements with other institutions or entities?  
 Yes  No

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

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

**FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY**

5.35 Arc instructors teaching general education courses assigned in keeping with the minimum requirements as stated in the *Accreditation Criteria*?

Yes  No

**FOR ACADEMIC ASSOCIATE'S DEGREES ONLY**

5.36 Does the program include a minimum of 15 semester, 22.5 quarter hours, or their equivalent in general education courses?

Yes  No

5.37 Do the programs' general education courses meet Council standards in that the courses place emphasis on principles and theory not on practical applications associated with a particular occupation?

Yes  No

5.38 Are at least one-half of all courses that are part of each associate's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?

Yes  No

**FOR BACHELOR'S DEGREES ONLY**

5.39 Does the program include a minimum of 36 semester hours, 54 quarter hours, or their equivalent in general education courses?

Yes  No

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

Yes  No

5.41 Are at least one-half of all lower-division subjects and all upper-division courses that are part of the bachelor's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?

Yes  No

**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).

As previously noted, the main campus of LCT is located at 2419 Metrocentre Blvd. in West Palm Beach, Florida, and consists of two buildings. The main building is a three-story building totaling 65,040 square feet. The first and second floors of this building are completed and include administrative offices, 34 computer labs and theory classrooms, a bookstore, a library, and a student break area. The nearby culinary building, located at 2400 Metrocentre Blvd., consists of a two-story building totaling 24,987 square feet. This building includes nine theory classrooms, seven commercial kitchens, Café Protégé, and administrative offices. The campus has ample parking for students, faculty, and staff in well-lit, security patrolled parking lots.

6.02 Does the campus utilize any additional space locations?

Yes  No

6.03 Does the campus utilize campus additions?

Yes  No

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

The campus addition facilities, located at 1126 53rd Court, consist of two adjoining buildings. The first building is one story, consists of 7,034 square feet, and houses part of the automotive technology programs. The second building is two stories, consists of 20,000 square feet, and houses the rest of the automotive technology programs as well as the refrigeration, air conditioning and heating technology programs. These two buildings at the campus addition contain 24 theory and lab classrooms as well as administrative offices for the two programs.

6.04 Are all facilities (including additional space and campus additions) appropriate for the size of the student population and the programs offered?

Yes  No

6.05 Are the following appropriate to support the student population and the programs offered at all locations (including additional space and campus additions)?

(a) Equipment

Yes  No

(b) Instructional tools

Yes  No

(c) Machinery

Yes  No

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

**(Section 3-1-601):** The instructional tools are not appropriate to support the computer and network support technician program. As is outlined in the computer and network support technician program section of the report, the computer hardware designated to be used in the program is not current or adequate and thus is not appropriate to support the program offering.

6.06 Is there evidence on file to show that all campus facilities are in compliance with fire, safety, and sanitation regulations?

Yes  No  Not Applicable

#### GENERAL COMMENTS:

The facilities provide an environment that supports the teaching, learning, and administrative activities. The facilities have a professional appearance with contemporary furnishings and are nicely maintained. The numerous bulletin boards and posters utilized throughout the buildings display program and career information as well as student success stories.

#### 7. PUBLICATIONS

7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?

The team reviewed the Lincoln College of Technology West Palm Beach, Florida 2014-2016 catalog, volume 26 and addendums.

7.02 Does the self-study or additional location application part II accurately portray the campus?

Yes  No

7.03 Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students?

Yes  No

7.04 Does the catalog contain the following items?

(a) A table of contents and/or an index.

Yes  No

(b) An indication of the year or years for which the catalog is effective on the front page or cover page.

Yes  No

(c) The names and titles of the administrators.

Yes  No

(d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation.

Yes  No

(e) A statement of accreditation

Yes  No  Not Applicable (initial applicant)

(f) A mission statement.

Yes  No

(g) A listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the area of teaching specialization.

Yes  No

(h) An academic calendar.

Yes  No

(i) A full disclosure of the admission requirements.

Yes  No

(j) A statement for each curriculum offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the credit or clock hours awarded; the total credit or clock hours required to complete the curriculum; any necessary requirements for certification, licensing, or registration needed to work in the field; and any additional requirements that must be met to complete the curriculum.

Yes  No

(k) A description of each course offered that includes the identifying number, title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites.

Yes  No

(l) An explanation of the grading system that is consistent with the one that appears on the student transcript.

Yes  No

(m) A definition of the unit of credit.

Yes  No  Not Applicable (The campus does not award credit)

(n) A complete explanation of the standards of satisfactory academic progress.

Yes  No

(o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each.

Yes     No

(p) The transfer of credit policy.

Yes     No

(q) A statement of the tuition, fees, and any other charges.

Yes     No

(r) A complete and accurate listing of all scholarships, grants, and/or loans offered.

Yes     No     Not Applicable (no scholarships, grants, or loans offered)

(s) The refund policy.

Yes     No

(t) A statement describing the student services offered.

Yes     No

(u) A student grievance policy that includes the name and address of ACICS (may be in the student handbook instead of catalog).

Yes     No     Not Applicable (initial applicants only)

7.05 Does the campus offer degree programs?

Yes     No

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

(c) Identification of courses that satisfy the concentration requirements (for academic associate's and bachelor's degrees only).

Yes     No

(d) Identification of courses that satisfy the upper-division (for bachelor's degrees only).

Yes     No     Not Applicable

7.06 Does the campus offer courses and/or programs via distance education?

Yes     No (Skip to Question 7.07.)

7.07 Does the catalog contain an addendum/supplement?

Yes  No *(Skip to Question 7.08.)*

(a) Is the catalog updated at an appropriate interval (the addendum/supplement should not be used as a substitute for meeting this expectation)?

Yes  No

(b) Does the addendum supplement include the school name, location, and effective date for the entire document (or for individual sections if effective dates vary)?

Yes  No

(c) Do students receive a copy of the addendum/supplement with the catalog?

Yes  No

7.08 Is the catalog available online?

Yes  No *(Skip to Question 7.09.)*

If Yes, does it match the hard copy version?

Yes  No

7.09 Does the campus utilize a multiple-school catalog?

Yes  No *(Skip to Question 7.10.)*

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 utilizing: various print publications, the campus website, and television and radio advertisements.

Are all print and electronic advertisements under acceptable headings?

Yes  No

7.13 Does the campus use endorsements, commendations, or recommendations in its advertising?

Yes  No *(Skip to Question 7.14.)*

If Yes, is there evidence that prior written consent was obtained and that all representations are factual and portraying current conditions?

Yes  No

7.14 Does the campus utilize services funded by third parties?

Yes  No *(Skip to Question 7.15.)*

7.15 Does the campus avoid offering monetary incentives to attract students and avoid making guarantees for job placement or salary for graduates?

Yes  No

7.16 Is the phrase “for those who qualify” properly used in all advertising that references financial aid?

Yes  No  Not Applicable (campus does not participate in financial aid)

7.17 What institutional performance information does the campus routinely provide to the public?

The institutional performance information that is routinely provided to the public includes program retention and placement rates.

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

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, faculty, and administrators of the campus continually evaluate the suitability of the collections and resources related to the programs offered. The corporate office also reviews what databases are available to ensure that the virtual library is up to date and relevant.

Are these methods appropriate?

Yes  No

8.06 Is the library staff adequately trained to support the library?

Yes  No

**FOR OCCUPATIONAL ASSOCIATE’S, ACADEMIC ASSOCIATE’S, AND BACHELOR’S DEGREES ONLY**



- 8.07 Is the campus' established annual budget appropriate to the size and scope of the campus and the programs offered, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?  
 Yes     No
- 8.08 What is the amount of the current year's library budget excluding personnel allocations?  
 The current year's library budget is \$8,972 for acquisition of books, CDs, DVDs, and subscriptions to EBSCO and magazines.
- 8.09 What portion of the current year's library budget has been spent and how has the money been allocated?  
 At the time of the team's visit, the campus' operational library budget was in deficit by \$2,623 for the fiscal year. The fiscal year for this institution is January to December.
- 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 AND BACHELOR'S DEGREES ONLY

- 8.12 Describe how the faculty inspire, motivate, and direct student usage of the library resources?  
 During faculty interviews and meetings, the team was informed that the faculty assign research projects in accordance with the requirements of the syllabi.
- Are these methods appropriate?  
 Yes     No
- 8.13 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?  
 Yes     No
- 8.14 Are records of physical and/or online resources and circulation accurate and up to date?  
 Yes     No
- 8.15 If interlibrary agreements are in effect, are the provisions appropriate, do they ensure practical use and accessibility to the students, and is evidence of student use documented?  
 Yes     No     Not Applicable (no interlibrary agreements)
- 8.16 Describe any full-text online collections available to students.  
 The LCT system utilizes Infotrac as its primary on-line program to access databases relevant to the courses currently offered at each campus. Some of these databases include: Gale Virtual Reference Library, General Onefile, Infotrac Newstand, Nursing and Allied Health Collection, Chilton Library, Nursing Resource Center, and EBSCO.
- 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?

Mr. Ambrose Thompson is the on-site librarian. He has a bachelor's degree in liberal arts from the University of Massachusetts and a master's degree in library science from Texas Women's University. Prior to coming to LCT in August 2013, he had worked as a library volunteer, a library assistant, and a senior librarian. Mr. Thompson works 40 hours per week, the same hours that the library is available to students. He is the only librarian. There are no library assistants currently.

Does this individual:

(a) Supervise and manage the library and instructional resources?

Yes     No

(b) Facilitate the integration of instructional resources into all phases of the campus's curricular and educational offerings?

Yes     No

(c) Assist students in the use of instructional resources?

Yes     No

8.20 Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources?

Yes     No

8.21 Have library staff transcripts from campuses not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators (AICE) to determine the equivalency of the degrees to degrees awarded by campuses in the United States?

Yes     No     Not Applicable (staff do not hold foreign credentials)

8.22 Is documentation on file to reflect the librarian's participation in professional growth activities?

Yes     No

8.23 Are the hours the library is open adequate to accommodate the needs of all students?

Yes     No

8.24 Does the library make available appropriate reference, research, and information resources to provide basic support for curricular and educational offerings and to enhance student learning?

Yes     No

#### FOR NONDEGREE PROGRAMS ONLY

- 8.25 Are appropriate reference materials and periodicals available for all programs offered?  
 Yes  No
- 8.26 Are the instructional resources organized for easy access, usage, and preservation?  
 Yes  No
- 8.27 Is there a current inventory of instructional resources?  
 Yes  No
- 8.28 Does the campus have appropriate and sufficient instructional resources, equipment, and materials to meet its educational program objectives and the needs of its students?  
 Yes  No

### FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

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

## 9. PROGRAM EVALUATION

### Diploma in Dental Assisting

### Occupational Associate's degree in Dental Office Management

### 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. Diane Gant is the lead instructor for the occupational associate's degree program in dental office management and the diploma program in dental assisting. Ms. Gant holds an associate's degree in dental assisting from Palm Beach

Community College. She is a certified dental assistant and is licensed in the State of Florida for expanded functions and dental radiology. Ms. Gant has 30 years of experience as a dental assistant and 5 years experience as a dental assisting instructor. Ms. Gant has the academic and experiential qualifications to manage the dental assisting and dental office management programs.

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:

Diploma in Dental Assisting

(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?

Yes  No  Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 70 percent?

Yes  No  Not Applicable (Additional Location Inclusion only)

If *No*, does the campus provide one of the following:

A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?

Yes  No

Occupational Associate's degree in Dental Office Management

(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?

Yes  No  Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 70 percent?

Yes  No  Not Applicable (Additional Location Inclusion only)

If *No*, does the campus provide one of the following:

A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?

Yes  No

- 9.07 List the community resources and describe how they are utilized to enrich the program(s).  
Field trips are used to enrich the occupational associate's degree program in dental office management and the diploma program in dental assisting. Past community enrichment experiences include: participating in a Health & Wellness Festival featuring Dr. Oz, providing oral health instruction to the All About Kids Learning Center, and working with local dentists to provide free dental care to migrant farm workers. An allied health advisory board comprised of dental professionals and other allied health personnel provides guidance to the program regarding industry standards, training, program effectiveness, and employment standards.
- 9.08 Is the utilization of community resources sufficient to enrich the program?  
 Yes       No
- 9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes       No
- 9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes       No       Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)
- 9.11 Does the program use independent studies?  
 Yes       No (*Skip to question 9.13*)
- 9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?  
 Yes       No
- 9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?  
 Yes       No
- 9.15 Is an appropriately detailed syllabus on file for each course that includes:
- (a) Title and course descriptions  
 Yes       No
  - (b) Course numbers  
 Yes       No
  - (c) Course prerequisites and/or corequisites  
 Yes       No
  - (d) Instructional contact hours/credits  
 Yes       No
  - (e) Learning objectives  
 Yes       No
  - (f) Instructional materials and references  
 Yes       No

(g) Topical outline of the course

Yes  No

(h) Instructional methods

Yes  No

(i) Assessment criteria

Yes  No

(j) Method of evaluating students

Yes  No

(k) Date the syllabus was last reviewed

Yes  No

***For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:***

(l) Out-of-class work assignments that support the learning objectives for the course

Yes  No  Not Applicable (Additional Location Inclusion OR clock hour program)

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

Yes  No  Not Applicable (Additional Location Inclusion OR clock hour program)

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

Yes  No

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

Yes  No

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

Yes  No  Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

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

Diploma in Dental Assisting: 6 and

Occupational Associate's degree in Dental Office Management: 2.

How many calls to employers or graduates were successful?

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

Diploma in Dental Assisting: 5 and

Occupational Associate's degree in Dental Office Management: 1.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

All six of the calls where contact was made confirmed the employment of graduates as reported on the 2013 CAR.

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

Yes  No  Not Applicable

9.20 Does the campus participate in Title IV financial aid?

Yes       No (*Skip to question 9.24*)

9.21 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?

Yes       No       Not Applicable (Clock hour programs only)

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

Yes       No       Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the documentation of evaluation viewed on site.

The out-of-class work required for each course is listed on the course syllabi and was verified by discussions with dental assisting and dental office management students. Also, physical examples of student homework that had been collected and graded were provided on-site by the dental lead instructor for the team to review.

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

(a) Facilities.

Yes       No

(b) Instructional equipment.

Yes       No

(c) Resources.

Yes       No

(d) Personnel.

Yes       No

9.24 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.

Yes       No

(b) Well-defined instructional objectives.

Yes       No

(c) The selection and use of appropriate and current learning materials.

Yes       No

(d) Appropriate modes of instructional delivery.

Yes       No

(e) The use of appropriate assessment strategies.

Yes       No

(f) The use of appropriate experiences.

Yes       No

#### **FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

9.25 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?

Yes       No

9.26 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

Yes     No

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

Yes     No

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

9.28 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 NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

9.30 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?

Yes     No

9.31 What is the current student/teacher ratio?

The current student/teacher ratio is 10:1, which represents a combination of students from both the diploma and the occupational associate's degree programs as they were enrolled in the same courses during the time of the team visit.

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

Yes     No

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

9.33 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 four semesters, six quarters, or the equivalent?

Yes     No

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

Yes     No

9.35 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)

9.36 Are the second-year courses based upon appropriate first-year prerequisites?

Yes     No

### **9. PROGRAM EVALUATION**

#### **Diploma in Cosmetology**

#### **Occupational Associate's degree in Salon Management**



**FOR ALL PROGRAMS**

9.01 Is licensure, certification or registration required to practice in the specific career field?

Yes       No (*Skip to question 9.02*)

If *Yes*, describe how the program provides students with the necessary skills to obtain licensure, certification or other registration necessary to practice in the specific occupational or professional area.

The experienced faculty uses modern equipment and professional grade supplies to fully prepare students for a successful career in the cosmetology and salon management industry. The campus has curriculum specific classrooms and practical training areas for cosmetology and salon management that are designed to replicate a daily real-world work environment. The programs are designed to develop students' technical skills as well as offer personal professional development. The Euphoria Institute of Beauty Arts & Sciences is an open-to-the public facility where patrons come in for beauty services from the students.

(a) Is there a federal or state licensing agency pass rate established for this program?

Yes       No

If *Yes*, what is the minimum pass rate set by the federal or state licensing requirements?

The state pass rate for cosmetology is 75 percent.

*Add additional qualifiers if necessary:* There is no state or federal pass rate for salon management.

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

Year: 2011      Pass Rate: 54.6

Not Available

Year: 2012      Pass Rate: 80.24

Not Available

Year: 2013      Pass Rate: 76.0

Not Available

(c) Does the current year's program pass rate exceed or meet the higher of the two pass rates, as set by either state or federal requirements or the Council standard of 70 percent?

Yes       No       Not Applicable

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

Ms. Crystal Burlingame is the cosmetology supervisor. Ms. Burlingame has a cosmetology license from the Department of Business and Professional Regulation Board of Cosmetology in the State of Florida. She holds a cosmetology teacher license from the Commonwealth of Pennsylvania Department of State Bureau of Professional Occupational Affairs in the State of Pennsylvania. Her employment experiences include working at: Laurel Technical Institute as a cosmetology instructor, The Academy of Cosmetology as the director, Tri-State Beauty Institute as a cosmetology instructor, and Alternatives Salon and Spa as a microdermabrasionist.

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:  
Diploma in Cosmetology  
 (a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?  
 Yes     No     Not Applicable (Additional Location Inclusion only)  
 (b) Student placement rate of 70 percent?  
 Yes     No     Not Applicable (Additional Location Inclusion only)
- Occupational Associate's Degree in Salon Management  
 (a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?  
 Yes     No     Not Applicable (there were no students enrolled in the program)  
 (b) Student placement rate of 70 percent?  
 Yes     No     Not Applicable (there were no graduates of the program)
- 9.07 List the community resources and describe how they are utilized to enrich the program(s).  
 The community resources used to enrich the programs are: field trips, advisory board, and guest speakers. These resources enrich the programs by including: a field trip to the Four Arts Society to encourage sculpted hairstyling, a bi-annual advisory board meeting, and a guest artist from Great Clips to share clipper cutting knowledge with students.
- 9.08 Is the utilization of community resources sufficient to enrich the program?  
 Yes     No
- 9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes     No
- 9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes     No     Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)
- 9.11 Does the program use independent studies?  
 Yes     No (*Skip to question 9.13*)
- 9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?  
 Yes     No
- 9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?  
 Yes     No

9.15 Is an appropriately detailed syllabus on file for each course that includes:

- (a) Title and course descriptions  
 Yes     No
- (b) Course numbers  
 Yes     No
- (c) Course prerequisites and/or corequisites  
 Yes     No
- (d) Instructional contact hours/credits  
 Yes     No
- (e) Learning objectives  
 Yes     No
- (f) Instructional materials and references  
 Yes     No
- (g) Topical outline of the course  
 Yes     No
- (h) Instructional methods  
 Yes     No
- (i) Assessment criteria  
 Yes     No
- (j) Method of evaluating students  
 Yes     No
- (k) Date the syllabus was last reviewed  
 Yes     No

***For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:***

- (l) Out-of-class work assignments that support the learning objectives for the course  
 Yes     No     Not Applicable (Additional Location Inclusion OR clock hour program)
- (m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments  
 Yes     No     Not Applicable (Additional Location Inclusion OR clock hour program)

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

- Yes     No

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

- Yes     No

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

- Yes     No     Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

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

Diploma in Cosmetology: 9 and

Occupational Associate's degree in Salon Management: 1.

How many calls to employers or graduates were successful?

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

Diploma in Cosmetology: 9 and

Occupational Associate's degree in Salon Management: 1.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

All 10 of the calls where contact was made confirmed the employment of graduates as reported on the 2013 CAR.

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

Yes  No  Not Applicable

9.20 Does the campus participate in Title IV financial aid?

Yes  No (*Skip to question 9.24*)

9.21 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?

Yes  No  Not Applicable (Clock hour programs only)

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

Yes  No  Not Applicable (Clock hour programs only)

If Yes, briefly describe the documentation of evaluation viewed on site.

Evidence that out-of-class work or the equivalency is being evaluated was verified by examining the students' EnGrade app on their mobile phones, which showed posted homework grades. The out-of-class work being required is listed in the course syllabi.

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

(a) Facilities.

Yes  No

(b) Instructional equipment.

Yes  No

(c) Resources.

Yes  No

(d) Personnel.

Yes  No

9.24 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.

Yes  No

(b) Well-defined instructional objectives.

Yes  No

(c) The selection and use of appropriate and current learning materials.

Yes       No

(d) Appropriate modes of instructional delivery.

Yes       No

(e) The use of appropriate assessment strategies.

Yes       No

(f) The use of appropriate experiences.

Yes       No

#### **FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

9.25 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?

Yes       No

9.26 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

Yes       No

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

Yes       No

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

9.28 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 NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

9.30 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?

Yes       No

9.31 What is the current student/teacher ratio?

The student/teacher ratio is 9:1 in the diploma program in cosmetology and 2:1 in the occupational associate's degree program in salon management.

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

Yes       No

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

- 9.33 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 four semesters, six quarters, or the equivalent?  
 Yes     No
- 9.34 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes     No
- 9.35 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)
- 9.36 Are the second-year courses based upon appropriate first-year prerequisites?  
 Yes     No

## 9. PROGRAM EVALUATION

### Occupational Associate's degree in Business Administration

- 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. Denise Carsillo, director of education, is assigned to administer the business administration academic program and is assisted by Ms. Mindy White, lead instructor for the business administration program. Ms. Carsillo holds a master's degree in human resource development and a bachelor's degree in organizational management from the Palm Beach Atlantic University. She also holds an associate's degree in medical assistant from Palm Beach Community College. Ms. Carsillo first joined New England Tech in September 2004 as director of academic services. Later LCT changed her title to associate dean. In October 2012, Ms. Carsillo was promoted to director of education and was also assigned the duties of ESE coordinator on March 2012. Prior to joining LCT, Ms. Carsillo served in various higher education leadership positions including: school president, vice president, and allied health director. Ms. Mindy White, the business administration lead instructor, received both a master's degree and a bachelor's degree in business education from Southern Illinois University. She also has a master certification in Microsoft Office from Microsoft Corporation and has successfully completed several human resource and workforce management training programs as well as continuing education courses through the HR Certification Institute and the Society for Human Resource Management (SHRM). Ms. White has been with LCT (formerly New England Tech) since March 1985 when she was hired as a business administration instructor. Ms. White also taught at other colleges prior to joining LCT in West Palm Beach.
- 9.03 Does this individual possess appropriate academic or experiential qualifications?  
 Yes     No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?  
 Yes     No
- 9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

Yes       No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?

Yes       No       Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 70 percent?

Yes       No       Not Applicable (Additional Location Inclusion only)

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

The campus uses community resources to fill a vital role in the enrichment of the program and enhances the students' educational experience by affording them an invaluable learning opportunity in the real world environments. In addition to the use of the program advisory committee to refine and update the curriculum, committee members are also used to provide students with experiences of honing their interview skills and learning about their career choice. The campus utilizes industry-based field trips and calls on prominent industry representatives and subject matter experts within the community to serve as guest speakers. According to the director of education, each faculty member is encouraged to have one guest speaker and conduct one field trip each term. The community resources binder provided to the team showed evidence of visitations to local businesses and/or attendance at professional events. The binder provided documentation of several field trips, including trips to: the Gardens Mall, the Loggerhead Marine Life Center, and the Palm Beach State College Gallery. During classroom visits by the team and the faculty meeting, both faculty and students corroborated the use of guest speakers and field trips.

9.08 Is the utilization of community resources sufficient to enrich the program?

Yes       No

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

Yes       No

9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

Yes       No       Not Applicable (these elements are not part of the program or no student is at the point of needing them)

9.11 Does the program use independent studies?

Yes       No (Skip to question 9.13)

9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?

Yes       No

9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?

Yes       No

9.15 Is an appropriately detailed syllabus on file for each course that includes:

- (a) Title and course descriptions  
 Yes     No
- (b) Course numbers  
 Yes     No
- (c) Course prerequisites and/or corequisites  
 Yes     No
- (d) Instructional contact hours/credits  
 Yes     No
- (e) Learning objectives  
 Yes     No
- (f) Instructional materials and references  
 Yes     No
- (g) Topical outline of the course  
 Yes     No
- (h) Instructional methods  
 Yes     No
- (i) Assessment criteria  
 Yes     No
- (j) Method of evaluating students  
 Yes     No
- (k) Date the syllabus was last reviewed  
 Yes     No

***For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:***

- (l) Out-of-class work assignments that support the learning objectives for the course  
 Yes     No     Not Applicable (Additional Location Inclusion OR clock hour program)
- (m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments  
 Yes     No     Not Applicable (Additional Location Inclusion OR clock hour program)

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

- Yes     No

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

- Yes     No

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

- Yes     No     Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

There were five calls made to employers or graduates of the program.

How many calls to employers or graduates were successful?

There were four successful calls.



How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

There were four calls that confirmed the employment of graduates as reported on the 2013 CAR.

9.19 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?  
 Yes     No     Not Applicable

9.20 Does the campus participate in Title IV financial aid?  
 Yes     No (*Skip to question 9.24*)

9.21 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?  
 Yes     No     Not Applicable (Clock hour programs only)

9.22 Is there evidence that out-of-class work or the equivalency is being evaluated?  
 Yes     No     Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the documentation of evaluation viewed on site.

The team reviewed all course syllabi and verified that an out-of-class grade category was included in each syllabus along with out-of-class activities noted in the courses' outlines. Out-of-class activities verified with the faculty included mastery assignments, exercises, end of chapter problems, and homework review questions. Grades were corroborated in the faculty electronic grade book system "EnGrade", which was demonstrated by the faculty.

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 OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

- 9.25 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?  
 Yes     No
- 9.26 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?  
 Yes     No
- 9.27 Is the size of the faculty appropriate to the total student enrollment?  
 Yes     No
- 9.28 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?  
 Yes     No
- 9.30 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?  
 Yes     No
- 9.31 What is the current student/teacher ratio?  
 The student/teacher ratio is 23:1.
- 9.32 Is the current student-teacher ratio reasonable for the mode of delivery and course content?  
 Yes     No
- 9.33 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 four semesters, six quarters, or the equivalent?  
 Yes     No
- 9.34 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes     No
- 9.35 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)
- 9.36 Are the second-year courses based upon appropriate first-year prerequisites?  
 Yes     No

**9. PROGRAM EVALUATION****Occupational Associate's degree in Computer & Network Support Technician**

- 9.01 Is licensure, certification or registration required to practice in the specific career field?  
 Yes      No (*Skip to question 9.02*)
- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?  
 Ms. Denise Carsillo, director of education, is assigned to administer the academic programs and is assisted by Mr. Kenneth Ray, lead instructor for the computer and network support technician program. Ms. Carsillo holds a master's degree in human resource development and a bachelor's degree in organizational management from the Palm Beach Atlantic University. She also holds an associate's degree in medical assistant from Palm Beach Community College. Ms. Carsillo first joined New England Tech in September 2004 as director of academic services. Later LCT changed her title to associate dean. In October 2012 Ms. Carsillo was promoted to director of education and was also assigned the duties of ESE coordinator on March 2012. Prior to joining LCT, Ms. Carsillo served in various higher education leadership positions, including: school president, vice president, and allied health director. Mr. Kenneth Ray was assigned lead instructor for the computer and network support technician program. Mr. Ray holds a bachelor's degree in computer information from the University of Central Florida. Mr. Ray also has multiple information technology (IT) certifications, including CompTIA A+, Network+, Security+, and Cisco CCNA. Before joining LCT on March 2014, Mr. Ray worked as an IT instructor with Anthem Education, starting in January 2009. Additionally, Mr. Ray has held several different IT positions in the workplace since 2003.
- 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 (there were no students enrolled in the program)  
 (b) Student placement rate of 70 percent?  
 Yes      No      Not Applicable (there were no graduates of the program)
- 9.07 List the community resources and describe how they are utilized to enrich the program(s).  
 The campus uses community and industry resources to fill a vital role in the enrichment of the program and enhancement of the students' educational experience by affording them an invaluable learning opportunity in real world environments. In addition to the use of the program advisory committee to refine and update the curriculum, committee members are also used to provide students with experiences of honing their interview skills and learning about their career choice. The campus utilizes industry-based field trips and calls on prominent industry representatives and subject matter experts within the community to serve as guest speakers. According to the director of education, each faculty member is encouraged to have one guest speaker and conduct one field trip each term. The community resources binder provided to the team showed evidence of visitations to local businesses and attendance at professional events, including a field trip to Tiger Direct, a local computer and electronics center. During classroom visits by the team and the faculty meeting, both faculty and students corroborated the use of guest speakers and field trips.

- 9.08 Is the utilization of community resources sufficient to enrich the program?  
 Yes  No
- 9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes  No
- 9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes  No  Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)
- 9.11 Does the program use independent studies?  
 Yes  No (*Skip to question 9.13*)
- 9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?  
 Yes  No
- 9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?  
 Yes  No
- 9.15 Is an appropriately detailed syllabus on file for each course that includes:
- (a) Title and course descriptions  
 Yes  No
  - (b) Course numbers  
 Yes  No
  - (c) Course prerequisites and/or corequisites  
 Yes  No
  - (d) Instructional contact hours/credits  
 Yes  No
  - (e) Learning objectives  
 Yes  No
  - (f) Instructional materials and references  
 Yes  No
  - (g) Topical outline of the course  
 Yes  No
  - (h) Instructional methods  
 Yes  No
  - (i) Assessment criteria  
 Yes  No
  - (j) Method of evaluating students  
 Yes  No
  - (k) Date the syllabus was last reviewed

Yes     No

***For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:***

(l) Out-of-class work assignments that support the learning objectives for the course

Yes     No     Not Applicable (Additional Location Inclusion OR clock hour program)

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

Yes     No     Not Applicable (Additional Location Inclusion OR clock hour program)

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

Yes     No

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

Yes     No

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

Yes     No     Not Applicable (there have been no graduates)

9.19 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?

Yes     No     Not Applicable

At the time of the team’s visit, there are no graduates of the computer and network support technician program.

9.20 Does the campus participate in Title IV financial aid?

Yes     No (*Skip to question 9.24*)

9.21 Does the campus’ written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?

Yes     No     Not Applicable (Clock hour programs only)

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

Yes     No     Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the documentation of evaluation viewed on site.

The team reviewed all course syllabi and verified that an out-of-class grade category was included in each syllabus along with out-of-class activities noted in the courses’ outlines. Out-of-class activities verified with the faculty included exercises, problems, and homework review questions. Grades were corroborated in the faculty electronic grade book system “EnGrade”, which was demonstrated by the faculty.

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

(a) Facilities.

Yes     No

(b) Instructional equipment.

Yes     No

(c) Resources.

Yes     No

(d) Personnel.

Yes  No

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

**(Section 3-1-531(a)):** According to the program objectives, students are required to perform hands-on learning activities leading to mastering the fundamental networking skills. This includes configuring, installing, and testing local area network (LAN), wide area network (WAN), hubs, routers, switches, controllers, multiplexers, wireless network devices, and other related networking equipment. The team finds that the program does not currently provide the faculty and students with the appropriate equipment and tools to perform the hands-on activities required to achieve and master the proper skills required in the workplace, including some of today's fundamental network skills such as VPN management, VLANs, and Voice Over IP (VIOP). Required networking equipment and tools needed include and is not limited to:

- Computer servers with multi-core 64 bit hardware platforms,
- Adequate number of routers and switches,
- Adequate number of wireless routers and access points,
- Network circuit tester and network analyzers,
- Network monitoring software,
- Network security or virtual private network VPN management software, and
- Widely used operating system software including but not limited to Microsoft Windows, Apple OS, Linux, and Microsoft Hyper-V Server.

Additionally, both students and faculty noted that while the students are provided with a 64 bit platform on their student issued laptops, they do not have access to a 64 bit hardware platform to be able to install and configure Windows servers. Also, the faculty does not have the same equipment as the students. Thus, to replicate any problems or demonstrate to the students the faculty has to borrow or use a laptop from one of the students.

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

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

**(Section 3-1-532(b)(c)):** According to the U.S. Department of Labor, ONET, and other sources, a computer network technician tends to focus more on configuring and defining parameters for installation and testing of local area networks (LAN), wide area networks (WAN), hubs, routers, switches, controllers, multiplexers, wireless network devices, and other related networking equipment in addition to troubleshooting and evaluating LAN and WAN performances to identify the causes of networking problems using diagnostic testing software and equipment. These objectives should be aligned with the most recognized industry certifications to provide students with better

opportunities for employment. The appropriate networking equipment and tools should also be implemented at each stage of the hands-on learning activities to ensure that each student achieves these objectives.

#### FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

- 9.25 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?  
 Yes     No
- 9.26 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?  
 Yes     No
- 9.27 Is the size of the faculty appropriate to the total student enrollment?  
 Yes     No
- 9.28 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 DEGREES ONLY

- 9.29 Are teaching loads reasonable?  
 Yes     No

#### FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

- 9.30 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?  
 Yes     No
- 9.31 What is the current student/teacher ratio?  
 The current student/teacher ratio is 4:1.
- 9.32 Is the current student-teacher ratio reasonable for the mode of delivery and course content?  
 Yes     No
- 9.33 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 four semesters, six quarters, or the equivalent?  
 Yes     No
- 9.34 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:

**(Section 3-3-203):** According to the standards of other collegiate institutions offering the same degree program curriculum, a computer networking and support technician must have extensive knowledge of network connectivity; protocols; network security devices; network types, including wireless, fiber optic, or Cat5; and common operating systems such as Windows and UNIX. The team finds that the computer and network support technician program offered at LCT in West Palm Beach does not quantitatively and qualitatively approximate to other similar programs, also cited in Section 3-1-531(a) and Section 3-1-532(b).

- 9.35 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)
- 9.36 Are the second-year courses based upon appropriate first-year prerequisites?  
 Yes     No

#### FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

- 9.37 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
- 9.38 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?  
 Yes     No
- 9.39 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:

**(Section 3-4-203):** According to the standards of other collegiate institutions offering the same degree program curriculum, a computer networking and support technician must have extensive knowledge of network connectivity; protocols; network security devices; network types, including wireless, fiber optic, or Cat5; and common operating systems such as Windows and UNIX. The team finds that the computer and network support technician program offered at LCT in West Palm Beach does not quantitatively and qualitatively approximate to other similar programs, also cited in Section 3-1-531(a) and Section 3-1-532(b).

- 9.40 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)
- 9.41 Are the second-year courses based upon appropriate first-year prerequisites?  
 Yes     No     Not applicable

## 9. PROGRAM EVALUATION

### Diploma in Medical Assisting

### Occupational Associate's degree in Medical Office Management



**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. Denise Carsillo, director of education, is assigned to oversee the educational activities of all programs classified as technology. This includes the medical assisting and medical office management programs. Ms Carsillo has an associate's degree in medical assisting from Palm Beach Community College as well as a bachelor's degree in organizational management and a master's degree in human relations development from Palm Beach Atlantic University. She has approximately 30 years of experience in professional and higher education having served as a registered medical assistant, personnel manager, staffing coordinator, vice president of allied health, school president, director of academic services, and associate dean prior to coming to LCT.

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:

Diploma in Medical Assisting

(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?

Yes  No  Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 70 percent?

Yes  No  Not Applicable (Additional Location Inclusion only)

If *No*, does the campus provide one of the following:

A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?

Yes  No

Occupational Associate's degree in Medical Office Management

(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?

Yes  No  Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 70 percent?

Yes  No  Not Applicable (Additional Location Inclusion only)

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

The programs make use of an advisory board, guest speakers, field trips, and externship sites at area doctor's offices and clinics to enhance the curricula. Guest speakers most recently spoke on infection control and shoulder surgery. Students have also participated in health fair screenings.

- 9.08 Is the utilization of community resources sufficient to enrich the program?  
 Yes  No
- 9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes  No
- 9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes  No  Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)
- 9.11 Does the program use independent studies?  
 Yes  No (*Skip to question 9.13*)
- 9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?  
 Yes  No
- 9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?  
 Yes  No
- 9.15 Is an appropriately detailed syllabus on file for each course that includes:
- (a) Title and course descriptions  
 Yes  No
  - (b) Course numbers  
 Yes  No
  - (c) Course prerequisites and/or corequisites  
 Yes  No
  - (d) Instructional contact hours/credits  
 Yes  No
  - (e) Learning objectives  
 Yes  No
  - (f) Instructional materials and references  
 Yes  No
  - (g) Topical outline of the course  
 Yes  No
  - (h) Instructional methods  
 Yes  No
  - (i) Assessment criteria  
 Yes  No
  - (j) Method of evaluating students  
 Yes  No
  - (k) Date the syllabus was last reviewed

Yes     No

**For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:**

(l) Out-of-class work assignments that support the learning objectives for the course

Yes     No     Not Applicable (Additional Location Inclusion OR clock hour program)

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

Yes     No     Not Applicable (Additional Location Inclusion OR clock hour program)

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

Yes     No

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

Yes     No

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

Yes     No     Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

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

Diploma in Medical Assisting: 4 and

Occupational Associate's degree in Medical Office Management: 3.

How many calls to employers or graduates were successful?

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

Diploma in Medical Assisting: 4 and

Occupational Associate's degree in Medical Office Management: 1.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

All five of the calls where contact was made confirmed the employment of the graduates as reported on the 2013 CAR.

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

Yes     No     Not Applicable

9.20 Does the campus participate in Title IV financial aid?

Yes     No (Skip to question 9.24)

9.21 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?

Yes     No     Not Applicable (Clock hour programs only)

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

Yes     No     Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the documentation of evaluation viewed on site.

The team reviewed all course syllabi and verified that an out-of-class grade category was included in each syllabus along with out-of-class activities noted in the courses' outlines. Out-of-class activities verified with the faculty included mastery assignments, exercises, end of chapter questions, and homework review questions. Grades were verified in the faculty electronic grade book system "EnGrade", which was demonstrated by the faculty.

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

(a) Facilities.

Yes  No

(b) Instructional equipment.

Yes  No

(c) Resources.

Yes  No

(d) Personnel.

Yes  No

9.24 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.

Yes  No

(b) Well-defined instructional objectives.

Yes  No

(c) The selection and use of appropriate and current learning materials.

Yes  No

(d) Appropriate modes of instructional delivery.

Yes  No

(e) The use of appropriate assessment strategies.

Yes  No

(f) The use of appropriate experiences.

Yes  No

#### **FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

9.25 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?

Yes  No

9.26 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

Yes  No

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

Yes  No

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

- 9.28 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 NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

- 9.30 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?  
 Yes       No
- 9.31 What is the current student/teacher ratio?  
 The classes in session on the days of the visit included students enrolled in the diploma in medical assisting and the occupational associate's degree in medical office management programs. Class sizes are small and the combined student/teacher ratio is 6:1. Students enrolled in the two programs were taking the same courses during the time of the team visit.
- 9.32 Is the current student-teacher ratio reasonable for the mode of delivery and course content?  
 Yes       No

**FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

- 9.33 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 four semesters, six quarters, or the equivalent?  
 Yes       No
- 9.34 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes       No
- 9.35 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)
- 9.36 Are the second-year courses based upon appropriate first-year prerequisites?  
 Yes       No

**9. PROGRAM EVALUATION**

**Diploma in Automotive Technology**

**Occupational Associate's degree in Automotive Technology**

**Bachelor's degree in Automotive Technology**

**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?  
 Mr. Sean Standard is the education supervisor at the LCT campus addition and is assigned to administer the automotive programs. Mr. Standard holds an associate's degree in automotive technology from LCT in West Palm Beach, Florida. Mr. Standard joined LCT as an automotive instructor in January 2009. Prior to joining LCT, Mr. Standard worked as an auto shop owner and manager. Mr. Standard also holds two automotive certifications from Automotive Service Excellence (ASE), Master Automotive Technician and Medium Heavy Truck Technician.
- 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:  
Diploma in Automotive Technology  
 (a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?  
 Yes     No     Not Applicable (Additional Location Inclusion only)  
 (b) Student placement rate of 70 percent?  
 Yes     No     Not Applicable (Additional Location Inclusion only)
- Occupational Associate's degree in Automotive Technology  
 (a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?  
 Yes     No     Not Applicable (Additional Location Inclusion only)  
 (b) Student placement rate of 70 percent?  
 Yes     No     Not Applicable (Additional Location Inclusion only)
- If *No*, does the campus provide one of the following:  
 A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?  
 Yes     No
- Bachelor's degree in Automotive Technology  
 (a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?  
 Yes     No     Not Applicable (Additional Location Inclusion only)  
 (b) Student placement rate of 70 percent?  
 Yes     No     Not Applicable (there are no graduates of the program)
- 9.07 List the community resources and describe how they are utilized to enrich the program(s).  
 The automotive technology programs utilize a variety of fieldtrips to enhance the curricula of the programs. Recent visits include: Atlantic Auto Parts, where the students took suspension and brake components apart on different

vehicles; Palm Beach International Raceway, to discuss relationships between gear reduction and rapid acceleration, which is the essence of drag racing; and LKQ Salvage Yard, to examine the identification and recycling of EPA regulated parts.

- 9.08 Is the utilization of community resources sufficient to enrich the program?  
 Yes     No
- 9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes     No
- 9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes     No     Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)
- 9.11 Does the program use independent studies?  
 Yes     No (*Skip to question 9.13*)
- 9.12 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:
- (a) Title and course descriptions  
 Yes     No
  - (b) Course numbers  
 Yes     No
  - (c) Course prerequisites and/or corequisites  
 Yes     No
  - (d) Instructional contact hours/credits  
 Yes     No
  - (e) Learning objectives  
 Yes     No
  - (f) Instructional materials and references  
 Yes     No
  - (g) Topical outline of the course  
 Yes     No

(h) Instructional methods

Yes  No

(i) Assessment criteria

Yes  No

(j) Method of evaluating students

Yes  No

(k) Date the syllabus was last reviewed

Yes  No

***For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:***

(l) Out-of-class work assignments that support the learning objectives for the course

Yes  No  Not Applicable (Additional Location Inclusion OR clock hour program)

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

Yes  No  Not Applicable (Additional Location Inclusion OR clock hour program)

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

Yes  No

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

Yes  No

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

Yes  No  Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

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

Diploma in Automotive Technology: 8,

Occupational Associate's degree in Automotive Technology: 10, and

Bachelor's degree in Automotive Technology: (no program graduates).

How many calls to employers or graduates were successful?

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

Diploma in Automotive Technology: 4 and

Occupational Associate's degree in Automotive Technology: 7.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

All 11 of the calls where contact was made confirmed the employment of graduates as reported on the 2013 CAR.

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

Yes  No  Not Applicable

9.20 Does the campus participate in Title IV financial aid?

Yes  No (*Skip to question 9.24*)



- 9.21 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?  
 Yes     No     Not Applicable (Clock hour programs only)

- 9.22 Is there evidence that out-of-class work or the equivalency is being evaluated?  
 Yes     No     Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the documentation of evaluation viewed on site.

The team verified the use and grading of out-of-class work in the automotive technology programs. The team reviewed the course syllabi and examined samples of homework assignments that had been graded and recorded in EnGrade, the campus electronic grade book system.

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

(a) Facilities.

Yes     No

(b) Instructional equipment.

Yes     No

(c) Resources.

Yes     No

(d) Personnel.

Yes     No

- 9.24 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.

Yes     No

(b) Well-defined instructional objectives.

Yes     No

(c) The selection and use of appropriate and current learning materials.

Yes     No

(d) Appropriate modes of instructional delivery.

Yes     No

(e) The use of appropriate assessment strategies.

Yes     No

(f) The use of appropriate experiences.

Yes     No

#### **FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

- 9.25 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?  
 Yes     No

#### **FOR NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY**

- 9.26 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?  
 Yes     No
- 9.27 Is the size of the faculty appropriate to the total student enrollment?  
 Yes     No

#### FOR OCCUPATIONAL ASSOCIATE'S AND BACHELOR'S DEGREES ONLY

- 9.28 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 BACHELOR'S DEGREES ONLY

- 9.29 Are teaching loads reasonable?  
 Yes     No

#### FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

- 9.30 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?  
 Yes     No
- 9.31 What is the current student/teacher ratio?  
 The student/teacher ratio is 16:1 in the diploma and occupational associate's programs in automotive technology.
- 9.32 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:

**(Section 3-2-106(c) & 3-3-305(c)):** Though the overall student-to-teacher ratio is appropriate, some lab classes do not have an appropriate student-teacher ratio to meet course objectives. The team observed 28 students in the AT201WP Gasoline Engine Operation and Advanced Electrical (day) class. The schedule that was provided to the team shows 31 students enrolled in the class. The automotive technology students interviewed also stated that the large size of the class was often a challenge. Large class sizes were also noted on the course schedule provided by the campus for two other automotive technology courses: AT111WP Electrical Systems, A/C and Accessories (day) with 31 students and AT113WP Brakes, Steering and Suspension Systems (day) with 33 students. The team finds the student-teacher ratio in the large classes is not conducive to the learning activities given the hands-on nature of the automotive technology programs and the objectives covered.

#### FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

- 9.33 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 four semesters, six quarters, or the equivalent?  
 Yes     No
- 9.34 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes     No
- 9.35 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)
- 9.36 Are the second-year courses based upon appropriate first-year prerequisites?  
 Yes     No

#### **FOR BACHELOR'S DEGREES ONLY**

- 9.42 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
- 9.43 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?  
 Yes     No
- 9.44 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)
- 9.45 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes     No
- 9.46 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)
- 9.47 Are the third- and fourth-year courses based upon appropriate prerequisites?  
 Yes     No

#### **9. PROGRAM EVALUATION**

##### **Diploma in Refrigeration, Air Conditioning and Heating Technology**

##### **Occupational Associate's degree in Refrigeration, Air Conditioning and Heating Technology**

#### **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?  
 Mr. Frank Sandrini is the lead instructor and is assigned to administer the program. Mr. Sandrini is a graduate from Lincoln College of Technology in the refrigeration, air conditioning and heating technology program. Mr. Sandrini also has a universal certification for EPA 608 from Pennsylvania College of Technology. These requirements meet the state requirements for teaching the program in the State of Florida. Mr. Sandrini also has six years of excellent field experience.
- 9.03 Does this individual possess appropriate academic or experiential qualifications?  
 Yes  No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?  
 Yes  No
- 9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?  
 Yes  No
- 9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:  
Diploma in Refrigeration, Air Conditioning and Heating Technology  
 (a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?  
 Yes  No  Not Applicable (Additional Location Inclusion only)  
 (b) Student placement rate of 70 percent?  
 Yes  No  Not Applicable (Additional Location Inclusion only)
- Occupational Associate's degree in Refrigeration, Air Conditioning and Heating Technology  
 (a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?  
 Yes  No  Not Applicable (Additional Location Inclusion only)  
 (b) Student placement rate of 70 percent?  
 Yes  No  Not Applicable (Additional Location Inclusion only)
- 9.07 List the community resources and describe how they are utilized to enrich the program(s).  
 The campus calls upon local industry representatives as guest speakers, such as Mr. Gil Ledux from Uniweld, Inc. Also, the campus provides students with industry-based field trips, such as participating in HVAC trade shows. These planned interactions with industry representatives enable students to network with industry leaders and sales representatives from around the country who are introducing new products of the major industry suppliers such as Carrier, Trane, and Goodman. Also, an active advisory board is utilized by the programs to provide curriculum review and input, current trends in the industry, and job placement assistance.
- 9.08 Is the utilization of community resources sufficient to enrich the program?  
 Yes  No

- 9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes     No
- 9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?  
 Yes     No     Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)
- 9.11 Does the program use independent studies?  
 Yes     No (*Skip to question 9.13*)
- 9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?  
 Yes     No
- 9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?  
 Yes     No
- 9.15 Is an appropriately detailed syllabus on file for each course that includes:
- (a) Title and course descriptions  
 Yes     No
  - (b) Course numbers  
 Yes     No
  - (c) Course prerequisites and/or corequisites  
 Yes     No
  - (d) Instructional contact hours/credits  
 Yes     No
  - (e) Learning objectives  
 Yes     No
  - (f) Instructional materials and references  
 Yes     No
  - (g) Topical outline of the course  
 Yes     No
  - (h) Instructional methods  
 Yes     No
  - (i) Assessment criteria  
 Yes     No
  - (j) Method of evaluating students  
 Yes     No
  - (k) Date the syllabus was last reviewed  
 Yes     No

***For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:***

- (l) Out-of-class work assignments that support the learning objectives for the course

Yes     No     Not Applicable (Additional Location Inclusion OR clock hour program)

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

Yes     No     Not Applicable (Additional Location Inclusion OR clock hour program)

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

Yes     No

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

Yes     No

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

Yes     No     Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

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

Diploma in Refrigeration, Air Conditioning and Heating Technology: 9 and

Occupational Associate's degree in Refrigeration, Air Conditioning and Heating Technology: 2.

How many calls to employers or graduates were successful?

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

Diploma in Refrigeration, Air Conditioning and Heating Technology: 7 and

Occupational Associate's degree in Refrigeration, Air Conditioning and Heating Technology: 2.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

All nine of the calls where contact was made confirmed the employment of graduates as reported on the 2013 CAR.

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

Yes     No     Not Applicable

9.20 Does the campus participate in Title IV financial aid?

Yes     No (*Skip to question 9.24*)

9.21 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?

Yes     No     Not Applicable (Clock hour programs only)

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

Yes     No     Not Applicable (Clock hour programs only)

If Yes, briefly describe the documentation of evaluation viewed on site.

Students are required to complete out-of-class work that includes answering the end-of-chapter questions and describing key terms of the chapters in writing. All homework is required to be turned in and is graded. This homework is worth 25 percent of the final course grade as stated in the course syllabi. Both students and faculty

verified that the out-of-class work is required as stated in the syllabi and is evaluated and recorded in EnGrade, the campus grade book system.

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

(a) Facilities.

Yes  No

(b) Instructional equipment.

Yes  No

(c) Resources.

Yes  No

(d) Personnel.

Yes  No

9.24 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.

Yes  No

(b) Well-defined instructional objectives.

Yes  No

(c) The selection and use of appropriate and current learning materials.

Yes  No

(d) Appropriate modes of instructional delivery.

Yes  No

(e) The use of appropriate assessment strategies.

Yes  No

(f) The use of appropriate experiences.

Yes  No

#### **FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

9.25 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?

Yes  No

9.26 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

Yes  No

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

Yes  No

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

9.28 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 NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

- 9.30 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?  
 Yes     No
- 9.31 What is the current student/teacher ratio?  
 The current student/teacher ratio is 12:1 in the diploma and occupational associate's degree programs in refrigeration, air conditioning and heating technology.
- 9.32 Is the current student-teacher ratio reasonable for the mode of delivery and course content?  
 Yes     No

**FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

- 9.33 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 four semesters, six quarters, or the equivalent?  
 Yes     No
- 9.34 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes     No
- 9.35 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)
- 9.36 Are the second-year courses based upon appropriate first-year prerequisites?  
 Yes     No

**GENERAL COMMENTS:**

Mr. Sandrini, lead instructor, is doing a commendable job keeping the refrigeration, air conditioning and heating technology programs up to date. The students enrolled in the programs are motivated and exhibited a positive attitude. These two programs have the potential to be exemplary programs.

**Campus Addition**

- Who has responsibility for the administration of the campus addition? Describe the individual's academic credentials and professional experience. To whom does this individual report?

Mr. Sean Standard is the individual responsible for administrative oversight of the campus addition and academic oversight of the automotive technology programs. Mr. Standard holds an occupational associate's degree in auto technology from Lincoln College of Technology in West Palm Beach, Florida. In addition he has Master Automobile Technician and Medium/Heavy Truck Technician certification by Automotive Service Excellence (ASE). Mr. Standard reports to Ms. Denise Carsillo, director of education.



2. What is the distance (i.e. driving or walking distance) between the campus addition and the campus that has administrative oversight of it? Describe the provisions provided by the institution so that students may utilize services provided at the main or branch campus.

The campus addition is 2.5 miles from the additional location campus, which is the oversight campus. The students, which take their core courses at the campus addition, have full access to the services of the additional location, which is where they typically start their program with general education courses. Financial aid and career services staff from the additional location travel to meet with students at the campus addition, and they have designated offices at the campus addition for these meetings. In addition, the campus librarian spends time at the campus addition each week and will transport requested materials from the learning resource center at the additional location. All databases are the same at both locations.

3. Describe how appropriate provisions have been made for supervision and monitoring of the campus addition by the administration of the campus that is administratively responsible for the campus addition.

Mr. Sean Standard is the appointed administrator at the campus addition. The director of education comes over every other week, and the campus president is present each month at a minimum. Mr. Standard attends all meetings and updates at the additional location and is supported via phone for additional support. Due to the proximity, administrative staff is available at short notice to come to the campus addition.

4. Describe how students at the campus addition are provided with access to the following student services, identifying if services are provided at the campus addition or the campus that has oversight of the campus addition.

Admissions: As previously mentioned, students meet with enrollment at the campus addition, but if they select a program that is offered at the campus addition, they are then given a tour of the campus addition. They are also available by appointment to meet at the campus addition should the student not want to go the additional location.

Financial Aid: Financial Aid has designated office space at the campus addition where they can meet with students by appointment.

Career Services: Career services has designated office space to meet with students at the campus addition. Career services representatives are available by appointment and can always be accessed at the additional location due to proximity.

5. List all other campus additions operated by the oversight campus. (List ACICS ID Codes and location.)

There are no other campus additions associated with the Lincoln College of Technology West Palm Beach Campus.

6. Cite evidence that the campus addition employs appropriately experienced administrative staff members to support the initial class start. (List the number and type of individuals currently employed as well as plans for future positions.)

Currently the campus addition is solely supported by the same staff as the additional location. This is possible due to the proximity of the locations. As noted, Mr. Sean Standard serves as the administrator for the campus addition.

Should the campus addition have additional enrollment which would necessitate additional staff, there is space available.

7. What is the total enrollment figure for the campus addition for the date of the visit? List total enrollment, total day enrollment, full- and part-time day enrollment, total evening enrollment, and full- and part-time evening enrollment.

The campus addition has a student population of 130 students. All enrolled students are full-time. Of the total population, 44 students attend during the day and 86 attend in the evening.

8. Cite evidence that appropriate personnel records, including official transcripts where necessary, are on file for all administrative staff and faculty located at the campus addition.

Transcripts were reviewed for all active instructors and staff for the campus addition. This report was completed in conjunction with a new grant of accreditation visit in which all files were reviewed.

9. Describe how students are informed, during the recruitment and enrollment process, that they will be attending classes at the campus addition location.

When a student inquires about enrollment in one of the two programs offered at the West Palm Beach campus addition, prospective students meet with an enrollment representative at the additional location and are then provided a tour of the campus addition. It is explained that only the strategies course and general education courses will be conducted at the additional location and all other courses for HVAC and automotive technology will be held at the campus addition.

10. List all courses and/or academic programs offered at the campus addition and the academic credential awarded. Identify any courses or programs which are not offered at the campus that has administrative responsibility for the campus addition.

With the exception of the introductory strategies course and all general education courses, all other courses for the HVAC and automotive technology programs are offered explicitly at the campus addition.

11. For all programs offered at the campus addition, list the individual responsible for administrative and academic oversight of each program and describe their qualifications. Describe how oversight of these programs is provided for students at the campus addition.

As previously stated, Mr. Sean Standard is the individual responsible for administrative oversight of the campus addition and academic oversight of the automotive programs. Mr. Standard holds an occupational associate's degree in auto technology from Lincoln College of Technology in West Palm Beach, Florida. In addition, he has Master Automobile Technician and Medium/Heavy Truck Technician certifications by ASE.

Mr. Frank Sandrini is the individual responsible for academic oversight of the HVAC programs at the campus addition. Mr. Sandrini holds a diploma in HVAC from Lincoln College of Technology in West Palm Beach, Florida, and a certificate in refrigerant transition and recovery.

12. Cite evidence that the campus addition employs a sufficient number of faculty members for the number of courses

offered and the size of the student population. (List the number of faculty currently employed and the number of courses currently offered as well as any plans the institution may have to acquire faculty in the future.)

For the current term there are a total of 130 students enrolled in both the HVAC and automotive programs at the campus addition. These students are being served by nine instructors. Though students expressed praise for the quality of the instructors, they also expressed concern over some lab sizes. This was cited by the team in the full report.

13. How does the administration of the campus addition ensure that students have access to proper instructional resource materials? (i.e. library materials)

The librarian for the campus addition is available to the students each week at the library on site. He transports requested materials from the learning resource center at the additional location to the library at the campus addition. The librarian takes input from instructors for materials and maintains a small library on site. All databases are the same at both locations.

14. List the instructional equipment available for faculty and student usage at the campus addition.

The campus addition solely supports the core courses for the automotive technology and HVAC programs, as such it contains fully equipped labs and auto bays to support these programs. In addition to the lab spaces, there are theory classrooms which all include projection systems. Of note in the facility are the chassis dyno and alignment dyno.

15. Describe the physical facility. Does it appear to be adequate and appropriate to support the educational programs offered and the current enrollment at the campus addition?

As previously stated, the campus addition facilities, located at 1126 53rd Court, consist of two adjoining buildings. The first building is one story, consists of 7,034 square feet, and houses part of the automotive technology programs. The second building is two stories, consists of 20,000 square feet, and houses the rest of the automotive technology programs as well as the refrigeration, air conditioning and heating technology programs. These two buildings at the campus addition contain 24 theory and lab classrooms and administrative offices for the two programs. The campus has ample parking for students, faculty, and staff in well-lit, security patrolled parking lots.

16. Cite evidence that the campus addition is authorized to operate by the state.

A copy of the License by Means of Accreditation was provided by the Commission for Independent Education dated February 1, 2013.

17. Cite evidence that the physical facility is in compliance with local fire, safety, and health codes. (certificate of occupancy, fire inspection, etc.)

A copy of the fire inspection that was dated March 8, 2013 was provided for review.

18. Describe how the campus addition is referenced in all advertising, including the catalog for the main or additional location.

The campus addition is not referenced in advertising material. Students start at the additional location for their strategies course and general education courses and then attend the campus addition for their core courses in HVAC and automotive technology. Since the campus addition is the sole facility for these two programs, students are informed and given a tour of the facility at the time of enrollment or inquiry into enrollment.

## SUMMARY

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

<u>Number</u>	<u>Citation</u>	<u>Summary Statement</u>
1.	<b>3-1-303(a)</b>	The ending and beginning numbers do not match on the 2012 and 2013 CAR (page 19).
2.	<b>3-1-531(a) and 3-1-601</b>	One program does not have adequate instructional equipment and tools to support appropriate modes of instructional delivery (pages 26 and 52).
3.	<b>3-2-106(c) and 3-3-305(c)</b>	The student teacher ratio in some lab classes does not allow for appropriate direct interaction and supervision by the instructor (page 65).
4.	<b>3-3-203, 3-1-532(b), and 3-4-203</b>	One program does not approximate the standards at other institutions and curriculum does not evidence systematic planning for an appropriate mode of instructional delivery (pages 53, 54, and 55).

**RECOMMENDATIONS FOR  
LINCOLN COLLEGE OF TECHNOLOGY  
WEST PALM BEACH, FLORIDA**

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

**Dental Assisting and Dental Office Management Programs:**

- Update the library holdings to include copies of current textbooks and resources available for dental assisting and dental office management. (For example, the current holdings include: a radiography techniques and safety textbook that was published in 2002, a nutrition textbook that was published in 1994, and an oral pathology textbook that was published in 2004.
- Subscribe to additional hardcopy dental assisting and dental office management related journals for student perusal and use in the library.

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 programs.

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

Yes ██████████ 152  
No \_\_\_\_\_ 158

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

Yes ██████████ 84  
No \_\_\_\_\_ 35  
N/A \_\_\_\_\_ 191

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

Yes ██████████ 286  
No \_\_\_\_\_ 24

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

Yes ██████████ 286  
No \_\_\_\_\_ 24

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

Yes ██████████ 297  
No \_\_\_\_\_ 13

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

Yes ██████████ 285  
No \_\_\_\_\_ 25

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

Yes ██████████ 279  
No \_\_\_\_\_ 31

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

Yes ██████████ 291  
No \_\_\_\_\_ 19

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

Yes ██████ 35  
No \_\_\_\_\_ 275

B.01. Do you receive federal financial aid?

Yes ██████████ 258  
No \_\_\_\_\_ 52

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

Yes ██████████ 237  
No \_\_\_\_\_ 13  
N/A \_\_\_\_\_ 60

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

Yes ██████████ 304  
No \_\_\_\_\_ 5

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

Yes ██████████ 284  
No \_\_\_\_\_ 26

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

Yes ██████████ 304  
No \_\_\_\_\_ 6

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

Yes ██████████ 210  
No \_\_\_\_\_ 19  
N/A \_\_\_\_\_ 81

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

Agree ██████████ 268  
Disagree \_\_\_\_\_ 7  
Neutral \_\_\_\_\_ 35

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

Agree ██████████ 259  
Disagree \_\_\_\_\_ 7  
Neutral \_\_\_\_\_ 44





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**From:** Chad Hartman <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/13CBF506F84340D4B56AA05824F71116-CHARTMAN>  
**Sent:** 1/18/2013 4:04:34 PM -0500  
**To:** Visit Reports <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/2e42b0538ac544a38cd8dc1efe1a14f7-visitreports>  
**Subject:** 00021352 RALM first edit  
**Attachments:** 00021352 RALM Le Cordon Bleu-Austin.doc

**Chad M. Hartman**

Accreditation Coordinator

ACICS | Accrediting Council for Independent Colleges & Schools

750 First Street NE

Suite 980

Washington, DC 20002-4223

T -202-336-6841

F - 202-842-2593

[chartman@acics.org](mailto:chartman@acics.org)



## Accrediting Council for Independent Colleges and Schools

750 First Street, NE, Suite 980 • Washington DC 20002-4241 • t 202-336-6780 • f 202-842-2593 • www.acics.org

### RECLASSIFICATION VERIFICATION VISIT REPORT

Name of Campus Applying for Reclassification to a Main	Le Cordon Bleu College of Culinary Arts – Austin, Texas
Street Address	3110 Esperanza Crossing, Suite 100
City, State, Zip	Austin, Texas 78758
Phone	512-837-2665
ACICS ID	00021352
Name of existing main campus	Sanford-Brown College
Street Address	1101 Eastport Plaza Dr.
City, State, Zip	Collinsville, Illinois 62234
Phone	618-344-5600
ACICS ID	00010667
ACICS Staff Representative	Mr. Chad Hartman
Date of Visit	January 18, 2013



**PROGRAMS OFFERED BY**  
**Le Cordon Bleu College of Culinary Arts-Austin**  
**Austin, Texas**  
**ACICS ID 00021352**

CREDENTIALLE VEL	APPROVED PROGRAM TITLE	CIP Code	Qtr. Hrs.	Enroll: Full-time/ Part-time	*CAR Retention & Placement			
					2011		2012	
					Ret.	Pla.	Ret.	Pla.
Academic Associate's Degree	Associate of Applied Science in Le Cordon Bleu Culinary Arts	12.0501	107	12 Full-time 6 Part-time	75.1 %	73.8 %	88.16 %	66.55 %
Academic Associate's Degree *	Associate of Applied Science in Le Cordon Bleu Culinary Arts	12.0500	107	6 Full-time	N/A	N/A	N/A	N/A
Certificate	Certificate in Le Cordon Bleu Culinary Arts	12.0505	55	343 Full- time	84.5 %	71.3 %	79.48 %	62.41 %
Certificate	Certificate in Le Cordon Bleu Patisserie and Baking	12.0505	55	146 Full- time	83.2 %	58.7 %	82.93 %	<b>57.14</b> %

**TOTAL ENROLLMENT 507**

\* Program reviewed for the first time.

\* Effective July 1, 2011 the Institutional Effectiveness Plan (IEP) became the **Campus Effectiveness Plan (CEP)**, the Annual Institutional Report (AIR) became the **Campus Accountability Report (CAR)**, Branch campuses became **Additional Locations**, and Learning Sites became **Campus Additions**.



***This location is being visited in connection with a request from Le Cordon Bleu College of Culinary Arts-Austin to be reclassified as a Main campus according to ACICS Criteria, Section 2-2-201 Additional Location-to-Main Campus Reclassification. The campus current grant of accreditation expiration date is December 31, 2017.***

1. Who is the on-site chief administrative officer of the campus?

Mr. Steve Smith, campus president, is the on-site chief administrative officer of the campus.

Describe the individual's academic credentials and professional experience.

Mr. Steven Smith has been the campus president in Austin since 2010. Mr. Smith holds a master's of arts degree in Religion from Yale University and a bachelor's of arts degree in English from the University of Texas at Austin. Prior to serving as president, Mr. Smith served as vice president of academic affairs for the campus for five years. Mr Smith's work experience includes twelve years of financial aid experience to include serving as assistant vice president of strategic planning for the Texas Guaranteed Student Loan Corporation.

2. Describe how appropriate provisions have been made for supervision and monitoring of the additional location by the administration of the oversight campus.

The Le Cordon Bleu-Austin campus has continued to act as a main campus rather than an additional location. The current main campus of Sanford-Brown, Collinsville, Illinois assumed the title of main campus on paper only and has never acted as an oversight campus for the Le Cordon Bleu-Austin location. The campus utilizes a centralized financial aid department to insure consistency throughout the campuses. Both the main and additional locations are under the guidance of common compliance officers which assist in training of staff from main to the additional locations. Regular conference calls are also scheduled.

3. Cite evidence that the campus is authorized to operate by the state.

The campus provided a copy of a Certificate of Approval from the Texas Workforce Commission dated September 22, 2011 with an expiration of July 24, 2012. The certificate was accompanied by documentation from Ms. Vangie Sandoval of the Texas Workforce Commission that explains "if a career school or college whose certificate of approval is about to expire files a proper application for renewal, the school's existing certificate does not expire until the school has had a full opportunity to renew it. If a school's certificate of approval appears from its face to have expired, the certificate is still valid if the school has an application for renewal pending. The renewal application filed on behalf of Le Cordon Bleu College of Culinary Arts has been received and is currently being reviewed." A letter from the Texas Higher Education Coordinating Board was also provided which confirms that the campus is legally authorized to grant degrees, grand credits toward degrees, and use certain protected academic terms in the state of Texas. The Texas Veterans Commission also provided a letter of approval.

4. Cite evidence that the campus employs appropriately experienced administrative staff members to support programs offered. (List the number and type of individuals currently employed as well as plans for future positions.)

In addition to the campus president, the campus employs Mr. Mark Lopez, director of admissions, to oversee 14 admissions representatives. Ms. Aimee Olson is the executive chef which acts in the function of director of education. The associate registrar, 2 lead

\* Effective July 1, 2011 the Institutional Effectiveness Plan (IEP) became the **Campus Effectiveness Plan (CEP)**, the Annual Institutional Report (AIR) became the **Campus Accountability Report (CAR)**, Branch campuses became **Additional Locations**, and Learning Sites became **Campus Additions**.



instructors and 19 chef instructors report to Ms. Olson. Mr Brent Wynn is the campus director of career services and works with the 4 career services advisors of the campus. The campus also employs a campus director of purchasing, due to the unique nature of the school, and a business operations manager. In addition to the management, there are also: 2 procurement coordinators; 2 student finance advisors and 2 receptionists.

5. Describe the advertising and recruitment practices used to attract students to the campus.

The campus utilizes a variety of advertising media to include: print media; television spots; radio advertisements; and the internet. The campus also utilizes referrals from current and previous students.

6. Briefly describe the admissions process used at the campus.

All applicants are required to complete a personal interview with an admissions representative. This can be in person, but is typically via a phone conversation since most students do not reside in the immediate campus area. Prior to admission, students must complete all enrollment documentation to include an enrollment agreement. Students must provide evidence of high school graduation or the equivalent. For some programs, the Wonderlic is required with a minimum pass score of a 12.

7. Cite evidence that the campus employs a sufficient number of faculty members for the number of courses offered and the size of the student population. (List the number of faculty currently employed and the number of courses currently offered as well as any plans the campus may have to acquire faculty in the future.)

The campus is transitioning from one associate's degree program to a different version, with the older program being phased out. This will result in just 3 programs at the campus. The campus currently employs 2 lead instructors and 19 additional instructors for these 3 programs. There are plans in the future to add an additional associate's degree program in Patisserie and Baking to compliment the current certificate program. There is not an expectation that additional staff or instructors will be needed for this program. The class schedule shows class sizes ranging from 5 to 24 students and averaging around 13 to 15 students per class.

8. Describe the instructional resources (i.e. library materials) available to students and faculty at the campus.

The Le Cordon Bleu library has a collection of bound holdings consisting largely of cookbooks, articles and magazines relating to the Culinary Arts. The majority of the library collection is available via the Cybrary digital library. The digital collection includes several online resource databases that include: Culinary Arts Collection; Hospitality and Tourism Complete; Opposing Viewpoints in Context; Food Science Source; eBook Collection; Oxford Reference Premium; Proquest National Newspapers; and Academic Search Premier.

9. Who is the onsite librarian and what are this person's qualifications?

Ms. Sharon Tani is the regional librarian for the campus. Ms. Tani has a master's degree in Library and Information Science from San Jose State University. Ms. Tani is housed at the Le Cordon Bleu College of Culinary Arts in Los Angeles, but is available on-line to assist students or library assistants that are trained and housed at the individual campuses. Prior to her tenure with Le Cordon Bleu, Ms. Tani has served in various library positions for over four years. Her background also includes positions in the culinary field.

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10. Are the hours that the library is open adequate to accommodate the needs of all students?

Yes  No

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 resource?

Yes  No

11. Describe the physical facility. (Include plans for future expansion if applicable.)

The Le Codon Bleu College of Culinary Arts-Austin campus occupies approximately 75,000 square feet of space in a modern building located in a suburban setting North of downtown Austin. The facility contains several administrative offices throughout the building. Classrooms, labs and student areas are clustered with secured entry to the area. Most theory classrooms contain demonstration areas for cooking with all labs equipped with full kitchen prep areas for each student. Kitchen labs are equipped with stoves, ovens, and food preparation equipment found in the industry. In addition to the classrooms, there is a library and computer lab for student use. The facility also contains a couple of large dining areas and a full-service café that is staffed by students. A large food storage facility is central to the classrooms and houses all perishable items that are needed for the labs. Space is also available for expansion and is currently used for storage. Ample lit parking surrounds the facility.

Does the facility appear to be adequate and appropriate to support the educational programs offered and the current student enrollment and future growth plans?

Yes  No

12. Cite evidence that shows that the physical facility is in compliance with local fire, safety, and health codes. (certificate of occupancy, fire inspection, etc.)

The campus provided a copy of the Food Establishment Inspection Report by the Austin/Travis County Health and Human Services Department showing an approval and inspection on December 11, 2012 and several previous inspection reports. A copy of an annual Certification Testing Report for firm fire alarm systems dated July 2, 2012 was provided, in addition to reports for sprinkler systems and a general fire inspection. The certificate of occupancy was also on file.

13. Describe the catalog which is used at the campus and how it reflects the operations and services.

The Le Cordon Bleu College of Culinary Arts 2011-2012 catalog was reviewed. The 2013 catalog is waiting approval from the Texas Workforce Commission before it can be released. Any pertinent changes have been added to the 2011-2012 catalog via an addendum until the 2013 catalog is released. The catalog is a single location publication and is provided to the students in electronic format unless a hard copy is requested. The catalog contains all the standard format sections of a catalog to include: program and class descriptions; mission statement; student services; and policies and procedures. Staff and faculty are also listed in the catalog. The catalog did not contain all required elements of an academic calendar, but was rectified during the visit.

14. Does the institution have an \*Campus Effectiveness Plan (CEP)?

Yes  No

15. Who is assigned to oversee the educational activities of all programs at this institution and what are

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this person's qualifications?

Ms. Aimee Olson is the executive chef and oversees the educational activities of all programs at the campus. The executive chef position at Le Cordon Bleu Colleges of Culinary Arts serves in the role of what is typically a dean or director of education. Ms. Olson has certificate's in Pastry and Wine from Le Cordon Bleu in Paris, France in addition to certificate's in Pastry and Restaurant Management from the Cooking and Hospitality Institute of Chicago. Ms. Olson holds a bachelor's of arts in Mass Communication from the University of Denver. Ms. Olson has over 17 years of work experience in various positions relating to the Culinary Arts field.

Is the time devoted to the administration of the educational programs sufficient?

The time devoted to the administration of the educational programs is sufficient. Approximately 70% of Ms. Olson's time is devoted to administration.

16. Is the instructional equipment available for faculty and student usage at the campus sufficient?

The instructional equipment available for faculty and student usage at the campus is sufficient and impressive.

17. Are the quantity and type of instructional materials and equipment proportionate to the size of the institution and types of programs?

Yes  No

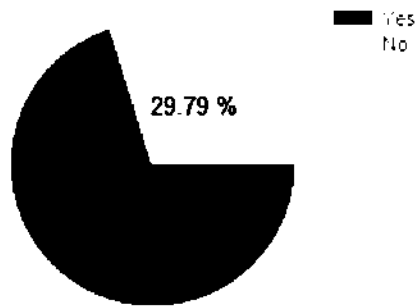
18. Describe any additional observations about this campus that would be informative. (Provide a summary of the student satisfaction survey).

Students appeared to be pleased with the school and staff based on informal interviews. The campus was clean and modern and provided a welcoming environment.

Personify Id	Survey Question	Category	Count
--------------	-----------------	----------	-------

**1.1. Do you have other postsecondary or college education?**

Yes	33
No	14

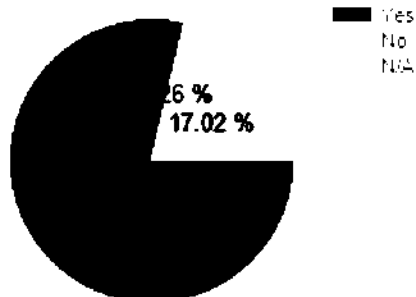


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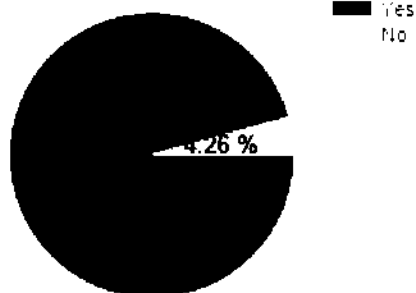
**1.2. Did your admission's representative describe the transfer of credit policies and procedures accurately?**

Yes	37
No	2
N/A	8



**2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Courses and programs**

Yes	45
No	2



**2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Services offered by the school**

Yes	46
No	1



**2.1. Did your admissions representative accurately state the enrollment process regarding the following? - Tuition and fees**

Yes	47
-----	----



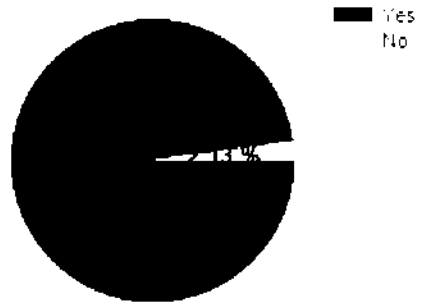
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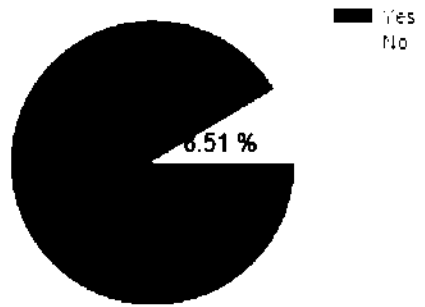
**2.2. Did you receive a catalog or provided access to an online catalog?**

Yes	46
No	1



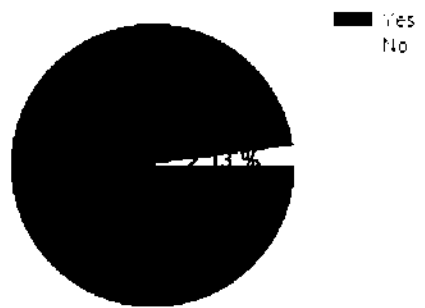
**2.3. Did the catalog accurately portray programs, services and policies of the institution?**

Yes	43
No	4



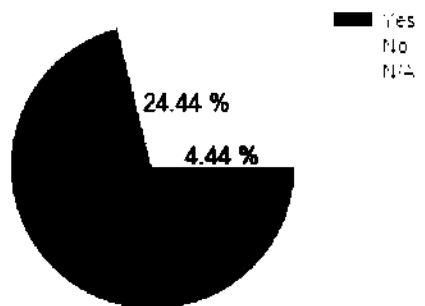
**2.4. Did the school provide sufficient information for you to decide to enroll, without placing undue pressure?**

Yes	46
No	1



**3.1. Do you receive financial aid?**

Yes	32
No	11
N/A	2

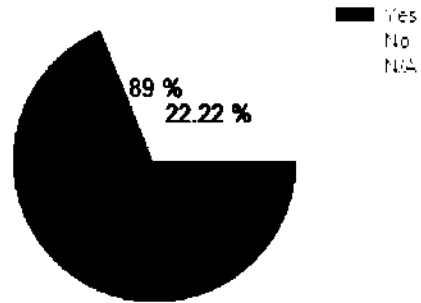


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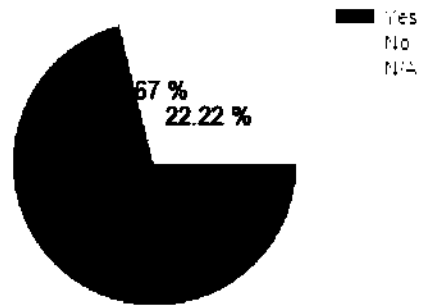
**3.2. Are you aware of how your financial aid is packaged and what the repayment responsibilities are?**

Yes	31
No	4
N/A	10



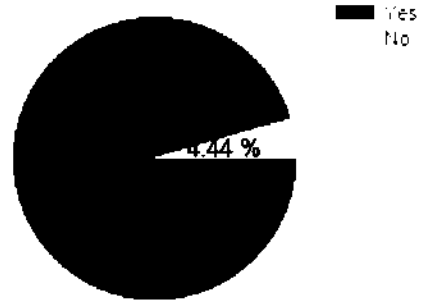
**3.3. Are you aware of your loan repayment obligations?**

Yes	32
No	3
N/A	10



**4.1. Do you know when you will complete your program?**

Yes	43
No	2



**4.2. Are your instructors available to provide additional help?**

Yes	44
No	1

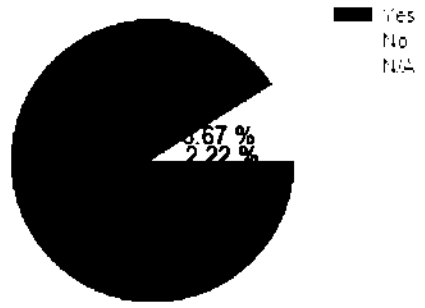


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**4.3. Are computers, lab equipment, etc. in good working order?**

Yes	41
No	3
N/A	1



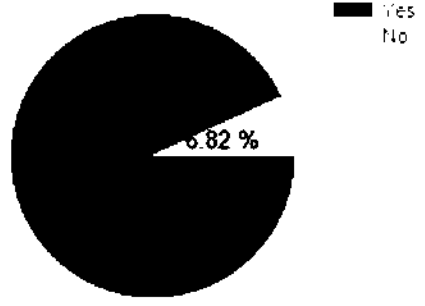
**4.4. Were textbooks available when you started classes?**

Yes	36
No	9



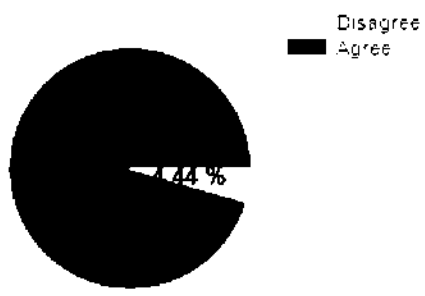
**4.5. In general, was sufficient homework assigned to help you achieve course learning objectives?**

Yes	41
No	3



**5.1. Overall, I am satisfied with the quality of education I am receiving.**

Disagree	2
Agree	43

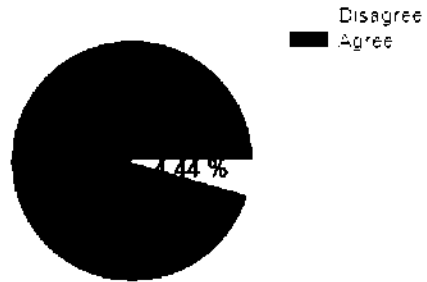


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**5.2. I would recommend this school to others.**

Disagree	2
Agree	43



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## SUMMARY

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

Citation #	Summary Statement of area of non-compliance	Report page #
	There were no areas of non-compliance.	

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**From:** Chad Hartman <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/13CBF506F84340D4B56AA05824F71116-CHARTMAN>  
**Sent:** 6/4/2014 6:50:55 PM -0400  
**To:** Visit Reports <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/2e42b0538ac544a38cd8dc1efe1a14f7-visitreports>  
**Subject:** 00038353 First Edit LCB MSP Draft Report  
**Attachments:** 00038353 LCB MSP Draft Report.doc



**REEVALUATION VISIT REPORT**

**LE CORDON BLEU COLLEGE OF CULINARY ARTS**  
1315 Mendota Heights Road  
Mendota Heights, MN 55120  
ACICS ID Code: 00038353

Mr. David Peterson, Interim Campus Director (DPeterson@msp.chefs.edu)  
acicsinfo@msp.chefs.edu

**MAIN CAMPUS**  
**Le Cordon Bleu College of Culinary Arts**  
600 SW 10<sup>th</sup> Avenue, Suite 400  
Portland, OR 97205  
ACICS ID Code: 00038375

June 2-3, 2014

Dr. Burton S. Kaliski	Chair and Educational Activities Specialist	Southern New Hampshire University retired	Manchester, NH
Dr. Robert Palmatier	Student-Relations and Library Specialist	Warren Allen Educational Services, LLC	Frederiksted, VI
Mr. Chad Hartman	Staff Representative	ACICS	Washington, DC

**PROGRAMS OFFERED BY  
LE CORDON BLEU COLLEGE OF CULINARY ARTS  
MENDOTA HEIGHTS, MN\***

CREDENTIAL EARNED (As defined by the institution)	ACICS CREDENTIAL (Certificate, Diploma, Occupational Associate's, Academic Associate's, Bachelor's, Master's, or Doctoral)	APPROVED PROGRAM TITLE	Sem./ Qtr. Hrs.	Enroll: Full- time/ Part- time	CAR Retention & Placement			
					2013		2012	
					Ret.	Pla.	Ret.	Pla.
Associate's of Applied Science	Academic Associate's	Le Cordon Bleu Culinary Arts	107	166	75.00 %	70.00 %	84.10 %	73.47 %
Certificate	Certificate	Le Cordon Bleu Culinary Arts	55	108	74.17 %	78.00 %	73.12 %	<b>62.22</b> %
Associate's of Applied Science	Academic Associate's	Le Cordon Bleu Patisserie and Baking	111	66	82.66 %	<b>66.00</b> %	89.33 %	<b>61.34</b> %
Certificate	Certificate	Le Cordon Bleu Patisserie and Baking	55	43	80.51 %	72.00 %	79.00 %	<b>33.33</b> %

383

- \* None of the four programs were reviewed as all are accredited by The Accrediting Commission of the American Culinary Federation Education Foundation through June 30, 2017.

## INTRODUCTION

Le Cordon Bleu College of Culinary Arts, Minneapolis/St. Paul campus (MSP) has been in existence since 1999. It began when Brown College in Mendota Heights began by offering a Le Cordon Bleu Culinary program, the first in North America. It was initially a certificate program and expanded to associate's degree programs in culinary arts in 2002 and patisserie and baking in 2003. Brown College offered these programs through January, 2005 when it transferred the programs to the current campus of Le Cordon Bleu.

The campus in MSP is one of Le Cordon Bleu's 12 campuses in North America and 30 in the world. It serves the Twin Cities area with its metropolitan area population of nearly 4,000,000. The student population on campus is 53% female and 47% male. Of the student body, 76% are listed as Caucasian with an age range of 18 to 60. The majority of students range from 20 to 29 years of age. Among the students, 72% are in the culinary arts programs; 28% in the patisserie and baking programs.

The campus has had good retention rates and less than desirable placement rates in 2012 and 2013. It has also experienced a tremendous drop in enrollment over the past two years to about half of what it was in 2012.

An unusual aspect of the visit was viewing an atypical leadership structure which is in place at some Le Cordon Bleu campuses and is planned to be in place system wide. The structure is that of a market president, rather than a campus president. For example, the Northwest area market consisting of the Seattle, Washington and Portland, Oregon locations has a single president housed on the Portland campus, with a director only on the Seattle campus. The plan for the MSP campus is to be part of the Chicago market, with the market president on that



Chicago campus and a director only on the MSP campus. The MSP campus had only an interim director at the time of the visit, not a campus president. The interim director had been in place for only four weeks at the time of the visit and was also serving in the role of director of admissions. In the judgment of the team, while this dual role is not ideal, it works for the campus in this time of transition, particularly in light of the very effective leadership team that is in place on the campus and the single focus of its programs.

The team experienced a very positive visit in a beautiful facility with excellent food. There are no areas of non-compliance reported by the team.

## 1. MISSION

- 1.01 Give the page number in the campus catalog on which the mission statement can be found.  
The mission statement is found on page 6 of the Le Cordon Bleu College of Culinary Arts 2014-2015 Catalog.
- 1.02 Does the campus have an appropriate mission statement with a set of supporting objectives?  
 Yes     No
- 1.03 Are the objectives devoted substantially to career-related education?  
 Yes     No
- 1.04 Are the objectives reasonable for the following?  
(a) The programs of instruction  
 Yes     No  
(b) The modes of delivery.  
 Yes     No  
(c) The facilities of the campus.  
 Yes     No
- 1.05 Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public?  
 Yes     No
- 1.06 Is the campus committed to successful implementation of its mission?  
 Yes     No
- 1.07 Does the campus have a current Campus Effectiveness Plan (CEP)?  
 Yes     No
- 1.08 If the campus is an additional location, does the additional location have its own CEP, separate from the main campus IEP?  
 Yes     No     Not Applicable
- 1.09 Does the CEP describe the following?  
(a) The characteristics of the programs offered.  
 Yes     No  
(b) The characteristics of the student population.

Yes     No

(c) The types of data that will be used for assessment.

Yes     No

(d) Specific goals to improve the educational processes.

Yes     No

(e) Expected outcomes of the plans.

Yes     No

1.10 Are the following five required elements evaluated in the CEP?

(a) Student retention.

Yes     No

(b) Student placement.

Yes     No     Not Applicable (new additional location only)

(c) Level of graduate satisfaction.

Yes     No     Not Applicable (new additional location only)

(d) Level of employer satisfaction.

Yes     No     Not Applicable (new additional location only)

(e) Student learning outcomes.

Yes     No

1.11 Define the student learning outcomes used by the campus and how these outcomes are being assessed. Stated learning outcome used by the campus and reported in the CEP include course final grades and SAP. The baseline for acceptable course final grades is for fewer than 10% of final grades to be D or F. The baseline for SAP is for SAP early warning students to be less than 3% of the student population.

1.12 Are the following identified and described in the CEP?

(a) The baseline data for each outcome.

Yes     No     Not Applicable

(b) The data used by the campus to assess each outcome.

Yes     No     Not Applicable

(c) How the data was collected.

Yes     No     Not Applicable

(d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.

Yes     No     Not Applicable

1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?

Yes     No     Not Applicable (new additional location or initial applicant only)

1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals?

Yes     No     Not Applicable (new additional location only)

1.15 Describe the specific activities that the campus will undertake to meet these goals.

To meet placement goals, the campus is undertaking several activities. Three key activities are the following: increase instructor involvement in preparing students for the job market in terms of both technical and soft skills; increase the role of the advisory board in finding job openings; stress the role of career services in the placement process to students.

To meet retention goals, the campus is undertaking several activities. Three key activities are the following: increase teaching methodology presentations as part of in-service education for the faculty; emphasize the process of keeping all staff members engaged with students; having the admissions counselors follow-up on students from day one.

1.16 Does the campus have documentation to show the following?

(a) That the CEP has been implemented.

Yes  No

(b) That specific activities listed in the plan have been completed.

Yes  No

(c) That periodic progress reports have been completed.

Yes  No

1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee.

The senior leadership team on the campus meets weekly to review the CEP and to monitor its effectiveness. The members of this leadership team are: the director of admissions, the director of education, the business operations manager, the director of career services, the lead instructor, and the facilities and procurement manager. The leader of the team is the campus director, Mr. David Peterson, currently serving in an interim role as campus director. Mr. Peterson's nine-year term at the MSP campus has given him the experiential background for leadership of the CEP group.

1.18 Does the campus have documentation to show that the CEP is evaluated at least annually?

Yes  No  Not Applicable (new additional location or initial applicant only)

#### COMMENDATIONS:

The CEP is a well thought out and well written document. The CEP committee members should be commended for their efforts.

## 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. David Peterson is responsible for the financial oversight of the campus. He holds the title of interim director, a position that he has held for only four weeks. He has been with Le Cordon Bleu since 2005, working in the admissions area and has been the director of admissions on the MSP campus since 2008. Due to the sudden departure of the campus president, Mr. Peterson was appointed as interim director of the MSP campus. Mr. Peterson earned a bachelor's degree in biology and chemistry from the University of Wisconsin - Superior. His experience working with the MSP campus is the basis for his serving in the interim director role. He is qualified to serve in this role.

### 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. David Peterson is the on-site administrator. As previously stated, he holds the title of interim director, a position that he has held for only four weeks. He has been with Le Cordon Bleu since 2005, working in the

admissions area and has been the director of admissions on the MSP campus since 2008. Due to the sudden departure of the campus president, Mr. Peterson was appointed as interim director while also maintaining the position of director of admissions. This is a temporary situation with documentation reviewed by the team to show that the search is on for a market president who will have responsibility for leadership of the MSP campus. Mr. Peterson earned a bachelor's degree in biology and chemistry from the University of Wisconsin - Superior. His experience working with the MSP campus is the basis for his serving in the interim director role. He is qualified to serve in this role at this transition time.

- 3.04 Does the campus list degrees of staff members in the catalog?  
 Yes     No
- 3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations?
- (a) Financial aid activities.  
 Yes     No     Not Applicable (campus does not participate in financial aid)
- (b) Admissions.  
 Yes     No
- (c) Curriculum.  
 Yes     No
- (d) Accreditation and licensure.  
 Yes     No
- (e) Guidance.  
 Yes     No
- (f) Instructional resources.  
 Yes     No
- (g) Supplies and equipment.  
 Yes     No
- (h) The school plant.  
 Yes     No
- (i) Faculty and staff.  
 Yes     No
- (j) Student activities.  
 Yes     No
- (k) Student personnel.  
 Yes     No
- 3.06 Does the campus admit ability-to-benefit students?  
 Yes     No (*Skip to Question 3.11.*)
- 3.11 Do student files contain evidence of graduation from high school or the equivalent?  
 Yes     No
- 3.12 Are appropriate transcripts maintained for all students?  
 Yes     No

- 3.13 Is the grading system fully explained on the transcript, and is it consistent with the grading system that appears in the campus catalog?  
 Yes     No
- 3.14 Are student records protected from theft, fire, water damage, or other possible loss?  
 Yes     No
- 3.15 Does the campus maintain transcripts for all students indefinitely?  
 Yes     No
- 3.16 Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?  
 Yes     No

#### 4. RELATIONS WITH STUDENTS

- 4.01 How many student files were reviewed during the evaluation?  
While on site, the team reviewed 43 academic files for students categorized as active, graduated, and withdrawn. In addition, eight financial aid files were reviewed.
- 4.02 Does the campus ensure that its student relations reflect high ethical standards?  
 Yes     No
- 4.03 Does the campus have appropriate admissions criteria?  
 Yes     No
- 4.04 Does the campus contract with third parties for admissions and recruiting purposes?  
 Yes     No
- 4.05 Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?  
 Yes     No
- 4.06 Does the admissions policy conform to the campus's mission?  
 Yes     No
- 4.07 Is the admissions policy publicly stated?  
 Yes     No
- 4.08 Is the admissions policy administered as written?  
 Yes     No
- 4.09 Does the campus use an enrollment agreement for each enrolled student that :  
(a) Clearly outlines the financial obligations of both the institution and the student?  
 Yes     No

(b) Outlines all program related tuition and fees?

Yes  No

(c) Has a signature of the student and the appropriate school representative?

Yes  No

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

Yes  No

4.10 Who is responsible for the oversight of student recruitment at the campus and what are this person's qualifications?

Mr. David Peterson, senior director of admissions, is responsible for oversight of student recruitment at the campus. As stated, he holds a bachelor's degree in biology from the University of Wisconsin - Superior. He has been employed in admissions at Le Cordon Bleu since 2005.

4.11 How is the team able to verify that the recruiting process for new students is ethical and compatible with the educational objectives for the campus?

By interviewing admission staff members, reviewing material in the catalog, and examining student files, the team found the recruiting process to be ethical and compatible with the educational objectives for the campus.

4.12 Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following?

(a) Courses and programs.

Yes  No

(b) Services.

Yes  No

(c) Tuition.

Yes  No

(d) Terms.

Yes  No

(e) Operating policies.

Yes  No

4.13 Does the campus use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity?

Yes  No

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

Yes  No

4.15 Are the titles of recruitment and enrollment personnel appropriate?

Yes  No

4.16 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?

Yes  No  Not Applicable (campus does not participate in financial aid)

- 4.17 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?  
 Yes     No
- 4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?  
 Yes     No
- 4.19 Is there evidence that the campus properly awards transfer of credit?  
 Yes     No     Not Applicable
- 4.20 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus?  
 Yes     No
- 4.21 Has the campus established articulation agreements with other institutions?  
 Yes     No (*Skip to question 4.23 for Master's Degree Programs or 4.24 for all programs*)
- 4.24 Is the standards of satisfactory academic progress policy published in the catalog?  
 Yes     No

If *Yes*, state the page number(s) where the standards of satisfactory academic progress policy is published?  
 The standards of Satisfactory Academic Progress (SAP) are published on pages 77-80 in the current Le Cordon Bleu catalog and in a catalog addendum dated June 3, 2014.

- 4.25 Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following?
- (a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length.  
 Yes     No
- (b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame.  
 Yes     No
- (c) Procedures for re-establishing satisfactory academic progress.  
 Yes     No
- (d) A definition of the effects of the following on the CGPA and successful course-completion percentage:
- Withdrawals.  
 Yes     No
- Incomplete grades.  
 Yes     No
- Repeated courses.  
 Yes     No
- Non-punitive grades.  
 Yes     No     Not Applicable (campus does not offer)
- Non-credit or remedial courses.  
 Yes     No     Not Applicable (campus does not offer)



A warning status.

Yes  No  Not Applicable (campus does not use)

A probationary period.

Yes  No

An appeal process.

Yes  No

An extended-enrollment status.

Yes  No  Not Applicable (campus does not offer)

The effect when a student changes programs.

Yes  No  Not Applicable (campus only offers one program of study)

The effect when a student seeks to earn an additional credential.

Yes  No  Not Applicable (campus only offers one credential)

The implications of transfer credit.

Yes  No

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

Yes  No

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

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

4.28 Is SAP evaluated at the end of each academic year or at 50 percent of the normal program length if the program is one academic year in length or shorter?

Yes  No

4.29 Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent?

Yes  No  Not Applicable (all programs are one year or less)

4.30 Are students who are not making satisfactory academic progress at the end of the second year dismissed?

Yes  No  Not Applicable (all programs are less than two years)

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

Yes  No

4.32 Are students allowed to remain on financial aid while under warning status?

Yes  No  Not Applicable (campus does not participate in financial aid)

4.33 Are students whose appeals are granted due to mitigating circumstances placed on probation, eligibility for financial aid reinstated and considered to be making satisfactory academic progress?

Yes  No

4.34 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances)?

Yes  No  Not Applicable (campus does not have extended enrollment and/or does not participate in financial aid)

- 4.35 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?  
 Yes     No     Not Applicable (campus does not have extended enrollment)
- 4.36 For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived?  
 Yes     No     Not Applicable (there is no such student)
- 4.37 Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?  
 Yes     No
- 4.38 Who is responsible for the administration of satisfactory academic progress, and what are this person's qualifications?  
 Ms. Cindy Kidwell, associate registrar, shares responsibility for administration of SAP with the director of education, Chef Steven Shapley. Ms. Thompson holds a bachelor's degree in business administration from Saint Mary's University in Winona, Minnesota. She began work at Le Cordon Bleu in 2008 after working for five years in enrollment services at a local community college. Chef Steven Shapley, director of education, also is responsible for monitoring SAP and for managing services to assist students experiencing academic difficulty. He holds a bachelor's degree in English from Ottawa University in Ottawa, Kansas, and a master's degree in management from the College of Saint Scholastica in Duluth, Minnesota. Mr. Shapley has worked at Le Cordon Bleu since 2003 and assumed his current position in January 2013, after serving as a chef instructor and lead instructor. Prior to beginning his career in culinary education, he worked 15 years in the culinary industry.
- 4.39 Does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?  
 Yes     No
- 4.40 Does the campus finance any of the following? (Mark all that apply.)  
 (a)  Scholarships.  
 (b)  Grants.  
 (c)  Loans.  
 (d)  The campus does not offer scholarships, grants, and/or loans. (*Skip to Question 4.42.*)
- If Yes for any item, does the campus properly identify all scholarship, grant, and loan programs?  
 Yes     No
- 4.41 Does the campus fully disclose the terms, conditions, and application procedures regarding campus loan, scholarship and grant programs in its catalog?  
 Yes     No
- 4.42 Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?  
 Yes     No

4.43 Are tuition and fees clearly stated in the catalog?

Yes  No

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

Yes  No  Not Applicable

4.44 Do the financial records of students clearly show the following?

(a) Charges.

Yes  No

(b) Dates for the posting of tuition.

Yes  No

(c) Fees.

Yes  No

(d) Other charges.

Yes  No

(e) Payments.

Yes  No

(f) Dates of payment.

Yes  No

(g) The balance after each transaction.

Yes  No

4.45 Is the effective date listed on announcements of changes in tuition and fees?

Yes  No  Not Applicable (campus has not changed tuition or fees)

4.46 Is the campus' refund policy published in the catalog?

Yes  No

4.47 Is the refund policy fair, equitable, and applicable to all students?

Yes  No

4.48 Is the campus following its stated refund policy?

Yes  No

4.49 Does the campus participate in Title IV financial aid?

Yes  No (Skip to question 4.57)

4.50 Who is responsible on-site for administering student financial aid, and what are this person's qualifications?

Ms. Amber Ganyaw, business operations manager, is responsible for managing financial functions including Title IV student aid. While this does include administration of Minnesota State Grants, she does not supervise the typical Title IV financial aid functions. In fact, the administration of financial aid, including the original and renewal application processes, counseling on repayment, and refunds, is managed from the Chicago-based corporate location employing cyber links to computer workstations located in the business office area. Ms. Ganyaw has worked at Le Cordon Bleu for eleven years in positions including tuition planner and student finance representative prior to her present position.

- 4.51 Is the person who determines the amount of student awards *not* also responsible for disbursing those awards?  
 Yes     No
- 4.52 Are final student financial aid award determinations made by administrative individuals who are *not* responsible for recruitment?  
 Yes     No
- 4.53 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?  
 Yes     No
- 4.54 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).  
 The financial aid office provides regular training for advisors as they begin employment and continues to provide updates through web-based training hosted by corporate financial aid specialists. Weekly corporate conference calls, email updates, and attendance at conferences further assist the financial aid staff to stay current with regulation and policy changes.
- 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 provides tutorial services as part of the learning resources program. Also, the career services office provides assistance with resume and cover letter development as part of their support of the job application process. Faculty members, the director of education, the associate registrar, and members of the administrative team provide academic, personal, and career counseling.
- 4.59 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates?  
 Yes     No     Not Applicable
- 4.60 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?  
 Ms. Kianna Ramos, director of career services , is responsible for the oversight of counseling students on employment opportunities. She holds a bachelor's degree in community health education from the University of Minnesota in Duluth, and a master's degree in education from the University of Minnesota in

St. Paul. Before joining Le Cordon Bleu in her current position, in 2007, she worked as a public school culinary instructor for three years and in public health education positions for six years.

- 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 663.  
 The ending enrollment reported on the previous year's CAR is 663.
- 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.  
 During entrance and exit interviews students are counseled concerning their student loan repayment obligations. Financial aid counselors also provide students with access to a financial aid portal which includes modules on managing finances, loan repayment, and other general financial information.
- 4.67 Describe the extracurricular activities of the campus (if applicable).  
 The career services, admissions, and student services offices host extracurricular activities such as pancake feeds, ice cream socials, culinary competitions, and student council led fundraisers. In addition, participation in student clubs and organizations, such as baking and pastry club, veterans' club, and student council, is encouraged.

## 5. EDUCATIONAL ACTIVITIES

- 5.01 Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?  
 Yes     No
- 5.02 Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications?  
 Chef Steven Shapley is the director of education on the MSP campus of Le Cordon Bleu and is the person who is responsible for overseeing the educational activities of all programs on the campus. He has been with the campus since 2003 and has served in the director of education role since 2007. He also has significant experience in the culinary field. Mr. Shapley earned a bachelor's degree in English from Ottawa University in Ottawa, Kansas and a master's degree in management from the College of St. Scholastica in Duluth, Minnesota. He is also a Certified Culinary Educator and an Approved Certification Evaluator, both certifications received from the American Culinary Federation. He is well qualified for the position of director of education.

- 5.03 Does this person have appropriate academic or experiential qualifications?  
 Yes     No
- 5.04 Describe how the campus makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.  
 There is only a single program administrator on the MSP campus, Chef Dennis Cowen. Chef Cowen is given authority to carry out his duties by the director of education, duties that range from observing instructors to organizing tutoring for students in need to being sure that the curriculum is current. He is given a reduced load in order to carry out his duties, a load reduction at times to the point of teaching no classes at all during some quarters.
- 5.05 Is the time devoted to the administration of the educational programs sufficient?  
 Yes     No
- 5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?  
 Yes     No
- 5.07 Does the policy, at a minimum, address the role of the faculty in the following areas?  
 (a) Development of the educational program.  
 Yes     No  
 (b) Selection of course materials, instructional equipment and other educational resources.  
 Yes     No  
 (c) Systematic evaluation and revision of the curriculum.  
 Yes     No  
 (d) Assessment of student learning outcomes.  
 Yes     No  
 (e) Planning for institutional effectiveness.  
 Yes     No
- 5.08 Is there evidence that this policy has been adopted and faculty members are aware of it?  
 Yes     No
- 5.09 Does the campus have any programs that require specialized or programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved?  
 Yes     No (*Skip to question 5.10*)
- 5.10 Does the campus have any programs with current specialized or programmatic accreditation?  
 Yes     No (*Skip to question 5.14*)
- 5.11 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:  
 (a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 in length)?  
 Yes     No

(b) Student placement rate of 70 percent?

Yes  No

If *No*, does the campus provide one of the following:

A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?

Yes  No  Not Applicable

5.12 Was the team able to verify the backup documentation to support the placement rate for the program(s) that hold specialized accreditation as reported on the last Campus Accountability Report submitted to the Council?

Yes  No  Not Applicable

How many calls to employers or graduates were attempted?

The following numbers of calls were attempted by program:

Academic associate's degree program in culinary arts: 9

Certificate program in culinary arts: 22

Academic associate's degree program in patisserie and baking: 12

Certificate program in patisserie and baking: 13

How many calls to employers or graduates were successful?

The following numbers of calls were successful by program:

Academic associate's degree program in culinary arts: 5

Certificate program in culinary arts: 6

Academic associate's degree program in patisserie and baking: 2

Certificate program in patisserie and baking: 3

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? .

All successful calls confirmed the placement of the graduates as reported on the 2013 CAR.

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

Yes  No  Not Applicable

5.14 Are the educational programs consistent with the campus' mission and the needs of its students?

Yes  No

5.15 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?

Yes  No

5.16 What provisions are made for individual differences among students?

Provisions for individual differences among students fall into two categories. The first is in the area of learning and other disabilities. The campus makes appropriate accommodations to comply with federal regulations in this area. The second is in recognizing differences in learning styles among students. This

area is accomplished by direct encouragement of faculty to employ a variety of teaching styles in order to reach students with diverse learning styles.

- 5.17 Describe the system in place to evaluate, revise, and make changes to the curriculum.  
Curriculum evaluation, revision, and change can come from faculty, academic and other administration, and advisory committee members. Most changes flow to the director of education who forwards items deemed necessary to change to the corporate level. If corporate curriculum planners do agree to the changes, they are then implemented at the campus level.
- 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, sign-in sheets, and materials for in-service sessions were viewed by the team.
- 5.29 Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans?  
 Yes     No
- 5.30 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?  
 Yes     No
- 5.31 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?  
 Yes     No
- 5.32 Does the institution utilize contracts and/or agreements with other institutions or entities?  
 Yes     No
- 5.35 Are instructors teaching general education courses assigned in keeping with the minimum requirements as stated in the *Accreditation Criteria*?  
 Yes     No
- 5.36 Does the program include a minimum of 15 semester, 22.5 quarter hours, or their equivalent in general education courses?  
 Yes     No
- 5.37 Do the programs' general education courses meet Council standards in that the courses place emphasis on principles and theory not on practical applications associated with a particular occupation?

Yes       No

5.38 Are at least one-half of all courses that are part of each associate's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?

Yes       No

#### COMMENDATIONS:

The campus is to be commended for a very strong and versatile program of in-service training. Such training is ongoing, with sessions at the end of each academic cycle during the year. The faculty as a whole are a very well motivated group who are dedicated to the academic and personal success of their students.

#### 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 Le Cordon Bleu College of Culinary Arts facility occupies 70,000 square feet of space in a stand alone building. The campus is located in an office park in Mendota Heights, Minnesota, a suburb of the Minneapolis/St. Paul metropolitan area, near the international airport. The facility has ample lit parking to accommodate students, faculty and staff. The facility has a learning resource center which has multiple computers for student access to the virtual library collection. In addition there are: seven lecture classrooms, ten kitchen and demo classrooms, a mock restaurant, a food storage and intake facility, and administrative offices. In addition to culinary items, the classrooms are equipped with overhead projection equipment. The campus is clean, pleasant and well equipped to serve the culinary programs.

6.02 Does the campus utilize any additional space locations?

Yes       No

6.03 Does the campus utilize campus additions?

Yes       No

6.04 Are all facilities (including additional space and campus additions) appropriate for the size of the student population and the programs offered?

Yes       No

6.05 Are the following appropriate to support the student population and the programs offered at all locations (including additional space and campus additions)?

(a) Equipment

Yes       No

(b) Instructional tools

Yes       No

(c) Machinery

Yes       No

6.06 Is there evidence on file to show that all campus facilities are in compliance with fire, safety, and sanitation regulations?

Yes       No       Not Applicable

## 7. PUBLICATIONS

- 7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?  
The team reviewed the Le Cordon Bleu College of Culinary Arts 2014-2015 Catalog and addendum dated June 3, 2014.
- 7.02 Does the self-study or additional location application part II accurately portray the campus?  
 Yes  No
- 7.03 Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students?  
 Yes  No
- 7.04 Does the catalog contain the following items?
- (a) A table of contents and/or an index.  
 Yes  No
- (b) An indication of the year or years for which the catalog is effective on the front page or cover page.  
 Yes  No
- (c) The names and titles of the administrators.  
 Yes  No
- (d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation.  
 Yes  No
- (e) A statement of accreditation  
 Yes  No  Not Applicable (initial applicant)
- (f) A mission statement.  
 Yes  No
- (g) A listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the area of teaching specialization.  
 Yes  No
- (h) An academic calendar.  
 Yes  No
- (i) A full disclosure of the admission requirements.  
 Yes  No
- (j) A statement for each curriculum offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the credit or clock hours awarded; the total credit or clock hours required to complete the curriculum; any necessary requirements for certification, licensing, or registration needed to work in the field; and any additional requirements that must be met to complete the curriculum.  
 Yes  No
- (k) A description of each course offered that includes the identifying number, title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites.  
 Yes  No
- (l) An explanation of the grading system that is consistent with the one that appears on the student transcript.  
 Yes  No
- (m) A definition of the unit of credit.

Yes     No     Not Applicable (The campus does not award credit)

(n) A complete explanation of the standards of satisfactory academic progress.

Yes     No

(o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each.

Yes     No

(p) The transfer of credit policy.

Yes     No

(q) A statement of the tuition, fees, and any other charges.

Yes     No

(r) A complete and accurate listing of all scholarships, grants, and/or loans offered.

Yes     No     Not Applicable (no scholarships, grants, or loans offered)

(s) The refund policy.

Yes     No

(t) A statement describing the student services offered.

Yes     No

(u) A student grievance policy that includes the name and address of ACICS (may be in the student handbook instead of catalog).

Yes     No     Not Applicable (initial applicants only)

7.05 Does the campus offer degree programs?

Yes     No

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

(c) Identification of courses that satisfy the concentration requirements (for academic associate's and bachelor's degrees only).

Yes     No

7.06 Does the campus offer courses and/or programs via distance education?

Yes     No (Skip to Question 7.07.)

7.07 Does the catalog contain an addendum/supplement?

Yes     No (Skip to Question 7.08.)

(a) Is the catalog updated at an appropriate interval (the addendum/supplement should not be used as a substitute for meeting this expectation)?

Yes     No

(b) Does the addendum supplement include the school name, location, and effective date for the entire document (or for individual sections if effective dates vary)?

Yes     No

(c) Do students receive a copy of the addendum/supplement with the catalog?

Yes  No

7.08 Is the catalog available online?

Yes  No (*Skip to Question 7.09.*)

7.09 Does the campus utilize a multiple-school catalog?

Yes  No (*Skip to Question 7.10.*)

If Yes, answer the following:

(a) Are all campuses using the same catalog of common ownership?

Yes  No

(b) Are all photographs utilized properly labeled to identify the location depicted?

Yes  No

(c) Are faculty and staff listings properly identified with respect to the campus to which they belong?

Yes  No

7.10 Is all advertising and promotional literature, through any type of media (social media, website, newspapers, etc.), truthful and dignified?

Yes  No

7.11 Is the correct name of the campus listed in all advertising, web postings and promotional literature?

Yes  No

7.12 Where does the campus advertise (publications, online, etc.)?

The campus advertises via radio spots, various print publications, social media, and the campus website.

Are all print and electronic advertisements under acceptable headings?

Yes  No

7.13 Does the campus use endorsements, commendations, or recommendations in its advertising?

Yes  No (*Skip to Question 7.14.*)

7.14 Does the campus utilize services funded by third parties?

Yes  No (*Skip to Question 7.15.*)

7.15 Does the campus avoid offering monetary incentives to attract students and avoid making guarantees for job placement or salary for graduates?

Yes  No

7.16 Is the phrase “for those who qualify” properly used in all advertising that references financial aid?

Yes  No  Not Applicable (campus does not participate in financial aid)

7.17 What institutional performance information does the campus routinely provide to the public?

The institutional performance data that are published are on time completion rates, graduation rates, median student loan debt, and placement rates.

Where is this information published and how frequently is this information being updated?  
This information is published on the institutional website and updated annually.

## 8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

- 8.01 Does the campus develop an adequate base of library resources?  
 Yes  No
- 8.02 Does the campus ensure access of library resources to all faculty and students, including students at nonmain campuses?  
 Yes  No
- 8.03 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?  
 Yes  No
- 8.04 Are adequate staff provided to support the development, organization of the collection, and access of library resources?  
 Yes  No
- 8.05 Describe how the campus develops continuous assessment strategies for resources and information services?  
A data collection template is utilized monthly to organize data concerning campus utilization of resources, including log in to all digital resources, email and chat utilization, and physical check-out statistics. The data are analyzed by corporate library staff and provided to campus personnel.
- Are these methods appropriate?  
 Yes  No
- 8.06 Is the library staff adequately trained to support the library?  
 Yes  No
- 8.07 Is the campus' established annual budget appropriate to the size and scope of the campus and the programs offered, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?  
 Yes  No
- 8.08 What is the amount of the current year's library budget excluding personnel allocations?  
The current year's library budget is: \$ 8,675.00.
- 8.09 What portion of the current year's library budget has been spent and how has the money been allocated?  
At the time of the visit \$ 7,398.00, 85 percent of the annual library budget, had been expended for cyber library resources, books, and periodicals.
- 8.10 Is there evidence that the faculty have major involvement in the selection of library resources?  
 Yes  No
- 8.11 Are the library hours adequate to accommodate the needs of all students?

Yes       No

- 8.12 Describe how the faculty inspire, motivate, and direct student usage of the library resources?  
Faculty members receive training from the regional librarian regarding methods for teaching students to utilize research guides which have been developed for assignments included in course syllabi. In addition, online accessed classroom training is available to introduce students to resources and research methods.

Are these methods appropriate?

Yes       No

- 8.13 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?

Yes       No

- 8.14 Are records of physical and/or online resources and circulation accurate and up to date?

Yes       No

- 8.15 If interlibrary agreements are in effect, are the provisions appropriate, do they ensure practical use and accessibility to the students, and is evidence of student use documented?

Yes       No       Not Applicable (no interlibrary agreements)

- 8.16 Describe any full-text online collections available to students.

The resource center offers students access to the following full-text online collections:

1. Academic Search Premier – A database that contains over 50 full-text journals in culinary and hospitality. In addition, this database covers over 4,600 multi-disciplinary and peer-reviewed journals.
2. Culinary Arts Collection – A full-text database of over 250 cooking and nutrition publications, including recipes, restaurant reviews, and current industry and career news.
3. Hospitality & Tourism Complete – A database of more than 828,000 records concerning hospitality and tourism subjects, including articles about industry trends, case studies and culinary recipes from over 490 full-text publications.
4. EbscoHost eBook Collection – A collection of 2,748 full-text electronic books (over 240 of which are culinary) that includes the Project Gutenberg collection of 3,400 public domain books.
5. Credo Reference – An online reference resource, this collection provides access to over 600 full-text encyclopedias, dictionaries and reference books from leading publishers
6. Food Science Source - Full-text coverage of more than 1,400 publications, including journals, monographs, magazines, and trade publications, all pertaining to food industry-related issues. More than 1,000 food industry and market reports are also included.
7. MasterFILE Premier – A scholarly, multi-disciplinary database that includes over 2,000 full-text journals concerning business, health, education, hospitality and culinary arts.
8. Proquest Newsstand – An online gateway to over 850 international, national and regional newspapers, including 575 full-text titles, regarding current news events.
9. Opposing Viewpoints Resource Center – A full-text database featuring pro and con viewpoint articles, magazine articles, academic journals, newspapers, primary source documents, statistics, and multimedia about today's social issues and contemporary challenges.
10. Safari Tech Books – A selection of over 7,000 electronic books about technology, computer programming and business.

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

8.19 Who is the on-site librarian, what are this person's qualifications, and what are his or her hours on-site?

Ms. Laura A. Rice, regional director of library services, is the librarian. She holds a master's degree in library and information sciences from Dominican University in River Forest, Illinois. Ms. Rice has served in library positions for three years with Career Education Corporation and Le Cordon Bleu. For 26 years prior to that she held positions in human resources, contract sales, design, and technology for businesses and schools. While Ms. Rice does not spend time on-site, she is available for phone calls all business days from 8:00 am until 5:00 pm and can be contacted through email. Corporate librarians are available to students through email, messaging, and online chat from 9:00 am until 9:00 pm seven days a week. Adobe Breeze is used to provide classroom presentations and training to work-study students who serve as the campus library staff.

Does this individual:

(a) Supervise and manage the library and instructional resources?

Yes  No

(b) Facilitate the integration of instructional resources into all phases of the campus's curricular and educational offerings?

Yes  No

(c) Assist students in the use of instructional resources?

Yes  No

8.20 Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources?

Yes  No

8.21 Have library staff transcripts from campuses not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators (AICE) to determine the equivalency of the degrees to degrees awarded by campuses in the United States?

Yes  No  Not Applicable (staff do not hold foreign credentials)

8.22 Is documentation on file to reflect the librarian's participation in professional growth activities?

Yes  No

8.23 Are the hours the library is open adequate to accommodate the needs of all students?

Yes  No

8.24 Does the library make available appropriate reference, research, and information resources to provide basic support for curricular and educational offerings and to enhance student learning?



Yes       No

8.25 Are appropriate reference materials and periodicals available for all programs offered?

Yes       No

8.26 Are the instructional resources organized for easy access, usage, and preservation?

Yes       No

8.27 Is there a current inventory of instructional resources?

Yes       No

8.28 Does the campus have appropriate and sufficient instructional resources, equipment, and materials to meet its educational program objectives and the needs of its students?

Yes       No

## SUMMARY

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

There are no areas of non-compliance.

## 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*):

### Mission:

That the campus specify in writing the additional student learning outcomes that are in use. While only two are listed in the CEP, several more are actually used, such as externship evaluation of specific culinary skills.

### Relations with Students:

That job descriptions for management of financial aid be revised to reflect the utilization of the remote system in which students communicate directly with staff in Chicago appears to remove financial aid supervision from the campus responsibility sphere. Since this arrangement seems to serve students well and to meet Title IV regulations, the team advises that this operation be clarified by presentation as a corporate or regional function, similar to management of library services, under the direction of an individual who meets all of the Title IV job qualifications and is responsible for management of all student financial aid functions.

### Educational Activities:

That the campus consider offering financial support to faculty for attending and participating in outside professional activities.

That a systematic approach to faculty development plans needs to be developed to ensure that all that faculty do is recorded and documented. Timing of the review of these plans needs to be considered; perhaps a faculty member's plan can be reviewed and a new one designed at the time of his or her annual evaluation.

#### Educational Facilities:

That students be equipped with the following tools in addition to those already made available in their tool kits: whisk, scissors, rolling pin, and peeler. All are necessary tools of the trade.

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 programs.

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

Yes 80  
No 57

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

Yes 35  
No 16  
N/A 86

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

Yes 125  
No 12

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

Yes 129  
No 8

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

Yes 126  
No 11

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

Yes 127  
No 10

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

Yes 127  
No 10

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

Yes 130  
No 7

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

Yes 26  
No 111

B.01. Do you receive federal financial aid?

Yes 125  
No 12

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

Yes 114  
No 9  
N/A 14

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

Yes 134  
No 3

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

Yes 124  
No 13

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

Yes 133  
No 4

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

Yes 97  
No 9  
N/A 31

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

Agree 100  
Disagree 11  
Neutral 26

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

Agree 101  
Disagree 6  
Neutral 30

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**From:** Chad Hartman <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/13CBF506F84340D4B56AA05824F71116-CHARTMAN>  
**Sent:** 9/23/2014 12:10:03 PM -0400  
**To:** Visit Reports <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/2e42b0538ac544a38cd8dc1efe1a14f7-visitreports>  
**Subject:** 00048561 first edit Le Cordon Bleu - Miami consolidated report  
**Attachments:** Le Cordon Bleu - Miami consolidated report.doc



## NEW GRANT VISIT REPORT

**LE CORDON BLEU COLLEGE OF CULINARY ARTS**  
**3221 Enterprise Way**  
**Miramar, FL 33025**  
**ACICS ID Code: 00048561**

Mr. Kevin Miles Mitchell (mmitchell@miamiculinary.com)  
 acicsinfo@miami.chefs.edu

**MAIN CAMPUS**  
**Le Cordon Bleu College of Culinary Arts**  
**Scottsdale, AZ**  
**ACICS ID Code: 00048705**

**September 11-12, 2014**

Ms. Connie S. Adelman	Chair	Brown Mackie College	Cincinnati, OH
Dr. Darlene A. Minore	Student-Relations Specialist	Minore Educational Strategies, LLC	Bainbridge Island, WA
Dr. Burton S. Kaliski	Educational Activities, Library	Southern New Hampshire University	Harrisonburg, VA
Mr. Chad Hartman	Staff Representative	ACICS	Washington, DC

**PROGRAMS OFFERED BY  
LE CORDON BLEU COLLEGE OF CULINARY ARTS  
MIRAMAR, FLORIDA**

CREDENTIAL EARNED	ACICS CREDENTIAL	APPROVED PROGRAM TITLE	Clock Hrs.	Qtr. Hrs.	Enroll: Full- time	CAR Retention & Placement (%)			
						2013		2012	
						Ret.	Pla.	Ret.	Pla.
Associate in Science	Academic Associate's Degree	Le Cordon Bleu Culinary Arts***	1550	107	438	97	71	82.3	<b>63.3</b>
Associate in Science	Academic Associate's Degree	Le Cordon Bleu Patisserie and Baking***	1510	106	124	98	73	82.8	<b>52.1</b>
Diploma	Diploma	Le Cordon Bleu Culinary Arts***	940	55	79	82	70	81.1	<b>57</b>
Diploma	Diploma	Le Cordon Bleu Patisserie and Baking***	940	55	1	85	<b>64</b>	85.1	<b>29.8</b>
<b>TOTAL ENROLLMENT</b>					642				

*Notes:* Typed in bold are any retention rates below 65 percent (programs >1 year in length) or 70 percent (programs ≤ 1 year in length) and any placement rates below 70 percent.

\*\*\* Program(s) not reviewed because of specialized accreditation

## INTRODUCTION

In 1999, Le Cordon Bleu North America partnered with Career Education Corporation (“CEC”) to develop Le Cordon Bleu branded schools in the United States. In May 2004, Le Cordon Bleu College of Culinary Arts Miami opened its doors for the inaugural class to provide Le Cordon Bleu programs delivered in a comprehensive, challenging, and hands-on format. Since then, they have developed a solid reputation and the Miami culinary arts school graduates have been hired by some of the most prestigious and recognized companies in the industry. In November 2009, CEC’s Culinary Education Group (“CEG”) finalized a name change and the school name was changed to “Le Cordon Bleu College of Culinary Arts.”

Le Cordon Bleu College of Culinary Arts in Miami offers culinary students a hands-on education with faculty dedicated to providing students with the necessary skills, knowledge, support and guidance to pursue fulfilling career opportunities in the culinary arts and patisserie and baking.

The campus is located at 3221 Enterprise Way, Miramar, Florida in a professional corporate complex near the Florida Turnpike and is within 20 minutes from the heart of Miami and from downtown Ft. Lauderdale. The facility has 67,500 square feet with ample offices, classrooms, industry kitchens, computer lab and parking for students and staff. The campus also has security on grounds.

At the time of the visit there were 642 students enrolled. This campus offers academic associate's degrees in culinary arts and patisserie and baking. They also offer a diploma in culinary arts and patisserie and baking.

Based on the most recent data available to the team, the Campus Effectiveness Plan (CEP) reports the student population as 53 percent male and 47 percent female. The ethnicity of the student population is 9 percent Caucasian, 19 percent African American, 58 percent Hispanic, 1 percent American Indian or Alaska Native, 2 percent Asian, and 11 percent non-disclosed.

**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 found on page 6 of the 2014-2015 Le Cordon Bleu College of Culinary Arts catalog effective May 2014.
- 1.02 Does the campus have an appropriate mission statement with a set of supporting objectives?  
 Yes     No
- 1.03 Are the objectives devoted substantially to career-related education?  
 Yes     No
- 1.04 Are the objectives reasonable for the following?  
(a) The programs of instruction  
 Yes     No  
(b) The modes of delivery.  
 Yes     No  
(c) The facilities of the campus.  
 Yes     No
- 1.05 Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public?  
 Yes     No
- 1.06 Is the campus committed to successful implementation of its mission?  
 Yes     No

**CAMPUS EFFECTIVENESS**

- 1.07 Does the campus have a current Campus Effectiveness Plan (CEP)?  
 Yes     No
- 1.08 If the campus is a branch, does the branch have its own CEP, separate from the main campus IEP?  
 Yes     No     Not Applicable
- 1.09 Does the CEP describe the following?  
(a) The characteristics of the programs offered.  
 Yes     No  
(b) The characteristics of the student population.  
 Yes     No  
(c) The types of data that will be used for assessment.  
 Yes     No  
(d) Specific goals to improve the educational processes.  
 Yes     No  
(e) Expected outcomes of the plans.  
 Yes     No



1.10 Are the following five required elements evaluated in the CEP?

(a) Student retention.

Yes  No

(b) Student placement.

Yes  No  Not Applicable (new branch only)

(c) Level of graduate satisfaction.

Yes  No  Not Applicable (new branch only)

(d) Level of employer satisfaction.

Yes  No  Not Applicable (new branch only)

(e) Student learning outcomes.

Yes  No

1.11 Define the measurable student learning outcomes used by the campus and how these outcomes are being assessed. The campus CEP utilizes the following student learning outcomes: satisfactory academic progress at the completion of every term; grade distribution at the end of each module; and performance in Food Safety and Sanitation class during the student's first module on campus.

1.12 Are the following identified and described in the CEP?

(a) The baseline data for each outcome.

Yes  No  Not Applicable

(b) The data used by the campus to assess each outcome.

Yes  No  Not Applicable

(c) How the data was collected.

Yes  No  Not Applicable

(d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.

Yes  No  Not Applicable

1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?

Yes  No  Not Applicable (new branch or initial applicant only)

1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals?

Yes  No  Not Applicable (new branch only)

1.15 Describe the specific activities that the campus will undertake to meet these goals.

Specific activities with regard to retention include:

- schedule the best instructors in the first year classes;
- ensure general education classes use teaching techniques that are geared for a variety of learning styles and when possible have assignments that can be related to the program of study;
- enhance student engagement including an increase in students events and volunteer opportunities; and
- town hall meetings with the students.

Specific activities with regard to placement include:

- use of optimal resume;
- industry spotlight panel presentations;
- increase employer spotlights;
- create hot job packets which include job leads in the South Florida market; and
- develop an employment resource area for students to easily access employment resource materials.

1.16 Does the campus have documentation to show the following?

(a) That the CEP has been implemented.

Yes     No

(b) That specific activities listed in the plan have been completed.

Yes     No

(c) That periodic progress reports have been completed.

Yes     No

1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee.

The CEP committee consisting of: Mr. Lamar Farr, Florida market president, Chef Kevin Miles Mitchell, campus president and director of education, Ms. Melba Freeman, business office manager, Chef Larry Liptak, lead instructor, Chef Rassiel Gomez, lead instructor, Ms. Daniela Cortes, director of admissions, Ms. Denisse Ceara, director of career services, and Ms. Alicia Ramcharran-Black, associate registrar are responsible for implementing and monitoring the CEP.

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?  
**Chef Kevin Miles Mitchell, campus director and director of education, along with Mr. Lamar Farr, Florida market president are responsible for the financial oversight of the campus. Chef Mitchell holds a MEd from American Intercontinental University, bachelor's degree in history from Auburn University, and an associate's degree in culinary arts from The Culinary Institute of America. He also is a certified professional food manager and certified executive chef. Chef Mitchell began his employment at Le Cordon Bleu College of Culinary Arts in January 2005 as a chef instructor. In January 2008, he was promoted to the associate dean of culinary arts and in June 2008 to the dean of culinary arts. He was promoted to the director of education in August 2009 and then in March 2014 also became the campus director. Prior to his employment at Le Cordon Bleu College of Culinary Arts, he was a banquet chef at The Ritz-Carlton.**

Mr. Lamar Farr assists Chef Mitchell with the financial oversight of the campus. Mr. Farr holds an MBA from Baker College and a bachelor's degree in sociology from Coker College. He became employed with Le Cordon Bleu College of Culinary Arts in March 2014 as the Florida regional president, which includes the Miami and Orlando campuses. Prior to Mr. Farr's employment with Le Cordon Bleu College of Culinary Arts, he was a senior and regional vice president for another proprietary education system.

### 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

Neither the current on-site administrator nor the self-study coordinator attended an accreditation workshop within 18 months prior to the submission of the self-study. The previous campus president, Mr. Bob Kane, attended the ACICS workshop on May 21, 2013. Since the submission of the self-study, Mr. Larmar Farr, Florida market president, attended the renewal accreditation workshop on July 29, 2014.

- 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?  
 Chef Kevin Miles Mitchell, campus director and director of education is the on-site administrator of the campus. As previously stated, Chef Mitchell holds a MEd, bachelor's degree in history, and an associate's degree in culinary arts. He also is a certified professional food manager and certified executive chef. Chef Mitchell has nine years experience in proprietary education.

- 3.04 Does the campus list degrees of staff members in the catalog?  
 Yes     No

- 3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations?

(a) Financial aid activities.

- Yes     No     Not Applicable (campus does not participate in financial aid)

(b) Admissions.

- Yes     No

(c) Curriculum.

- Yes     No

(d) Accreditation and licensure.

- Yes     No

(e) Guidance.

- Yes     No

(f) Instructional resources.

- Yes     No

(g) Supplies and equipment.

- Yes     No

(h) The school plant.

- Yes     No

(i) Faculty and staff.

- Yes     No

(j) Student activities.

- Yes     No

Student personnel.

Yes  No

3.06 Does the campus admit ability-to-benefit students?

Yes  No (*Skip to Question 3.11.*)

3.11 Do student files contain evidence of graduation from high school or the equivalent?

Yes  No

3.12 Are appropriate transcripts maintained for all students?

Yes  No

3.13 Is the grading system fully explained on the transcript, and is it consistent with the grading system that appears in the campus catalog?

Yes  No

3.14 Are student records protected from theft, fire, water damage, or other possible loss?

Yes  No

3.15 Does the campus maintain transcripts for all students indefinitely?

Yes  No

3.16 Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?

Yes  No

#### GENERAL COMMENTS:

The team was impressed with the campus administration's professionalism and timely response to any request for additional materials during the visit. It was apparent that the campus faculty and staff have open communication in regards to students and the operation of the campus. It was wonderful to interact with the students and the chefs during the visit. The campus has a competition team that recently won the Florida state competition and will now go on to compete at the regional competition in February 2015. The team was able to interact with and see first hand the competition team's work. The ACICS evaluation team would like to thank the campus for their hospitality during the visit.

#### 4. RELATIONS WITH STUDENTS

4.01 How many student files were reviewed during the evaluation?

Thirty-eight files of matriculated, graduated, and withdrawn students were selected and reviewed during the evaluation. Files included evidence of application of the campus's transfer credit policy, students not making satisfactory academic progress, and refund calculations for withdrawn students.

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

Yes  No

- 4.03 Does the campus have appropriate admissions criteria?  
 Yes  No
- 4.04 Does the campus contract with third parties for admissions and recruiting purposes?  
 Yes  No
- 4.05 Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?  
 Yes  No
- 4.06 Does the admissions policy conform to the campus's mission?  
 Yes  No
- 4.07 Is the admissions policy publicly stated?  
 Yes  No
- 4.08 Is the admissions policy administered as written?  
 Yes  No
- 4.09 Does the campus use an enrollment agreement for each enrolled student that:  
 (a) Clearly outlines the financial obligations of both the institution and the student?  
 Yes  No  
 (b) Outlines all program related tuition and fees?  
 Yes  No  
 (c) Has a signature of the student and the appropriate school representative?  
 Yes  No
- Is there evidence that a copy of the agreement has been provided to the student?  
 Yes  No

- 4.10 Who is responsible for the oversight of student recruitment at the campus and what are this person's qualifications?  
 The director of admissions for Le Cordon Bleu College of Culinary Arts Miami is currently on a medical leave of absence. In the interim, Chef Kevin Miles Mitchell, campus director, is responsible for the oversight of student recruitment. As previously stated, Chef Mitchell holds a MEd degree in curriculum and instruction from American InterContinental University, a bachelor's degree in history from Auburn University, and an associate's degree in culinary arts from The Culinary Institute of America (New York). Chef Mitchell began his tenure with Le Cordon Bleu College of Culinary Arts Miami in 2005 as a chef instructor. He has also served as an associate dean of culinary arts, dean of culinary arts, and director of education.

Chef Mitchell is supported by Ms. Simeeka Ramdial, lead admissions representative. She assists Chef Mitchell with oversight in the recruitment. Miss Ramdial holds a bachelor's degree in business administration from American InterContinental University in business administration and marketing. She has worked in the admissions department for nine years. Ms. Ramdial worked in sales and customer relations for the four years prior to joining the admissions team.

- 4.11 Describe how the recruiting process for new students is compatible with the educational objectives for the campus?  
The lead admissions representative for the campus discussed in detail the recruitment procedures, shared admissions forms, training manuals and the supervision process for the admissions representatives. Based on this conversation and observation, the team was able to determine the recruiting process is ethical and compatible with the educational objectives for this campus.
- 4.12 Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following?
- (a) Courses and programs.  
 Yes     No
- (b) Services.  
 Yes     No
- (c) Tuition.  
 Yes     No
- (d) Terms.  
 Yes     No
- (e) Operating policies.  
 Yes     No
- 4.13 Does the campus use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity?  
 Yes     No
- 4.14 Does the state in which the campus operates require representatives to be licensed or registered?  
 Yes     No
- 4.15 Are the titles of recruitment and enrollment personnel appropriate?  
 Yes     No
- 4.16 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?  
 Yes     No     Not Applicable (campus does not participate in financial aid)
- 4.17 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?  
 Yes     No
- 4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?  
 Yes     No
- 4.19 Is there evidence that the campus properly awards transfer of credit?  
 Yes     No     Not Applicable
- 4.20 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus?  
 Yes     No

4.21 Has the campus established articulation agreements with other institutions?  
 Yes  No (*Skip to question 4.23 for Master's Degree Programs or 4.24 for all programs*)

4.24 Is the standards of satisfactory academic progress policy published in the catalog?  
 Yes  No

If *Yes*, state the page number(s) where the standards of satisfactory academic progress policy is published?

The standards of satisfactory academic progress (SAP) policy is published on pages 78-80 of the Le Cordon Bleu College of Culinary Arts multi-campus catalog for 2014-2015.

4.25 Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following?

(a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length.  
 Yes  No

(b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame.  
 Yes  No

(c) Procedures for re-establishing satisfactory academic progress.  
 Yes  No

(d) A definition of the effects of the following on the CGPA and successful course-completion percentage:

Withdrawals.  
 Yes  No

Incomplete grades.  
 Yes  No

Repeated courses.  
 Yes  No

Non-punitive grades.  
 Yes  No  Not Applicable (campus does not offer)

Non-credit or remedial courses.  
 Yes  No  Not Applicable (campus does not offer)

A warning status.  
 Yes  No  Not Applicable (campus does not use)

A probationary period.  
 Yes  No

An appeal process.  
 Yes  No

An extended-enrollment status.  
 Yes  No  Not Applicable (campus does not offer)

The effect when a student changes programs.  
 Yes  No  Not Applicable (campus only offers one program of study)

The effect when a student seeks to earn an additional credential.  
 Yes  No  Not Applicable (campus only offers one credential)

The implications of transfer credit.  
 Yes  No



- 4.26 Does the campus apply its SAP standards consistently to all students?  
 Yes  No
- 4.27 Are students who are not making satisfactory academic progress properly notified?  
 Yes  No  Not Applicable (no students are in violation of SAP)
- 4.28 Is SAP evaluated at the end of each academic year or at 50 percent of the normal program length if the program is one academic year in length or shorter?  
 Yes  No
- 4.29 Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent?  
 Yes  No  Not Applicable (all programs are less than two years)
- 4.30 Are students who are not making satisfactory academic progress at the end of the second year dismissed or allowed to continue without being eligible for Federal financial aid?  
 Yes  No  Not Applicable (all programs are less than two years)
- 4.31 Are qualitative and quantitative components evaluated cumulatively for all periods of a student's enrollment?  
 Yes  No
- 4.32 Are students allowed to remain on financial aid while under warning status?  
 Yes  No  Not Applicable (campus does not participate in financial aid)
- If Yes, is the student informed of this policy?  
 Yes  No
- 4.33 Are students whose appeals are granted due to mitigating circumstances placed on probation, eligibility for financial aid reinstated and considered to be making satisfactory academic progress?  
 Yes  No  Not Applicable (there are no such students)
- 4.34 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances)?  
 Yes  No  Not Applicable (campus does not have extended enrollment and/or does not participate in financial aid)

- 4.35 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?  
 Yes     No     Not Applicable (campus does not have extended enrollment)
- 4.36 For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived?  
 Yes     No     Not Applicable (there is no such student)
- 4.37 Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?  
 Yes     No
- 4.38 Who is responsible for the administration of satisfactory academic progress, and what are this person's qualifications?  
 Chef Kevin Miles Mitchell, campus director and director of education, is responsible for the administration of satisfactory academic progress. As previously stated, Chef Mitchell holds a MEd degree in curriculum and instruction from American InterContinental University, a bachelor's degree in history from Auburn University, and an associate's degree in culinary arts from The Culinary Institute of America (New York). Chef Mitchell began his tenure with Le Cordon Bleu College of Culinary Arts Miami in 2005 as a chef instructor. He has also served as an associate dean of culinary arts, dean of culinary arts, and director of education.
- 4.39 Does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?  
 Yes     No
- 4.40 Does the campus finance any of the following? (Mark all that apply.)  
 (a)  Scholarships.  
 (b)  Grants.  
 (c)  Loans.  
 (d)  The campus does not offer scholarships, grants, and/or loans. (*Skip to Question 4.42.*)
- If *Yes* for any item, does the campus properly identify all scholarship, grant, and loan programs?  
 Yes     No
- 4.41 Does the campus fully disclose the terms, conditions, and application procedures regarding campus loan, scholarship and grant programs in its catalog?  
 Yes     No
- 4.42 Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?  
 Yes     No
- 4.43 Are tuition and fees clearly stated in the catalog?  
 Yes     No
- If *Yes*, have students confirmed receiving a copy of the catalog?  
 Yes     No     Not Applicable
- 4.44 Do the financial records of students clearly show the following?

(a) Charges.

Yes  No

(b) Dates for the posting of tuition.

Yes  No

(c) Fees.

Yes  No

(d) Other charges.

Yes  No

(e) Payments.

Yes  No

(f) Dates of payment.

Yes  No

(g) The balance after each transaction.

Yes  No

4.45 Is the effective date listed on announcements of changes in tuition and fees?

Yes  No  Not Applicable (campus has not changed tuition or fees)

4.46 Is the campus' refund policy published in the catalog?

Yes  No

4.47 Is the refund policy fair, equitable, and applicable to all students?

Yes  No

4.48 Is the campus following its stated refund policy?

Yes  No

4.49 Does the campus participate in Title IV financial aid?

Yes  No (Skip to question 4.57)

4.50 Who is responsible on-site for administering student financial aid, and what are this person's qualifications?

Ms. Melba Freeman, business office manager, is responsible for the on-site administration of student financial aid. She holds a bachelor's degree in accounting from Barry University. She has worked for Le Cordon Bleu College of Culinary Art Maimi for 10 years and for American InterContinental for 6 years managing campus business operations.

4.51 Is the person who determines the amount of student awards *not* also responsible for disbursing those awards?

Yes  No

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

Yes  No

4.53 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?

Yes  No

- 4.54 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).  
Ms. Melba Freeman is a member in good standing with the National Association of Student Financial Aid Advisors (NASFAA). She attends both regional and national conferences annually. Additionally, Ms. Freeman participates in webinars twice monthly through the student finance training team for Career Education Corporation schools. Ms. Freeman's file well-documented regular attendance and participation. Topics presented ensure that she stays current with regulation and policy changes.
- 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 student services offered by the campus include: structured tutoring, academic counseling, personal counseling referrals on a case-by-case basis, an extensive student orientation, a hot jobs board, a ride share board, access to student discounts for public transportation, and a first impressions room. The first impressions room was a student generated idea that was put into practice by the campus. This dedicated area allows students to change to or from work clothes into uniforms. The room is equipped with an iron and ironing board to ensure freshly ironed uniforms, dressing area and mirrors. Preparation for student externships requires 12 weeks of planning that overlaps with program-long career services education. Career services begins working with the first class. Each class includes planned touch points by the career services staff to ensure that all objectives are met and students are well prepared to seek both an externship and employment. Touch points help students to prepare resumes, mock internships, and computer skills needed for interviews conducted online.
- 4.59 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates?  
 Yes     No     Not Applicable
- 4.60 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?  
Ms. Denisse Ceara, director of career services, is responsible for the oversight of counseling students on employment opportunities. She holds a bachelor's degree in psychology from Rutgers University. Ms. Ceara has worked for Le Cordon Bleu College of Culinary Arts for five years managing employment placement and externships, and as a financial aid advisor. Prior to joining the administrative team, Ms. Ceara worked for DeVry University as a student services advisor for two years.
- 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 1015  
The ending enrollment reported on the previous year's CAR is 1015
- 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 process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations are scheduled one-to-one counseling sessions 30 days before graduation to complete the on-line Federal Student Loan Program's exit loan counseling module. Students who withdraw are mailed a letter that outlines their repayment obligations.
- 4.67 Describe the extracurricular educational activities of the campus (if applicable).  
The campus is an active member of the American Culinary Federation (ACF) and provides each student a membership. The schools has award wining competition teams that travel to ACF competitions locally, regionally and internationally. The campus encourages students to particiapte in both individual and team competitions. Demonstrations by culinary experts and vendors are scheduled regularly and well-attended on campus.

**GENERAL COMMENTS:**

The team would like to thank all the student services departments and Ms. Alicia Ramcharran-Black for their support during the visit. All materials requested were provided promptly with a smile.

**COMMENDATIONS:**

The team commends all the student services departments for their dedication and excellent customer service to the students of Le Cordon Bleu College of Culinary Arts Miami. The extensive knowledge of best practices in each area create dynamic synergy.

The team commends the director of career services, Ms. Denisse Ceara, and her team for the wall displays around campus that inspire and support the students in their search for employment. The displays are engaging and an additional modality to reinforce objectives presented in the classroom. These displays ensure the students are well-informed of upcoming events and dates around campus.

The team commends Ms. Simeeka Ramdial for her enthusiastic support of the admissions department during the leave of absence of the director. Her efforts have ensured that Le Cordon Bleu College of Culinary Arts continues to attract the best possible student body.

The campus is to be commended for implementing the student suggestion that resulted in the first impressions room. This is an excellent way to support students' compliance with the dress code but also to train students for what will be expected of them in the work force.

**5. EDUCATIONAL ACTIVITIES**

5.01 Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?

Yes       No

5.02 Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications?

Chef Kevin Miles Mitchell, campus director and director of education, is assigned to oversee the educational activities of all programs at this campus. As previously stated, Chef Mitchell holds a master's of education degree in curriculum and instruction from American InterContinental University, a bachelor's degree in history from Auburn University, and an associate's degree in culinary arts from The Culinary Institute of America (New York). Chef Mitchell began his tenure with Le Cordon Bleu College of Culinary Arts Miami in 2005 as a chef instructor. He has also served as an associate dean of culinary arts, dean of culinary arts, and director of education.

5.03 Does this person have appropriate academic or experiential qualifications?

Yes       No

5.04 Describe how the campus makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.

The campus has two lead instructors, one for each of the major program areas. Each lead instructor has significant responsibility for the administration of the programs in his area, as well as authority to carry out the duties. The lead instructors hire and evaluate faculty, work with curriculum, advise students, and perform whatever other duties are needed to manage the program. Their efforts are key to a smooth-running organization. Appropriate released time is given to each lead instructor to carry out the duties.

- 5.05 Is the time devoted to the administration of the educational programs sufficient?  
 Yes     No
- 5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?  
 Yes     No
- 5.07 Does the policy, at a minimum, address the role of the faculty in the following areas?  
 (a) Development of the educational program.  
 Yes     No  
 (b) Selection of course materials, instructional equipment and other educational resources.  
 Yes     No  
 (c) Systematic evaluation and revision of the curriculum.  
 Yes     No  
 (d) Assessment of student learning outcomes.  
 Yes     No  
 (e) Planning for institutional effectiveness.  
 Yes     No
- 5.08 Is there evidence that this policy has been adopted and faculty members are aware of it?  
 Yes     No
- 5.10 Does the campus have any programs with current specialized or programmatic accreditation?  
 Yes     No (*Skip to question 5.14*)
- 5.11 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:  
 (a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 in length)?  
 Yes     No  
 (b) Student placement rate of 70 percent?  
 Yes     No  
 If no, please list programs that fall below the rates diploma in patisserie and baking
- If *No*, does the campus provide one of the following:  
 A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?  
 Yes     No     Not Applicable
- 5.12 Was the team able to verify the backup documentation to support the placement rate for the program(s) that hold specialized accreditation as reported on the last Campus Accountability Report submitted to the Council?  
 Yes     No     Not Applicable

How many calls to employers or graduates were attempted?

The following number of calls were attempted for the following programs:

Diploma program in Patisserie and Baking - 2

Academic associate's degree program in Patisserie and Baking - 2

Diploma program in Culinary Arts - 8

Academic associate's degree program in Culinary Arts - 20

How many calls to employers or graduates were successful?

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

Diploma program in Patisserie and Baking - 1

Academic associate's degree program in Patisserie and Baking - 1

Diploma program in Culinary Arts - 5

Academic associate's degree program in Culinary Arts - 14

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

All successful calls confirmed the employment of the graduates as reported on the 2013 CAR.

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

Yes     No     Not Applicable

5.14 Are the educational programs consistent with the campus' mission and the needs of its students?

Yes     No

5.15 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?

Yes     No

5.16 What provisions are made for individual differences among students in the learning environment?

**The campus is fully compliant with ADA and other federal regulations. Beyond the physical accommodations made by the campus, tutoring is available on an as needed basis and instructors are encouraged to employ a variety of teaching styles in their classrooms in order to try to reach students with differing learning styles.**

5.17 Describe the system in place to evaluate, revise, and make changes to the curriculum.

**All members of the academic community have the opportunity to evaluate, revise, and suggest changes to the curriculum as forms are provided online for their input. Most suggestions filter up to the lead instructors and then to the director of education, to then be forwarded to the corporate curriculum planning staff.**

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?

In-service training is documented as evidenced by the agendas, sign-in sheets, and materials from the regular, every six week, in-service sessions reviewed by the team during the visit.

- 5.29 Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans?
- Yes     No

If *No* for missing plans, insert the section number in parentheses, list faculty names, and explain:

**(Section 3-1-543):** Though the team was provided with professional development plans for all faculty, the following general education instructors' plans lacked professional growth activities:

- Ms. Cynthia Cirone, who teaches math, has no professional growth activities planned in her faculty development plan.
- Mr. Matthew Gomez, who teaches cultural diversity, has no professional growth activities planned in his faculty development plan,
- Mr. Joseph Lewis, who teaches cultural diversity, has no professional growth activities planned in his faculty development plan.
- Mr. Reggie Padin, who teaches public speaking and English composition, has no professional growth activities planned in his faculty development plan.
- Ms. Bettye Rogers, who teaches English composition, has no professional growth activities planned in her faculty development plan.

- 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

- 5.35 Are instructors teaching general education courses assigned in keeping with the minimum requirements as stated in the *Accreditation Criteria*?

Yes       No

If *No*, insert the section number in parentheses, list faculty names, degrees, and courses, and explain:

**(Section 3-3-302):** One faculty member does not have the academic qualifications to teach the courses to which they are assigned: Mr. Reggie Padin is assigned to teach public speaking and English composition. Mr. Padin does not have 18 credit hours in either area. He appears to have 12 credit hours in the public speaking area and 6 credit hours in English composition.

5.36 Does the program include a minimum of 15 semester, 22.5 quarter hours, or their equivalent in general education courses?

Yes       No

5.37 Do the programs' general education courses meet Council standards in that the courses place emphasis on principles and theory not on practical applications associated with a particular occupation?

Yes       No

5.38 Are at least one-half of all courses that are part of each associate's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?

Yes       No

#### COMMENDATIONS:

The faculty is an extremely collegial group of professionals who are dedicated to their students and to their teaching. A remarkable feature of this faculty group is the level of cooperation among them in planning classroom activities. For example, an English instructor has her students write about a recipe. A culinary instructor requires a paper on the history of a product. The instructors share with each other on a routine basis, so credit must be given to the administration for fostering such efforts.

#### 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 67,500 square foot facility located at 3221 Enterprise Way in Miramar, Florida directly off the Florida Turnpike. The campus has ample parking for students and staff. The facility is comprised of administrative and faculty offices, 7 lecture classrooms, 13 industry current kitchens (3 pastry, 8 culinary, 1 restaurant, and 1 dual use), 1 computer lab with 32 workstations, and a first impression room where students can come in before class and press their uniforms if needed. The culinary labs and classrooms are equipped with audio/video equipment designed to enhance the delivery of instructional materials and demonstrations of culinary techniques. There is also an onsite fine dining restaurant that is utilized in the student's capstone class with other students and faculty invited to the restaurant to provide a real-world restaurant experience. Within the restaurant there is a café that is open Monday - Friday where students and staff can purchase a hot breakfast or lunch, pastries, and drinks. The campus has 15 computers located at various kiosks around the campus and in the lobby for students to check emails or access the internet. The campus has a Learning Resource Center off the lobby which contains 25 computers stations with internet access and access to the electronic library, Cybrary.

6.02 Does the campus utilize any additional space locations?

Yes       No

- 6.03 Does the campus utilize learning sites?  
 Yes  No
- 6.04 Are all facilities (including additional space and learning sites) appropriate for the size of the student population and the programs offered?  
 Yes  No
- 6.05 Are the following appropriate to support the student population and the programs offered at all locations (including additional space and learning sites)?
- (a) Equipment  
 Yes  No
- (b) Instructional tools  
 Yes  No
- (c) Machinery  
 Yes  No
- 6.06 Is there evidence on file to show that all campus facilities are in compliance with fire, safety, and sanitation regulations?  
 Yes  No  Not Applicable

## 7. PUBLICATIONS

- 7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?  
 The team reviewed the Le Cordon Bleu College of Culinary Arts 2014-2015 catalog and addendum dated September 12, 2014.
- 7.02 Does the self-study or branch application part II accurately portray the campus?  
 Yes  No
- 7.03 Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students?  
 Yes  No
- 7.04 Does the catalog contain the following items?
- (a) A table of contents and/or an index.  
 Yes  No
- (b) An indication of the year or years for which the catalog is effective on the front page or cover page.  
 Yes  No
- (c) The names and titles of the administrators.  
 Yes  No
- (d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation.  
 Yes  No
- (e) A statement of accreditation  
 Yes  No  Not Applicable (initial applicant)
- (f) A mission statement.  
 Yes  No

- (g) A listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the area of teaching specialization.  
 Yes     No
- (h) An academic calendar.  
 Yes     No
- (i) A full disclosure of the admission requirements.  
 Yes     No
- (j) A statement for each curriculum offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the credit or clock hours awarded; the total credit or clock hours required to complete the curriculum; any necessary requirements for certification, licensing, or registration needed to work in the field; and any additional requirements that must be met to complete the curriculum.  
 Yes     No
- (k) A description of each course offered that includes the identifying number, title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites.  
 Yes     No
- (l) An explanation of the grading system that is consistent with the one that appears on the student transcript.  
 Yes     No
- (m) A definition of the unit of credit.  
 Yes     No     Not Applicable (The campus does not award credit)
- (n) A complete explanation of the standards of satisfactory academic progress.  
 Yes     No
- (o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each.  
 Yes     No
- (p) The transfer of credit policy.  
 Yes     No
- (q) A statement of the tuition, fees, and any other charges.  
 Yes     No
- (r) A complete and accurate listing of all scholarships, grants, and/or loans offered.  
 Yes     No     Not Applicable (no scholarships, grants, or loans offered)
- (s) The refund policy.  
 Yes     No
- (t) A statement describing the student services offered.  
 Yes     No
- (u) A student grievance policy that includes the name and address of ACICS (may be in the student handbook instead of catalog).  
 Yes     No     Not Applicable (initial applicants only)

7.05 Does the campus offer degree programs?

- Yes     No

If Yes, does the catalog contain the following?

- (a) An explanation of the course numbering system (for all levels).  
 Yes     No

(b) Identification of courses that satisfy general education requirements (for occupational associate's, academic associate's, and bachelor's degrees only).

Yes     No     Not Applicable

(c) Identification of courses that satisfy the concentration requirements (for academic associate's and bachelor's degrees only).

Yes     No     Not Applicable

(d) Identification of courses that satisfy the upper-division (for bachelor's degrees only).

Yes     No     Not Applicable

7.06 Does the campus offer courses and/or programs via distance education?

Yes     No (*Skip to Question 7.07.*)

7.07 Does the catalog contain an addendum/supplement?

Yes     No (*Skip to Question 7.08.*)

(a) Is the catalog updated at an appropriate interval (the addendum/supplement should not be used as a substitute for meeting this expectation)?

Yes     No

(b) Does the addendum supplement include the school name, location, and effective date for the entire document (or for individual sections if effective dates vary)?

Yes     No

(c) Do students receive a copy of the addendum/supplement with the catalog?

Yes     No

7.08 Is the catalog available online?

Yes     No (*Skip to Question 7.09.*)

If *Yes*, does it match the hard copy version?

Yes     No

7.09 Does the campus utilize a multiple-school catalog?

Yes     No (*Skip to Question 7.10.*)

If *Yes*, answer the following:

(a) Are all campuses using the same catalog of common ownership?

Yes     No

(b) Are all photographs utilized properly labeled to identify the location depicted?

Yes     No

(c) Are faculty and staff listings properly identified with respect to the campus to which they belong?

Yes     No

7.10 Is all advertising and promotional literature, through any type of media (social media, website, newspapers, etc.), truthful and dignified?

Yes     No

7.11 Is the correct name of the campus listed in all advertising, web postings and promotional literature?

Yes  No

7.12 Where does the campus advertise (publications, online, etc.)?

The campus advertises via: various print publications, radio spots, the campus website, and social media.

Are all print and electronic advertisements under acceptable headings?

Yes  No

7.13 Does the campus use endorsements, commendations, or recommendations in its advertising?

Yes  No (Skip to Question 7.14.)

7.14 Does the campus utilize services funded by third parties?

Yes  No (Skip to Question 7.15.)

7.15 Does the campus avoid offering monetary incentives to attract students and avoid making guarantees for job placement or salary for graduates?

Yes  No

7.16 Is the phrase "for those who qualify" properly used in all advertising that references financial aid?

Yes  No  Not Applicable (campus does not participate in financial aid)

7.17 What institutional performance information does the campus routinely provide to the public?

The campus publishes completion, graduation and placement rates.

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

The information is found on the campus website and is updated annually.

## 8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

8.01 Does the campus develop an adequate base of library resources?

Yes  No

8.02 Does the campus ensure access of library resources to all faculty and students, including students at nonmain campuses?

Yes  No

8.03 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?

Yes  No

8.04 Are adequate staff provided to support the development, organization of the collection, and access of library resources?

Yes  No

- 8.05 Describe how the campus develops continuous assessment strategies for resources and information services?  
A data collection template is utilized monthly to organize data concerning campus utilization of resources, including login to all digital resources, email and chat utilization, and physical check-out statistics. The data are analyzed by corporate library staff and provided to campus personnel.

Are these methods appropriate?

Yes  No

- 8.06 Is the library staff adequately trained to support the library?

Yes  No

**FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY**

- 8.07 Is the campus' established annual budget appropriate to the size and scope of the campus and the programs offered, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?

Yes  No

- 8.08 What is the amount of the current year's library budget excluding personnel allocations?

The current year's library budget is \$10,500.

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

100%

How has the money been allocated?

Of the money spent, \$7,802 has been allocated by the corporate level to the campus share of online databases and the remainder \$2,723 has been spent at the campus level for the physical collection.

- 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

- 8.12 Describe how the faculty inspire, motivate, and direct student usage of the library resources?

Faculty members receive training from the regional librarian regarding methods for teaching students to utilize research guides which have been developed for assignments included in course syllabi. In addition, online accessed classroom training is available to introduce students to resources and research methods. Beyond this, virtually all classes require library assignments to complete the class work.

Are these methods appropriate?

Yes  No

- 8.13 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?



Yes     No

8.14 Are records of physical and/or online resources and circulation accurate and up to date?

Yes     No

8.15 If interlibrary agreements are in effect, are the provisions appropriate, do they ensure practical use and accessibility to the students, and is evidence of student use documented?

Yes     No     Not Applicable (no interlibrary agreements)

8.16 Describe any full-text online collections available to students.

The resource center offers students access to the following full-text online collections:

1. Academic Search Premier – A database that contains over 50 full-text journals in culinary and hospitality. In addition, this database covers over 4,600 multi-disciplinary and peer-reviewed journals.
2. Culinary Arts Collection – A full-text database of over 250 cooking and nutrition publications, including recipes, restaurant reviews, and current industry and career news.
3. Hospitality & Tourism Complete – A database of more than 828,000 records concerning hospitality and tourism subjects, including articles about industry trends, case studies and culinary recipes from over 490 full-text publications.
4. EbscoHost eBook Collection – A collection of 2,748 full-text electronic books (over 240 of which are culinary) that includes the Project Gutenberg collection of 3,400 public domain books.
5. Credo Reference – An online reference resource, this collection provides access to over 600 full-text encyclopedias, dictionaries and reference books from leading publishers
6. Food Science Source - Full-text coverage of more than 1,400 publications, including journals, monographs, magazines, and trade publications, all pertaining to food industry-related issues. More than 1,000 food industry and market reports are also included.
7. MasterFILE Premier – A scholarly, multi-disciplinary database that includes over 2,000 full-text journals concerning business, health, education, hospitality and culinary arts.
8. Proquest Newsstand – An online gateway to over 850 international, national and regional newspapers, including 575 full-text titles, regarding current news events.
9. Opposing Viewpoints Resource Center – A full-text database featuring pro and con viewpoint articles, magazine articles, academic journals, newspapers, primary source documents, statistics, and multimedia about today's social issues and contemporary challenges.
10. Safari Tech Books – A selection of over 7,000 electronic books about technology, computer programming and business.

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

8.19 Who is the on-site librarian, what are this person's qualifications, and what are his or her hours on-site?

The campus has an atypical arrangement for its professional library services. There is no full-time librarian assigned to the campus but the library is covered at all hours by trained, paid student workers under the oversight of one of

the two campus lead instructors, Chef Liptak. Oversight at the corporate level comes from the regional librarian assigned to the Eastern half of the United States to work with Le Cordon Bleu College campuses, Ms. Laura Rice. Ms. Rice earned a bachelor's degree in psychology, a master's degree in industrial relations, and some course work toward a doctorate degree in sociology, all from Loyola University of Chicago. She also earned a master's degree in library science from Dominican University, River Forest, Illinois. She has served in her current role since February 2013. She has worked in library positions since 2011, following several roles in the corporate world.

Does this individual:

(a) Supervise and manage the library and instructional resources?

Yes  No

(b) Facilitate the integration of instructional resources into all phases of the campus's curricular and educational offerings?

Yes  No

(c) Assist students in the use of instructional resources?

Yes  No

8.20 Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources?

Yes  No

8.21 Have library staff transcripts from campuses not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators (AICE) to determine the equivalency of the degrees to degrees awarded by campuses in the United States?

Yes  No  Not Applicable (staff do not hold foreign credentials)

8.22 Is documentation on file to reflect the librarian's participation in professional growth activities?

Yes  No

8.23 Are the hours the library is open adequate to accommodate the needs of all students?

Yes  No

8.24 Does the library make available appropriate reference, research, and information resources to provide basic support for curricular and educational offerings and to enhance student learning?

Yes  No

8.25 Are appropriate reference materials and periodicals available for all programs offered?

Yes  No

8.26 Are the instructional resources organized for easy access, usage, and preservation?

Yes  No

8.27 Is there a current inventory of instructional resources?

Yes  No

8.28 Does the campus have appropriate and sufficient instructional resources, equipment, and materials to meet its educational program objectives and the needs of its students?

Yes       No

## SUMMARY

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

<b><u>Number</u></b>	<b><u>Citation</u></b>	<b><u>Summary Statement</u></b>
1.	Section 3-1-543	Some faculty did not have adequate professional development plans (page 22).
2.	Section 3-3-302	One general education instructor does not have documentation to support required qualifications (page 23).

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 programs.

A.01. Prior to enrolling in this institution, have you attended any other college or institution of higher learning?	Yes	136
	No	69
A.02. If you had transfer credits, did your admissions representative describe the transfer of credit policies and procedures accurately? (Select N/A if no transfer credits)	Yes	59
	No	25
	N/A	121
A.03. Did your admissions representative accurately describe the enrollment process regarding available courses and programs of study?	Yes	196
	No	9
A.04. Did your admissions representative accurately describe student services offered by the institution?	Yes	198
	No	7
A.05. Did your admissions representative accurately describe the tuition and fees associated with your program of study?	Yes	190
	No	15
A.06. Did you receive a catalog or were you provided access to one during the enrollment process?	Yes	200
	No	5
A.07. Did the catalog accurately portray programs, services and policies of the institution?	Yes	199
	No	6
A.08. Was the information provided during enrollment sufficient for you to make your decision?	Yes	196
	No	9
A.09. Did you feel unduly pressured during enrollment?	Yes	27
	No	178
B.01. Do you receive federal financial aid?	Yes	161
	No	44
B.02. Are you aware of your federal financial aid loan repayment obligations? (Select N/A if no loan repayment obligations)	Yes	160
	No	8
	N/A	37
C.01. Are your instructors available to provide additional help, if needed?	Yes	200
	No	5
C.02. Are the learning resources and lab equipment/supplies adequate for your program of study?	Yes	179
	No	26
C.03. Were textbooks available when you started classes?	Yes	201
	No	4
C.04. Were the out of class activities sufficient to help you achieve the course objectives? (Select N/A if no out of class activities have been assigned)	Yes	114
	No	8
	N/A	83
D.01. Overall, I am satisfied with the quality of education I am receiving.	Agree	175
	Disagree	7
	Neutral	23
	Agree	170
D.02. I would recommend this institution to others.	Disagree	20
	Neutral	15

## **RECOMMENDATION(S)**

### **Educational Activities**

The campus should find a way to systematize the planning of professional growth activities for its faculty. While many of the faculty do appear to carry out such activities, the recording of these activities on their plans and the documentation of such activities is not consistent.

---

**From:** Chad Hartman <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/13CBF506F84340D4B56AA05824F71116-CHARTMAN>  
**Sent:** 8/5/2014 8:57:52 AM -0400  
**To:** acicsinfo@miami.chefs.edu; Miles Mitchell <MMitchell@miami.chefs.edu>  
**CC:** Susan.Hood@fldoe.org  
**Subject:** ACICS Visit Le Cordon Bleu-Miami  
**Attachments:** Le Cordon Bleu-Miami.pdf

Please find attached the VS1 regarding the upcoming ACICS visit to Le Cordon Bleu in Miami on September 11-12.

Should you have any questions, please feel free to contact me.

Sincerely,

Chad Hartman, Senior Accreditation Coordinator

ACICS



August 5, 2014

ID Code 00048561(MC)

**VIA EMAIL ONLY**

Mr. Kevin Mitchell  
Director of Education  
Le Cordon Bleu College of Culinary Arts - Miami  
3221 Enterprise Way  
Miramar, FL 33025

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

Dear Mr. Mitchell:

**Subject: New Grant Visit Confirmation**

An on-site evaluation of your institution has been scheduled for **September 11-12, 2014**. You subsequently will receive further details about the visit, including the names and addresses of the team members. When you receive this information one copy of the Self-Study should be forwarded directly to each team member, the manner in which will be explained in the subsequent visit memorandum.

As a reminder, the Self-Study Application:

**SELF-STUDY APPLICATION**

1. Explanation
2. Future Plans
3. Campus Effectiveness Plan
4. Academic Credit Analysis
5. Self-study Narrative

Additionally, the following update documents must be uploaded to the campuses' online applications:

1. Faculty and Staff Summary
2. Inventory of Equipment
3. Catalog
4. Class schedule
5. Program Update Form



Mr. Kevin Mitchell  
August 5, 2014  
Page 2

Note: If there are not tasks available for each of these items, please combine the documents together and upload into the "Program Update Form" task.

The documents above must be received, along with the appropriate application materials by each team member no later than **August 28, 2014**.

On our Web site is the aforementioned update documents as well as the list of materials that must be placed in the team's meeting room prior to the team's arrival. This information for both the update documents and the visit room materials can be found on the "Evaluation Site Visit" page at the following link: <http://www.acics.org/accreditation/content.aspx?id=2022>. Click on the listing that relates to the type of visit to be conducted. Please ensure that all requested materials are labeled for easy identification and provided in an orderly manner.

The institution will be invoiced a fixed fee for all site visits. Please be advised that pursuant to Section 2-3-401 of the *Accreditation Criteria* the Council will be made aware of any outstanding fees (30 days or older) during its review of your application(s).

Thank you for your cooperation. If you have any questions, please call me at (202) 336-6841.

Sincerely,

Mr. Chad Hartman  
Senior Accreditation Coordinator

c: Mr. Samuel Ferguson, Florida Department of Education

---

**From:** Chad Hartman <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/13CBF506F84340D4B56AA05824F71116-CHARTMAN>  
**Sent:** 12/20/2012 8:38:08 PM -0500  
**To:** acicsinfo@austin.chefs.edu  
**CC:** ssmith@austin.chefs.edu; michael.delong@twc.state.tx.us  
**Subject:** ACICS Visit VS1  
**Attachments:** 00021352 VS1.doc

Please find attached the VS1 regarding the ACICS Visit to Le Cordon Bleu, Austin on January 18, 2013.

**Chad M. Hartman**

Accreditation Coordinator

ACICS | Accrediting Council for Independent Colleges & Schools

750 First Street NE

Suite 980

Washington, DC 20002-4223

T -202-336-6841

F - 202-842-2593

chartman@acics.org



December 20, 2012

ID Code 00021352

Mr. Steven Smith  
Campus President  
Le Cordon Bleu College of Culinary Arts  
3110 Esperanza Crossing  
Suite 100  
Austin, TX 78758-3647

Dear Mr. Steven Smith

An on-site evaluation of your institution has been scheduled for **January 18, 2013**. You subsequently will receive further details about the visit, including the names and addresses of the team members. When you receive this information, one copy of the Update Report, a current catalog, and one copy of the Self-Study should be forwarded directly to each team member, the manner by which will be provided in the subsequent visit memorandum. The Update Report is available on the ACICS Web site at [www.acics.org](http://www.acics.org). Go to "Accreditation" (first tab), then "Accreditation Process" (first in the drop down menu), and then "Evaluation Site Visit." The Update Report must be received along with the appropriate application by each team member no later than **January 4, 2013**.

Also located on our Web site is the list of materials that must be placed in the team's meeting room prior to the team's arrival. The list of materials is located in "Evaluation Visit Information." Click on the listing that relates to the type of visit to be conducted. Please ensure that all requested materials are labeled for easy identification and provided in an orderly manner.

The institution will be invoiced a fixed fee for all site visits. Please be advised that pursuant to Section 2-3-401 of the *Accreditation Criteria* the Council will be made aware of any outstanding fees (30 days or older) during its review of your application(s).

Thank you for your cooperation. If you have any questions, please call me at (202) 336-6841.

Sincerely,

Mr. Chad Hartman  
Accreditation Coordinator

c: Mr. Michael DeLong, Texas Workforce Commission

---

**From:** Sheila Malewska <SMalewska@sb-mendotaheights.com>  
**Sent:** 6/4/2014 6:31:47 PM -0400  
**To:** Chad Hartman <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/13cbf506f84340d4b56aa05824f71116-chartman>  
**CC:** Jennifer Burrell <JBurrell@careered.com>  
**Subject:** Added IT SyllabusRE: IT 290 Course

Hi Chad,

The IT syllabus:

IT 315, 322, 324, 360, 365, 400, 410, 420, 480, 490,

And

NET 270, 280, 330

Have been placed in the electronic folder.

We have also edited the IT 270 to correct the "NGT" to "NET".

Thank you again for bringing this to our attention.

I hope you have a great evening.

Thank you,

Sheila

**Sheila A. Malewska**

President

Mendota Heights & Brooklyn Center

Sanford-Brown College

**C:** 810-241-4956

**P:** 651-905-3445

**F:** 651-905-3540

**[smalewska@sb-mendotaheights.com](mailto:smalewska@sb-mendotaheights.com)**



**From:** Sheila Malewska  
**Sent:** Wednesday, June 04, 2014 3:02 PM  
**To:** 'Chad Hartman'  
**Cc:** Jennifer Burrell  
**Subject:** IT 290 Course

Hi Chad,

From our meeting it was brought to our attention the syllabus and catalog for IT290 did not match.

IT290 syllabus has been updated to match the catalog with new revision date of 6/4. Thank you for bringing this to our attention.

We are in process of add the missing syllabus now – I will let you know as soon as that is completed.

Thank you so much!

She

**Sheila A. Malewska**

President

Mendota Heights & Brooklyn Center

Sanford-Brown College

1345 Mendota Heights Rd.

Mendota Heights, MN 55120

[sanfordbrown.edu/mendotaheights](http://sanfordbrown.edu/mendotaheights)

5951 Earl Brown Dr,

Brooklyn Center, MN 55430

[sanfordbrown.edu/brooklyncenter](http://sanfordbrown.edu/brooklyncenter)

*C:* 810-241-4956

*P:* 651-905-3445

*F:* 651-905-3540

[smalewska@sb-mendotaheights.com](mailto:smalewska@sb-mendotaheights.com)



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**From:** Susan Greer <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/C539AA149AE54C71A8D2BC2D86525DB6-SGREER>  
**Sent:** 8/7/2012 1:09:39 PM -0400  
**To:** Chad Hartman <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/13cbf506f84340d4b56aa05824f71116-chartman>  
**Subject:** Automatic reply: Clarification on Visits Le Cordon Bleu

I am traveling - Chattanooga and Nashville and will be back in office Monday, February 13th.

Sue

---

**From:** Perliter Walters-Gilliam <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/6F0EFC3DD0614F609E6B1F2E85504411-PWGILLIAM>  
**Sent:** 7/12/2012 10:39:54 AM -0400  
**To:** Travel Staff <TravelStaff@ACICS.ORG>  
**CC:** Tom Wickenden <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/451c34325abe4dba9b4ea01fce5a847c-TWickenden>  
**Subject:** Deferral List  
**Attachments:** Deferral Spreadsheet August 2012.xlsx

Hi Everyone

Find the deferral list attached since we all tend to forget our schools from the last meeting (isn't that amazing?). I have reassigned the files from former employees so some of you have schools that you did not visit. Your assistance is appreciated. In preparation for the Deferral IRC, as well as to provide training on the analysis and procedure that should take place during the review, I will conduct training for new staff (and first-time deferral reviewers) on **Tuesday, July 17 at 2pm** (unless Harris/Withem schedule a consideration for then). If you do not fall in either category but would like to participate, send me a note. A separate invitation will follow.

Thank you Ian for preparing the list – appreciate it!

Yours in service,

Perliter Walters-Gilliam

Manager, Institutional Development

ACICS

750 First Street, NE, Suite 980

Washington, DC 20002

Tel: 202.336.6769

Fax: 202.842.2593

*“Be the change you want to see in the world” Mahatma Gandhi*



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**From:** Ian Harazduk <MICROSOFTONLINE/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/6AEDDD43-B82D-4CEA-A476-8246EE18D245>  
**Sent:** 3/12/2012 10:49:11 AM -0400  
**To:** Travel Staff <TravelStaff@ACICS.ORG>  
**Subject:** Deferral Spreadsheet  
**Attachments:** Deferral Spreadsheet.xlsx

Fellow Travelers,

I have put together the deferral spreadsheet which lists the schools that were deferred from last cycle, the number of citations left, and the staff member assigned. Please review the "Staff" column, because some shifting was required due to the departures that we had since last cycle. I did my best to even out the load. Please note if you had the Main for a deferred family, you will now be assign to all of the schools in the group. If you have any questions or concerns about which schools you have been assigned, please let me know.

For those schools (unless otherwise noted below) with 4 or fewer cites, it is the staff's responsibility to review the responses which will then be reviewed during Staff IRC. This means that you must create the orange sheet, complete the orange sheet, and draft the motion letter prior to Staff IRC which will take place on a to be determined time during the first week of April.

#### Suggestions to be Reviewed during IRC

Jocelyn, in reviewing the deferral list—there seem to only be a few schools that should be reviewed by a seasoned IRCer. Below are my suggestions for those:

- Schiller NG family (Largo, Paris, Madrid, Heidelberg) – 39 cites total (some are combined cites)
- Sumner College, Portland – 5 cites
- Sanford-Brown College, Orlando – 3 cites (but the first is a doozy)
- Charter College IG family (Canyon County, Lancaster, Long Beach) – 8 cites

If you have any questions, please feel free to let me know. Thanks, all.

Ian Harazduk

Senior Accreditation Coordinator

Accrediting Council for Independent Colleges and Schools

750 First Street, NE, Suite 980

Washington, D.C. 20002

Tel: (202) 336-6795

Fax: (202) 842-2593

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**From:** Chad Hartman <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/13CBF506F84340D4B56AA05824F71116-CHARTMAN>  
**Sent:** 8/8/2012 11:31:11 AM -0400  
**To:** Jocelyn Harris <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/623e05e9cbbc4a588b96a3a55cf15f77-jharris>  
**Subject:** Drop of Le Cordon Bleu

Hey Jocelyn,

My calendar is pretty well set, but I wanted to check to see if you needed me to pick one up due to the cancellation of Le Cordon Bleu in Portland and Florida Career College in Riverview, FL.

The week of Labor Day is still open.

Thanks!

**Chad M. Hartman**

Accreditation Coordinator

ACICS | Accrediting Council for Independent Colleges & Schools

750 First Street NE


Suite 980

Washington, DC 20002-4223

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F - 202-842-2593

chartman@acics.org



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**From:** Chad Hartman <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/13CBF506F84340D4B56AA05824F71116-CHARTMAN>  
**Sent:** 8/14/2014 9:58:24 AM -0400  
**To:** Burton Kaliski <bk142@comcast.net>  
**Subject:** Ed Activities

Hi Burt,

Hope went well with the move.

Would you want to do Ed Activities for Le Cordon Bleu in Miramar, Florida on Sept 11-12?

Thanks

Chad

---

**From:** Chad Hartman <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/13CBF506F84340D4B56AA05824F71116-CHARTMAN>  
**Sent:** 8/1/2014 11:11:25 AM -0400  
**To:** Mary Mendenhall <mmendenhall@acics.org>  
**Subject:** FW: Committee C Info  
**Attachments:** File Review Committee Assignments (Aug14).docx; Commissioner Assignment Sheet - Committee C (Aug 14).pdf

Hi Mary,

I think the only file that I haven't pulled into Committee C is Le Cordon Bleu Portland. It says a file is open. I am guessing you are working on that.

Please let me know when that can be moved over. Also I have the assignment sheet attached. Would you do a quick scan to make sure all files are in C. I believe they all are now except that one, but it doesn't hurt to have a second set of eyes.

Thanks!!!

**From:** Ian Harazduk  
**Sent:** Thursday, July 31, 2014 2:51 PM  
**To:** Chad Hartman  
**Subject:** Committee C Info

Chad,

Here's the info for your committee...

Ian Harazduk

Manager, Compliance

Accrediting Council for Independent Colleges and Schools

750 First Street, NE Suite 980 Washington, DC 20002

[www.acics.org](http://www.acics.org) 202.336.6795 - p 202.842.2593 - f

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**From:** Chad Hartman <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/13CBF506F84340D4B56AA05824F71116-CHARTMAN>  
**Sent:** 3/28/2014 8:10:47 AM -0400  
**To:** Jocelyn Harris <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/623e05e9cbbc4a588b96a3a55cf15f77-jharris>  
**Subject:** FW: LCB Miami Site Visit  
**Attachments:** LCB Miramar\_ACICS\_Renewal of Accreditation Notification\_06-10-13\_06.28.13.pdf

Hey Jocelyn,

When I called this campus the director was insisted that they were scheduled for the Fall cycle and forwarded me the above letter from ACICS that shows Fall. Just let me know how you want me to proceed with them.

Thanks

**From:** Miles Mitchell [mailto:MMitchell@miami.chefs.edu]  
**Sent:** Thursday, March 27, 2014 12:42 PM  
**To:** Chad Hartman  
**Subject:** LCB Miami Site Visit

Chad,

Please see the attached letter that shows LCB Miami is on the fall visit cycle.

Please let me know if there was in fact a change to the Spring cycle as discussed on the phone yesterday.

Regards,

**Miles Mitchell M Ed CEC** | *Interim Campus Director*

**Le Cordon Bleu College of Culinary Arts - Miami**

3221 Enterprise Way | Miramar, FL 33025

Office (954) 628-4412 | Mobile (786) 385-1762 | [mmitchell@miami.chefs.edu](mailto:mmitchell@miami.chefs.edu)







Mr. Lloyd Kirsch  
 Le Cordon Bleu College of Culinary Arts Scottsdale  
 8100 E. Camelback Rd.  
 Scottsdale, AZ 85251  
 ACICSINFO@lcbscottsdale.com  
 acicsinfo@boston.chefs.edu  
 acics@vegas.chefs.edu  
 acics@miami.chefs.edu

**ELECTRONIC DELIVERY ONLY**

FROM: Albert C. Gray, Ph.D., Executive Director and CEO

(b)(6)

DATE: June 10, 2013

SUBJECT: **Renewal of Accreditation  
 Institutions with a Grant Expiration Date of December 31, 2014**

**SUBMISSION DEADLINE: October 31, 2013**

Your institution's grant of accreditation will expire on December 31, 2014. In accordance with Section 2-1-300 and 2-1-301 of the *ACICS Accreditation Criteria*, it is the responsibility of the institution to initiate renewal of accreditation by paying for and submitting a Renewal of Accreditation Application and self-study documents. The deadline for submission is **October 31, 2013**. This notice is to inform you of the reapplication procedures and other pertinent information. ACICS is committed to collaborating with the institution in effecting a smooth and deliberate path toward meeting ACICS criteria and maintaining an accreditation status.

***VISIT CYCLE ASSIGNMENT***

The assigned visit cycle(s) for the main campus, additional locations (previously referred to as branch) and campus additions (previously referred to as learning site) are provided in Table A Assignment of Visit Cycle and List of Campuses. The visit cycle assignment is subject to change at Council discretion.

Visits take place during one of three travel periods: January-February (Winter Cycle), late April-June (Spring Cycle), and late August-October (Fall Cycle). A standard Accreditation Renewal (previously referred to as new grant) site visit is scheduled for two to three days. The length of a visit and the composition of the evaluation team will depend on total enrollment, program offerings and modes of instructional delivery. All non-main campuses, including campus additions, must be visited before the institutional evaluation will be considered complete.

The campus director for each campus will be contacted by the ACICS coordinator assigned the visit prior to the beginning of the visit cycle. If for any reason the institution has not received an initial communication prior to the assigned visit cycle, please contact Ms. Jocelyn Harris, Manager - Quality Assurance, at [jharris@acics.org](mailto:jharris@acics.org). The Council also routinely notifies state officials of upcoming evaluation visits so that they may observe the visit.

**Accrediting Council for Independent Colleges and Schools**

750 First St, NE, Suite 980 • Washington, DC 20002-4223 • t-202-336-6780 • f-202-842-2593 • [www.acics.org](http://www.acics.org)



### **APPROVED PROGRAM LISTING VERIFICATION**

Each campus is required to log in to the membership web site and go to **My Account/My Accredited Programs**. This web page provides the campus with a real-time list of its approved programs, as recorded in the ACICS database. This information is used to prepare the visit team and visit invoice. If the program listing is incomplete or inaccurate, it is the responsibility of the campus to communicate the discrepancy with the staff coordinator assigned to the visit. Please place the ACICS ID (000XXXXX) NG PROGRAM DISCREPANCY in the subject of the email.

### **DEADLINES AND FEES**

The initiation of a renewal of accreditation and the submission of the self-study documents for each campus must be submitted no later than **October 31, 2013**. A \$500 late fee will be assessed for all late submissions.

The Renewal of Accreditation Application fee is **\$2,000** for each main campus and additional location. In addition to the application fee, there is a **\$500** surcharge for each Campus Addition and a **\$100** surcharge for each active, approved program. Programs that have been officially discontinued through notice to ACICS are not counted as an approved program.

Expenses associated with the evaluation visit are the responsibility of the institution. ACICS will invoice institutions for the visit fee following the visit. The invoice may be viewed on the membership web page - **My Account/My Orders**. A hard copy of the invoice will also be sent via the U.S. Postal Service. In compliance with Section 2-3-401(d) of the *Accreditation Criteria*, the institution's current grant of accreditation may be revoked if the institution fails to pay its annual fees, application fees, other assessed fees, or evaluation expenses (see Section 2-1-804).

### **COMMUNICATION TO INSTITUTION**

Time-sensitive and campus proprietary information will be communicated through the campus' unique email address and not an individual's email address. ACICS communications will only be addressed to the main contact. These communications include: notification of visit dates and team members assigned to the visit; the visit report with any areas of non-compliance (if applicable); response deadlines, and Council action letters. It is the responsibility of the campus to route communication sent to the institutional email account to the appropriate person(s). If the main contact person listed on our communication is no longer affiliated with the campus or no longer holds the responsibility of main contact for ACICS accreditation, notify ACICS via email at [INSTCHANGE@acics.org](mailto:INSTCHANGE@acics.org). The institution can view the relationship tree from the membership web page / My Account.

### **SUBMISSION INSTRUCTIONS**

The Renewal of Accreditation Application may be submitted only electronically. For assistance with login information or institutional usernames and passwords, please send an email to ACICS at [ebiz@acics.org](mailto:ebiz@acics.org).

The ACICS public web site at [www.acics.org](http://www.acics.org) Accreditation tab/Applications and Forms/ provides step-by-step instructions for purchasing an application, uploading documents and linking the end-user to any document template required for an application process. The documents required for submission of a



renewal of accreditation are collectively referred to as the institution's self-study. ACICS NO LONGER ACCEPTS RENEWAL OF ACCREDITATION SELF-STUDY SUBMISSION IN BINDER FORMAT.

ACICS member web page also includes a link to the electronic document management (EDM) system. A campus can access documents uploaded by the institution (since June, 2009) by clicking on the ***Link To EDM*** from their member web page. A campus must initiate an application process and upload at least one document before access to the EDM will occur.

The primary contact for Renewal of Accreditation Application process is Ms. Susan Greer at [sgreer@acics.org](mailto:sgreer@acics.org). The primary contact for visit schedule assignments is Ms. Jocelyn Harris at [jharris@acics.org](mailto:jharris@acics.org).

#### TABLE A – ASSIGNMENT OF VISIT CYCLE AND LIST OF CAMPUSES

Table A is the institution's list of campuses. An institution is defined as a main campus and any additional locations of that main campus. All campuses within the institution will be reviewed for reaccreditation in the same cycle unless otherwise stated by the Council.

The 2014 cycle designated for the list of campuses below is:

**FALL CYCLE**

*Winter Cycle – Jan-Feb visits*

*Spring Cycle – May-Jun visits*

*Fall Cycle Sep-Oct visits*

*Classification (Class) Legend:*

*MC = Main Campus*

*AL = Additional Location (previously referred to as branch campus)*

*CA = Campus Addition (previously referred to as learning site)*

ACICS ID	Class	Name_City_State_Country	Credential Level
00048705	MC	Le Cordon Bleu College of Culinary Arts Scottsdale, Scottsdale, AZ.	Bachelor Degree
00109290	CA	Le Cordon Bleu College of Culinary Arts Skybridge	
00048109	AL	Le Cordon Bleu College of Culinary Arts Boston, Cambridge, MA,	Academic Associate Degree
00048157	AL	Le Cordon Bleu College of Culinary Arts, Las Vegas, NV,	Occupational Associate Degree
00048561	AL	Le Cordon Bleu College of Culinary Arts In Miami, Miramar, FL,	Academic Associate Degree

---

**From:** Susan Greer <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/C539AA149AE54C71A8D2BC2D86525DB6-SGREER>  
**Sent:** 8/7/2012 1:42:52 PM -0400  
**To:** Chad Hartman <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/13cbf506f84340d4b56aa05824f71116-chartman>  
**Subject:** FW: Le Cordon Bleu College of Culinary Arts - Orlando (00019776), Tucker (00038381), Oregon (00038375) and Minnesota (00038353)

Chad

See if any of these are the campuses you were assigned.

Sue

**From:** Susan Greer  
**Sent:** Sunday, August 05, 2012 4:24 PM  
**To:** Jocelyn Harris  
**Cc:** Perliter Walters-Gilliam; Joseph Gurubatham; Ian Harazduk  
**Subject:** Le Cordon Bleu College of Culinary Arts - Orlando (00019776), Tucker (00038381), Oregon (00038375) and Minnesota (00038353)  
**Importance:** High

Jocelyn

Please remove the following campuses from the F2012 visit list. Please inform the staff assigned these schools that they may want to get back to the campus person contacted and let them know they will not have a visit this coming cycle.

00019776 Florida	Le Cordon Bleu College of Culinary Arts in Orlando, Visit 3098                      App 14458
00038381 Georgia	Le Cordon Bleu College of Culinary Arts in Tucker, Visit 3092                      App 15209
00038375 Oregon	Le Cordon Bleu College of Culinary Arts in Portland, Visit 3084                      App 15207
00038353 Visit 3068	Le Cordon Bleu College of Culinary Arts in Minneapolis/St. Paul App 14539

Reason: When CEC made their request for consolidation, these campuses had just been reassigned to a main with an expiration date of 2012 and their previous main had an expiration date of 2014. During the revisions to the consolidation, CEC

requested that we not recognize the reassignment for these campuses to the "other" main and instead move them back to the main with the 2014 expiration date.

We did that on paper, but I neglected to follow through with the fact that the campuses each purchased NG applications (based on the first version) and when ACICS agreed to move them back I did not REJECT those applications and connected visits. I have cleaned it up in the database. I have also noted on each visit and application REVIEW task that there is to be no refund and the campuses must re-purchase a NG application in 2013 for consideration of grant extension in 2014.

Let me know if I missed anything.

Sue

---

**From:** Chad Hartman <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/13CBF506F84340D4B56AA05824F71116-CHARTMAN>  
**Sent:** 9/20/2012 10:59:58 AM -0400  
**To:** Sandra Yelverton <sandray1611@knology.net>  
**Subject:** FW: Question Regarding  
**Attachments:** CEC Request to Rescind Consolidation Approval With Conditions.docx

Sandra,

Attached is a 15 page explanation, but in short the result is that Le Cordon Blue College of Culinary Arts in Pasadena is going to serve as the main for this campus. Their ACICS number is 00012821

**From:** Susan Greer  
**Sent:** Thursday, September 20, 2012 10:30 AM  
**To:** Chad Hartman  
**Subject:** RE: Question Regarding

Chad

We did officially accept the request to rescind the consolidation; however the campuses (corporate) owe us applications to officially close this action.

Attached, for your back-up, is the new structure for the CEC campuses:

**From:** Chad Hartman  
**Sent:** Thursday, September 20, 2012 10:27 AM  
**To:** Susan Greer  
**Subject:** Question Regarding

Hey Sue, as the official guru on the CEC moves. I wanted to seek assistance on something.

Per the database, the main for Sanford Brown, Grand Rapids is IADT Tampa. The

campus states that it is Le Cordon Bleu in Pasadena.

I just wanted to confirm.

Thanks

**Chad M. Hartman**

Accreditation Coordinator

ACICS | Accrediting Council for Independent Colleges & Schools

750 First Street NE

Suite 980

Washington, DC 20002-4223

T -202-336-6841

F - 202-842-2593

[chartman@acics.org](mailto:chartman@acics.org)

The banner features a black background with white text and graphics. On the left is a stylized 'Fabulous LAS VEGAS NEVADA' sign. To the right, the text reads: 'Celebrating 100 Years of Excellence! Professional Development Conference and Centennial Gala'. Below this, it says 'Register Today!' in a script font, followed by the dates 'November 8 - 11, 2012' and the location 'The Cosmopolitan of Las Vegas'.

*Celebrating 100 Years of Excellence!*  
Professional Development Conference  
and Centennial Gala

*Register Today!*

November 8 - 11, 2012  
The Cosmopolitan of Las Vegas

750 First Street, NE, Suite 980

Washington, DC 20002-4241

TEL: (202) 336-6780

FAX: (202) 842-2593

**INVENTORY OF EQUIPMENT**

Include equipment used directly in the educational activities of the institution; do not include administrative equipment.

Name of Institution Brown College, Brooklyn Center Campus ID Code \_\_\_\_\_

City, State, Zip Brooklyn Center, MN 55430

<b>COMPUTERS</b>	<b>NUMBER</b>	<b>AVERAGE AGE</b>	<b>OWN/LEASE</b>
Pentium computer & monitor	44	<1 year	Own
Macintosh computer & monitor	11	2 years	Own
Servers	3	<1 year	Own

<b>OTHER INSTRUCTIONAL EQUIPMENT</b>	<b>NUMBER</b>	<b>AVERAGE AGE</b>	<b>OWN/LEASE</b>
Photocopier	1	<1 Year	Lease
Laser quality printer	6	<1 Year	Own
Color Laser Printer	1	5 Years	Own
Fax Machine	1	5 Years	Own
Autoclave Speedclave	1	<1 Year	Own
Eye Occluder	3	< 1 Year	Own
Urinary Refractometer	2	< 1 Year	Own
Bacti-cinerator	4	< 1 Year	Own
Audiometer	1	< 1 Year	Own

<b>AUDIO-VISUAL EQUIPMENT</b>	<b>NUMBER</b>	<b>AVERAGE AGE</b>	<b>OWN/LEASE</b>
Overhead projector	14	< 1 Year	Own




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**From:** Chad Hartman <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/13CBF506F84340D4B56AA05824F71116-CHARTMAN>  
**Sent:** 6/3/2014 2:23:04 PM -0400  
**To:** Burton Kaliski <bk142@comcast.net>  
**Subject:**  
**Attachments:** 6 Educational Facilities Le Cordon Bleu MSP.doc; 7 Publications Le Cordon Belue MSP.doc; 8 LCB MSP Library.doc; Summary and Recommendations Page May 2014 Le Cordon Bleu MN.doc; 1-3MissionOrganizationAdministration rev May 2014 Le Cordon Bleu MN.doc; 4 LCB MPS June 2014.doc; 5 Educational Activities rev May 2014 Le Cordon Bleu MN.doc

Chad Hartman

Senior Accreditation Coordinator

Accrediting Council for Independent Colleges and Schools

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

[www.acies.org](http://www.acies.org) 202.336.6841

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**REEVALUATION VISIT REPORT**

**LE CORDON BLEU COLLEGE OF CULINARY ARTS**  
**1315 Mendota Heights Road**  
**Mendota Heights, MN 55120**  
**ACICS ID Code: 00038353**

Mr. David Peterson, Interim Campus Director (DPeterson@msp.chefs.edu)  
acicsinfo@msp.chefs.edu

**MAIN CAMPUS**  
**Le Cordon Bleu College of Culinary Arts**  
**600 SW 10<sup>th</sup> Avenue, Suite 400**  
**Portland, OR 97205**  
**ACICS ID Code: 00038375**

June 2-3, 2014

Burton S. Kaliski	Chair and Educational Activities Specialist	Southern New Hampshire University retired	Manchester, NH
Robert Palmatier	Student-Relations Specialist	Warren Allen Educational Services, LLC	Frederiksted, VI
Chad Hartman	Staff Representative	ACICS	Washington, DC

**PROGRAMS OFFERED BY  
LE CORDON BLEU COLLEGE OF CULINARY ARTS  
MENDOTA HEIGHTS, MN\***

CREDENTIAL EARNED (As defined by the institution)	ACICS CREDENTIAL (Certificate, Diploma, Occupational Associate's, Academic Associate's, Bachelor's, Master's, or Doctoral)	APPROVED PROGRAM TITLE	Sem./ Qtr. Hrs.	Enroll: Full- time/ Part- time	CAR Retention & Placement			
					2013		2012	
					Ret.	Pla.	Ret.	Pla.
Associate's of Applied Science	Academic Associate's	Le Cordon Bleu Culinary Arts	107	166	75.00 %	70.00 %	84.10 %	73.47 %
Certificate	Certificate	Le Cordon Bleu Culinary Arts	55	108	74.17 %	78.00 %	73.12 %	<b>62.22</b> %
Associate's of Applied Science	Academic Associate's	Le Cordon Bleu Patisserie and Baking	111	66	82.66 %	<b>66.00</b> %	89.33 %	<b>61.34</b> %
Certificate	Certificate	Le Cordon Bleu Patisserie and Baking	55	43	80.51 %	72.00 %	79.00 %	<b>33.33</b> %

383

- \* None of the four programs were reviewed as all are accredited by The Accrediting Commission of the American Culinary Federation Education Foundation through June 30, 2017.

## INTRODUCTION

Le Cordon Bleu College of Culinary Arts, Minneapolis/St. Paul campus (MSP) has been in existence since 1999. It began when Brown College in Mendota Heights began by offering a Le Cordon Bleu Culinary program, the first in North America. It was initially a certificate program and expanded to an associate's degree program in culinary arts in 2002 and patisserie and baking in 2003. Brown College offered these programs through January, 2005 when it transferred the programs to the current campus of Le Cordon Bleu.

The campus in MSP is one of 12 campuses in North America and 30 in the world. It serves the Twin Cities area with its metropolitan area population of nearly 4,000,000. The student population on campus is 53% female and 47% male. 76% are listed as Caucasian with an age range of 18 to 60. The majority of students range from 20 to 29 years of age. 72% of the students are in the culinary arts programs; 28% in the patisserie and baking programs.

The campus has had good retention rates and less than desirable placement rates in 2012 and 2013. It has also experienced a tremendous drop in enrollment over the past two years to about half of what it was in 2012.

An unusual aspect of the visit was viewing an atypical leadership structure which is in place at some Le Cordon Bleu campuses and is planned to be in place system wide. The structure is that of a market president, rather than a campus president. For example, the Northwest area market consisting of the Seattle, Washington and Portland, Oregon locations has a single president housed on the Portland campus, with a director only on the Seattle campus. The plan for the MSP campus is to be part of the Chicago market, with the market president on that

Chicago campus and a director only on the MSP campus. The reason that this plan impacted the team visit is that the MSP campus had only an interim director at the time of the visit, not a campus president. The interim director had been in place for only four weeks at the time of the visit and was also serving in the role of director of admissions. In the judgment of the team, while this dual role is not ideal, it works for the campus in this time of transition, particularly in light of the very effective leadership team that is in place on the campus and the single focus of its programs.

All in all, the team experienced a very positive visit in a beautiful facility with excellent food. There are no areas of non-compliance reported by the team.

## 1. MISSION

- 1.01 Give the page number in the campus catalog on which the mission statement can be found.  
The mission statement is found on page 6 of the Le Cordon Bleu College of Culinary Arts 2014-2015 Catalog.
- 1.02 Does the campus have an appropriate mission statement with a set of supporting objectives?  
 Yes     No
- 1.03 Are the objectives devoted substantially to career-related education?  
 Yes     No
- 1.04 Are the objectives reasonable for the following?  
(a) The programs of instruction  
 Yes     No  
(b) The modes of delivery.  
 Yes     No  
(c) The facilities of the campus.  
 Yes     No
- 1.05 Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public?  
 Yes     No
- 1.06 Is the campus committed to successful implementation of its mission?  
 Yes     No
- 1.07 Does the campus have a current Campus Effectiveness Plan (CEP)?  
 Yes     No
- 1.08 If the campus is an additional location, does the additional location have its own CEP, separate from the main campus IEP?  
 Yes     No     Not Applicable
- 1.09 Does the CEP describe the following?  
(a) The characteristics of the programs offered.  
 Yes     No

- (b) The characteristics of the student population.  
 Yes     No
- (c) The types of data that will be used for assessment.  
 Yes     No
- (d) Specific goals to improve the educational processes.  
 Yes     No
- (e) Expected outcomes of the plans.  
 Yes     No

1.10 Are the following five required elements evaluated in the CEP?

- (a) Student retention.  
 Yes     No
- (b) Student placement.  
 Yes     No     Not Applicable (new additional location only)
- (c) Level of graduate satisfaction.  
 Yes     No     Not Applicable (new additional location only)
- (d) Level of employer satisfaction.  
 Yes     No     Not Applicable (new additional location only)
- (e) Student learning outcomes.  
 Yes     No

1.11 Define the student learning outcomes used by the campus and how these outcomes are being assessed. Stated learning outcomes in the CEP used by the campus include course final grades and SAP. The baseline for acceptable course final grades is for fewer than 10% of final grades to be D or F. The baseline for SAP is for SAP early warning students to be less than 3% of the student population.

1.12 Are the following identified and described in the CEP?

- (a) The baseline data for each outcome.  
 Yes     No     Not Applicable
- (b) The data used by the campus to assess each outcome.  
 Yes     No     Not Applicable
- (c) How the data was collected.  
 Yes     No     Not Applicable
- (d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.  
 Yes     No     Not Applicable

1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?

- Yes     No     Not Applicable (new additional location or initial applicant only)

1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals?

- Yes     No     Not Applicable (new additional location only)

1.15 Describe the specific activities that the campus will undertake to meet these goals.

To meet placement goals, the campus is undertaking several activities. Three key ones are the following: increase instructor involvement in preparing students for the job market in terms of both technical and soft skills; increase the role of the advisory board in finding job openings; stress the role of career services in the placement process to students.

To meet retention goals, the campus is undertaking several activities. Three key ones are the following: increase teaching methodology presentations as part of in-service education for the faculty; emphasize the process of keeping all staff members engaged with students; having the admissions counselors follow-up on students from day one.

1.16 Does the campus have documentation to show the following?

(a) That the CEP has been implemented.

Yes  No

(b) That specific activities listed in the plan have been completed.

Yes  No

(c) That periodic progress reports have been completed.

Yes  No

1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee.

The senior leadership team on the campus meets weekly to review the CEP and to monitor its effectiveness. The members of this leadership team are: the director of admissions, the director of education, the business operations manager, the director of career services, the lead instructor, and the facilities and procurement manager. The leader of the team is the campus director, Mr. David Peterson, currently serving in an interim role as campus director. Mr. Peterson's nine-year term at the MSP campus has given him the experiential background for leadership of the CEP group.

1.18 Does the campus have documentation to show that the CEP is evaluated at least annually?

Yes  No  Not Applicable (new additional location or initial applicant only)

#### COMMENDATIONS:

The CEP is a well thought out and well written document. The CEP committee members should be commended for their efforts.

#### RECOMMENDATIONS:

In practice, the campus uses more student learning outcome measures than are documented in their reports, such as externship site evaluation of specific culinary skills. Written specification of these student learning outcomes should be done.

## 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. David Peterson is responsible for the financial oversight of the campus. He holds the title of interim director, a position that he has held for only four weeks. He has been with Le Cordon Bleu since 2005, working in the admissions area and has been the director of admissions on the MSP campus since 2008. Due to the sudden departure of the campus president, Mr. Peterson was appointed as interim director of the MSP campus. Mr. Peterson earned a bachelor's degree in biology and chemistry from the University of Wisconsin -- Superior. His experience working with the MSP campus is the basis for his serving in the interim director role. He is qualified to serve in this role.

### 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. David Peterson is the on-site administrator. He holds the title of interim director, a position that he has held for only four weeks. He has been with Le Cordon Bleu since 2005, working in the admissions area and has been the director of admissions on the MSP campus since 2008. Due to the sudden departure of the campus president, Mr. Peterson was appointed as interim director while also maintaining the position of director of admissions. This is a temporary situation with documentation reviewed by the team to show that the search is on for a market president who will have responsibility for leadership of the MSP campus. Mr. Peterson earned a bachelor's degree in biology and chemistry from the University of Wisconsin -- Superior. His experience working with the MSP campus is the basis for his serving in the interim director role. He is qualified to serve in this role at this transition time.

3.04 Does the campus list degrees of staff members in the catalog?

Yes       No

3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations?

(a) Financial aid activities.

Yes       No       Not Applicable (campus does not participate in financial aid)

(b) Admissions.

Yes       No

(c) Curriculum.

Yes       No

(d) Accreditation and licensure.

Yes       No

(e) Guidance.

Yes       No

(f) Instructional resources.

Yes       No

(g) Supplies and equipment.

Yes       No

(h) The school plant.

Yes       No

(i) Faculty and staff.

Yes       No

(j) Student activities.

Yes       No

(k) Student personnel.

Yes       No

3.06 Does the campus admit ability-to-benefit students?

Yes       No (Skip to Question 3.11.)

3.11 Do student files contain evidence of graduation from high school or the equivalent?

Yes       No

- 3.12 Are appropriate transcripts maintained for all students?  
 Yes     No
- 3.13 Is the grading system fully explained on the transcript, and is it consistent with the grading system that appears in the campus catalog?  
 Yes     No
- 3.14 Are student records protected from theft, fire, water damage, or other possible loss?  
 Yes     No
- 3.15 Does the campus maintain transcripts for all students indefinitely?  
 Yes     No
- 3.16 Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?  
 Yes     No

#### 4. RELATIONS WITH STUDENTS

- 4.01 How many student files were reviewed during the evaluation?  
While on site, the team reviewed 43 academic files for students categorized as active, graduated, and withdrawn. In addition, eight financial aid files were reviewed.
- 4.02 Does the campus ensure that its student relations reflect high ethical standards?  
 Yes  No
- 4.03 Does the campus have appropriate admissions criteria?  
 Yes  No
- 4.04 Does the campus contract with third parties for admissions and recruiting purposes?  
 Yes  No
- 4.05 Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?  
 Yes  No
- 4.06 Does the admissions policy conform to the campus's mission?  
 Yes  No
- 4.07 Is the admissions policy publicly stated?  
 Yes  No
- 4.08 Is the admissions policy administered as written?  
 Yes  No
- 4.09 Does the campus use an enrollment agreement for each enrolled student that :
- (a) Clearly outlines the financial obligations of both the institution and the student?  
 Yes  No
- (b) Outlines all program related tuition and fees?  
 Yes  No
- (c) Has a signature of the student and the appropriate school representative?  
 Yes  No
- Is there evidence that a copy of the agreement has been provided to the student?  
 Yes  No
- 4.10 Who is responsible for the oversight of student recruitment at the campus and what are this person's qualifications?  
Mr. David Peterson, senior director of admissions, is responsible for oversight of student recruitment at the campus. He holds a bachelor's degree in biology from the University of Wisconsin at Superior. He has been employed in admissions at Le Cordon Bleu since 2005.

- 4.11 How is the team able to verify that the recruiting process for new students is ethical and compatible with the educational objectives for the campus?  
By interviewing admission staff members, reviewing material in the catalog, and examining student files, the team found the recruiting process to be ethical and compatible with the educational objectives for the campus.
- 4.12 Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following?
- (a) Courses and programs.  
 Yes     No
- (b) Services.  
 Yes     No
- (c) Tuition.  
 Yes     No
- (d) Terms.  
 Yes     No
- (e) Operating policies.  
 Yes     No
- 4.13 Does the campus use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity?  
 Yes     No
- 4.14 Does the state in which the campus operates require representatives to be licensed or registered?  
 Yes     No
- 4.15 Are the titles of recruitment and enrollment personnel appropriate?  
 Yes     No
- 4.16 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?  
 Yes     No     Not Applicable (campus does not participate in financial aid)
- 4.17 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?  
 Yes     No
- 4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?  
 Yes     No
- 4.19 Is there evidence that the campus properly awards transfer of credit?  
 Yes     No     Not Applicable
- 4.20 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus?

Yes     No

4.21 Has the campus established articulation agreements with other institutions?

Yes     No (*Skip to question 4.23 for Master's Degree Programs or 4.24 for all programs*)

4.24 Is the standards of satisfactory academic progress policy published in the catalog?

Yes     No

If *Yes*, state the page number(s) where the standards of satisfactory academic progress policy is published?  
The standards of Satisfactory Academic Progress (SAP) are published on pages 77-80 in the current Le Cordon Bleu catalog and in a catalog addendum dated June 3, 2014.

4.25 Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following?

(a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length.

Yes     No

(b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame.

Yes     No

(c) Procedures for re-establishing satisfactory academic progress.

Yes     No

(d) A definition of the effects of the following on the CGPA and successful course-completion percentage:

Withdrawals.

Yes     No

Incomplete grades.

Yes     No

Repeated courses.

Yes     No

Non-punitive grades.

Yes     No     Not Applicable (campus does not offer)

Non-credit or remedial courses.

Yes     No     Not Applicable (campus does not offer)

A warning status.

Yes     No     Not Applicable (campus does not use)

A probationary period.

Yes     No

An appeal process.

Yes     No

An extended-enrollment status.

Yes     No     Not Applicable (campus does not offer)

The effect when a student changes programs.

Yes     No     Not Applicable (campus only offers one program of study)

The effect when a student seeks to earn an additional credential.

Yes  No  Not Applicable (campus only offers one credential)

The implications of transfer credit.

Yes  No

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

Yes  No

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

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

4.28 Is SAP evaluated at the end of each academic year or at 50 percent of the normal program length if the program is one academic year in length or shorter?

Yes  No

4.29 Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent?

Yes  No  Not Applicable (all programs are one year or less)

4.30 Are students who are not making satisfactory academic progress at the end of the second year dismissed?

Yes  No  Not Applicable (all programs are less than two years)

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

Yes  No

4.32 Are students allowed to remain on financial aid while under warning status?

Yes  No  Not Applicable (campus does not participate in financial aid)

4.33 Are students whose appeals are granted due to mitigating circumstances placed on probation, eligibility for financial aid reinstated and considered to be making satisfactory academic progress?

Yes  No

4.34 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances)?

Yes  No  Not Applicable (campus does not have extended enrollment and/or does not participate in financial aid)

4.35 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?

Yes  No  Not Applicable (campus does not have extended enrollment)

4.36 For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived?

Yes  No  Not Applicable (there is no such student)

4.37 Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?

Yes  No

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

Ms. Cindy Kidwell, associate registrar, shares responsibility for administration of SAP, with the director of education, Chef Steven Shapley. Ms. Thompson holds a bachelor's degree in business administration from Saint Mary's University in Winonah, Minnesota. She began work at Le Cordon Bleu in 2008 after working for five years in enrollment services at a local community college. Chef Steven Shapley, director of education, also is responsible for monitoring SAP and for managing services to assist students experiencing academic difficulty. He holds a bachelor's degree in English from Ottawa University in Ottawa, Kansas, and a master's degree in management from the College of Saint Scholastica in Duluth, Minnesota. Mr. Shapley has worked at Le Cordon Bleu since 2003 and assumed his current position in January 2013, after serving as a chef instructor and lead instructor. Prior to beginning his career in culinary education, he worked 15 years in the culinary industry.

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

Yes  No

4.40 Does the campus finance any of the following? (Mark all that apply.)

(a)  Scholarships.

(b)  Grants.

(c)  Loans.

(d)  The campus does not offer scholarships, grants, and/or loans. (*Skip to Question 4.42.*)

If Yes for any item, does the campus properly identify all scholarship, grant, and loan programs?

Yes  No

4.41 Does the campus fully disclose the terms, conditions, and application procedures regarding campus loan, scholarship and grant programs in its catalog?

Yes  No

4.42 Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?

Yes  No

4.43 Are tuition and fees clearly stated in the catalog?

Yes  No

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

Yes  No  Not Applicable

4.44 Do the financial records of students clearly show the following?

(a) Charges.

Yes  No

(b) Dates for the posting of tuition.

Yes  No

(c) Fees.

Yes  No

(d) Other charges.

Yes  No

(e) Payments.

Yes  No

(f) Dates of payment.

Yes  No

(g) The balance after each transaction.

Yes  No

4.45 Is the effective date listed on announcements of changes in tuition and fees?

Yes  No  Not Applicable (campus has not changed tuition or fees)

4.46 Is the campus' refund policy published in the catalog?

Yes  No

4.47 Is the refund policy fair, equitable, and applicable to all students?

Yes  No

4.48 Is the campus following its stated refund policy?

Yes  No

4.49 Does the campus participate in Title IV financial aid?

Yes  No (*Skip to question 4.57*)

4.50 Who is responsible on-site for administering student financial aid, and what are this person's qualifications?

Ms. Amber Ganyaw, business operations manager, is responsible for managing financial functions including Title IV student aid. While this does include administration of Minnesota State Grants, she does not supervise the typical Title IV financial aid functions. In fact, the administration of financial aid, including the original and renewal application processes, counseling on repayment, and refunds, is managed from the Chicago-based corporate location employing cyber links to computer workstations located in the business office area. Ms. Ganyaw has worked at Le Cordon Bleu for eleven years in positions including tuition planner and student finance representative prior to her present position. While the team was on campus the job description for the business operations manager, Ms. Ganyaw's position, was revised to clarify her responsibilities regarding administration of student financial aid.

4.51 Is the person who determines the amount of student awards *not* also responsible for disbursing those awards?

Yes  No

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



Yes       No

4.53 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?

Yes       No

4.54 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).

The financial aid office provides regular training for advisors as they begin employment and continues to provide updates through web-based training hosted by corporate financial aid specialists. Weekly corporate conference calls, email updates, and attendance at conferences further assist the financial aid staff to stay current with regulation and policy changes.

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 provides tutorial services as part of the learning resources program. Also, the career services office provides assistance with resume and cover letter development as part of their support of the job application process. Faculty members, the director of education, the associate registrar, and members of the administrative team provide academic, personal, and career counseling.

4.59 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates?

Yes       No       Not Applicable

4.60 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?

Ms. Kianna Ramos, director of career services, is responsible for the oversight of counseling students on employment opportunities. She holds a bachelor's degree in community health education from the University of Minnesota in Duluth, and a master's degree in education from the University of Minnesota in St. Paul. Before joining Le Cordon Bleu in her current position, in 2007, she worked as a public school culinary instructor for three years and in public health education positions for six years.

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 663.  
 The ending enrollment reported on the previous year's CAR is 663.

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.  
 During entrance and exit interviews students are counseled concerning their student loan repayment obligations. Financial aid counselors also provide students with access to a financial aid portal which includes modules on managing finances, loan repayment, and other general financial information.

4.67 Describe the extracurricular activities of the campus (if applicable).  
 The career services, admissions, and student services offices host extracurricular activities such as pancake feeds, ice cream socials, culinary competitions, and student council led fundraisers. In addition, participation in student clubs and organizations, such as baking and pastry club, veterans' club, and student council, is encouraged.

#### **GENERAL COMMENTS:**

#### **COMMENDATIONS:**

#### **RECOMMENDATIONS:**

The team encourages revision of descriptions for management of financial aid. Utilization of the remote system where students communicate directly with staff in Chicago appears to remove financial aid supervision from the campus responsibility sphere. Since this arrangement seems to serve student well and to meet Title IV regulations, the team advises that this operation be clarified by presentation as a corporate or regional function under the direction of an individual who meets all of the Title IV job qualifications and is responsible for management of all student financial aid functions, similar to library management.

## 5. EDUCATIONAL ACTIVITIES

- 5.01 Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?  
 Yes       No
- 5.02 Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications?  
Chef Steven Shapley is the director of education on the MSP campus of Le Cordon Bleu and is the person who is responsible for overseeing the educational activities of all programs on the campus. He has been with the campus since 2003 and has served in the director of education role since 2007. He also has significant experience in the culinary field. Mr. Shapley earned a bachelor's degree in English from Ottawa University in Ottawa, KS and a master's degree in management from the College of St. Scholastica in Duluth, MN. He is also a Certified Culinary Educator and an Approved Certification Evaluator, both certifications received from the American Culinary Federation. He is well qualified for the position of director of education.
- 5.03 Does this person have appropriate academic or experiential qualifications?  
 Yes       No
- 5.04 Describe how the campus makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.  
There is only a single program administrator on the MSP campus, Chef Dennis Cowen. Mr. Cowen is given authority to carry out his duties by the director of education, duties that range from observing instructors to organizing tutoring for students in need to being sure that the curriculum is current. He is given a reduced load in order to carry out his duties, a load reduction at times to the point of teaching no classes at all during some quarters.
- 5.05 Is the time devoted to the administration of the educational programs sufficient?  
 Yes       No
- 5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?  
 Yes       No
- 5.07 Does the policy, at a minimum, address the role of the faculty in the following areas?  
(a) Development of the educational program.  
 Yes       No  
(b) Selection of course materials, instructional equipment and other educational resources.  
 Yes       No  
(c) Systematic evaluation and revision of the curriculum.  
 Yes       No  
(d) Assessment of student learning outcomes.  
 Yes       No  
(e) Planning for institutional effectiveness.  
 Yes       No
- 5.08 Is there evidence that this policy has been adopted and faculty members are aware of it?

Yes       No

5.09 Does the campus have any programs that require specialized or programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved?

Yes       No (*Skip to question 5.10*)

5.10 Does the campus have any programs with current specialized or programmatic accreditation?

Yes       No (*Skip to question 5.14*)

5.11 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 in length)?

Yes       No

(b) Student placement rate of 70 percent?

Yes       No

If *No*, does the campus provide one of the following:

A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?

Yes       No       Not Applicable

5.12 Was the team able to verify the backup documentation to support the placement rate for the program(s) that hold specialized accreditation as reported on the last Campus Accountability Report submitted to the Council?

Yes       No       Not Applicable

How many calls to employers or graduates were attempted?

The following numbers of calls were attempted by program:

Academic associate's degree program in culinary arts: 9

Certificate program in culinary arts: 22

Academic associate's degree program in patisserie and baking: 12

Certificate program in patisserie and baking: 13

How many calls to employers or graduates were successful?

The following numbers of calls were successful by program:

Academic associate's degree program in culinary arts: 5

Certificate program in culinary arts: 6

Academic associate's degree program in patisserie and baking: 2

Certificate program in patisserie and baking: 3

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? .

All successful calls confirmed the placement of the graduates as reported on the 2013 CAR.

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

Yes     No     Not Applicable

5.14 Are the educational programs consistent with the campus' mission and the needs of its students?

Yes     No

5.15 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?

Yes     No

5.16 What provisions are made for individual differences among students?

Provisions for individual differences among students fall into two categories. The first is in the area of learning and other disabilities. The campus makes appropriate accommodations to comply with federal regulations in this area. The second is in recognizing differences in learning styles among students. This area is accomplished by direct encouragement of faculty to employ a variety of teaching styles in order to reach students with diverse learning styles.

5.17 Describe the system in place to evaluate, revise, and make changes to the curriculum.

Curriculum evaluation, revision, and change can come from faculty, academic and other administration, and advisory committee members. Most changes flow to the director of education who forwards items deemed necessary to change to the corporate level. If corporate curriculum planners do agree to the changes, it is then implemented at the campus level.

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

If *No*, insert the section number in parentheses, list faculty names, degrees, and awarding institutions and explain:

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)

If *No*, insert the section number in parentheses, list faculty names, degrees, and awarding institutions and explain:

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, sign-in sheets, and materials for in-service sessions were viewed by the team.

5.29 Is there evidence that appropriate faculty development plans have been developed and implemented

annually, including documentation to support completed activities listed on the plans?

Yes  No

5.30 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?

Yes  No

5.31 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?

Yes  No

5.32 Does the institution utilize contracts and/or agreements with other institutions or entities?

Yes  No

5.35 Are instructors teaching general education courses assigned in keeping with the minimum requirements as stated in the *Accreditation Criteria*?

Yes  No

If *No*, insert the section number in parentheses, list faculty names, degrees, and courses, and explain:

5.36 Does the program include a minimum of 15 semester, 22.5 quarter hours, or their equivalent in general education courses?

Yes  No

5.37 Do the programs' general education courses meet Council standards in that the courses place emphasis on principles and theory not on practical applications associated with a particular occupation?

Yes  No

5.38 Are at least one-half of all courses that are part of each associate's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?

Yes  No

#### **COMMENDATIONS:**

The campus is to be commended for a very strong and versatile program of in-service training. Such training is ongoing, with sessions at the end of each academic cycle during the year.

The faculty as a whole are a very well motivated group who are dedicated to the academic and personal success of their students.

#### **RECOMMENDATIONS:**

A systematic approach to faculty development plans needs to be developed to ensure that all faculty do is recorded and documented. Timing of the review of these plans should be considered; perhaps a faculty member's plan can be reviewed and a new one designed at the time of his or her annual evaluation.

## 7. PUBLICATIONS

- 7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?  
The team reviewed the Le Cordon Bleu College of Culinar Arts 2014-2015 Catalog and addendum dated June 3, 2014.
- 7.02 Does the self-study or additional location application part II accurately portray the campus?  
 Yes  No
- 7.03 Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students?  
 Yes  No
- 7.04 Does the catalog contain the following items?
- (a) A table of contents and/or an index.  
 Yes  No
- (b) An indication of the year or years for which the catalog is effective on the front page or cover page.  
 Yes  No
- (c) The names and titles of the administrators.  
 Yes  No
- (d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation.  
 Yes  No
- (e) A statement of accreditation  
 Yes  No  Not Applicable (initial applicant)
- (f) A mission statement.  
 Yes  No
- (g) A listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the area of teaching specialization.  
 Yes  No
- (h) An academic calendar.  
 Yes  No
- (i) A full disclosure of the admission requirements.  
 Yes  No
- (j) A statement for each curriculum offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the credit or clock hours awarded; the total credit or clock hours required to complete the curriculum; any necessary requirements for certification, licensing, or registration needed to work in the field; and any additional requirements that must be met to complete the curriculum.  
 Yes  No
- (k) A description of each course offered that includes the identifying number, title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites.  
 Yes  No
- (l) An explanation of the grading system that is consistent with the one that appears on the student transcript.  
 Yes  No
- (m) A definition of the unit of credit.



- Yes     No     Not Applicable (The campus does not award credit)
- (n) A complete explanation of the standards of satisfactory academic progress.
- Yes     No
- (o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each.
- Yes     No
- (p) The transfer of credit policy.
- Yes     No
- (q) A statement of the tuition, fees, and any other charges.
- Yes     No
- (r) A complete and accurate listing of all scholarships, grants, and/or loans offered.
- Yes     No     Not Applicable (no scholarships, grants, or loans offered)
- (s) The refund policy.
- Yes     No
- (t) A statement describing the student services offered.
- Yes     No
- (u) A student grievance policy that includes the name and address of ACICS (may be in the student handbook instead of catalog).
- Yes     No     Not Applicable (initial applicants only)

7.05 Does the campus offer degree programs?

- Yes     No

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

(c) Identification of courses that satisfy the concentration requirements (for academic associate's and bachelor's degrees only).

- Yes     No

7.06 Does the campus offer courses and/or programs via distance education?

- Yes     No (*Skip to Question 7.07.*)

7.07 Does the catalog contain an addendum/supplement?

- Yes     No (*Skip to Question 7.08.*)

(a) Is the catalog updated at an appropriate interval (the addendum/supplement should not be used as a substitute for meeting this expectation)?

- Yes     No

(b) Does the addendum supplement include the school name, location, and effective date for the entire document (or for individual sections if effective dates vary)?

- Yes     No

(c) Do students receive a copy of the addendum/supplement with the catalog?

Yes  No

7.08 Is the catalog available online?

Yes  No (*Skip to Question 7.09.*)

7.09 Does the campus utilize a multiple-school catalog?

Yes  No (*Skip to Question 7.10.*)

If Yes, answer the following:

(a) Are all campuses using the same catalog of common ownership?

Yes  No

(b) Are all photographs utilized properly labeled to identify the location depicted?

Yes  No

(c) Are faculty and staff listings properly identified with respect to the campus to which they belong?

Yes  No

7.10 Is all advertising and promotional literature, through any type of media (social media, website, newspapers, etc.), truthful and dignified?

Yes  No

7.11 Is the correct name of the campus listed in all advertising, web postings and promotional literature?

Yes  No

7.12 Where does the campus advertise (publications, online, etc.)?

The campus advertises via: radio spots, various print publications, social media, and the campus website.

Are all print and electronic advertisements under acceptable headings?

Yes  No

7.13 Does the campus use endorsements, commendations, or recommendations in its advertising?

Yes  No (*Skip to Question 7.14.*)

7.14 Does the campus utilize services funded by third parties?

Yes  No (*Skip to Question 7.15.*)

7.15 Does the campus avoid offering monetary incentives to attract students and avoid making guarantees for job placement or salary for graduates?

Yes  No

7.16 Is the phrase "for those who qualify" properly used in all advertising that references financial aid?

Yes  No  Not Applicable (campus does not participate in financial aid)

7.17 What institutional performance information does the campus routinely provide to the public?

The institutional performance data that is published is: on time completion rates, graduation rates, median student loan debt, and placement rates.

Where is this information published and how frequently is this information being updated?  
**This information is published on the institutional website and updated annually.**

#### 4. RELATIONS WITH STUDENTS

4.01 How many student files were reviewed during the evaluation?

While on campus, the team reviewed 22 academic files, including students in active, withdrawn, and graduate statuses. In addition, four financial aid files were reviewed.

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

Yes  No

4.03 Does the campus have appropriate admissions criteria?

Yes  No

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

Yes  No

4.05 Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?

Yes  No

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

Yes  No

4.07 Is the admissions policy publicly stated?

Yes  No

4.08 Is the admissions policy administered as written?

Yes  No

4.09 Does the campus use an enrollment agreement for each enrolled student that :

(a) Clearly outlines the financial obligations of both the institution and the student?

Yes  No

(b) Outlines all program related tuition and fees?

Yes  No

(c) Has a signature of the student and the appropriate school representative?

Yes  No

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

Yes  No

4.10 Who is responsible for the oversight of student recruitment at the campus and what are this person's qualifications?

Mr. Marvin Kimble, campus director of admissions, is responsible for the oversight of student recruitment at the campus. He holds an associate's degree in general education from Central Lakes Community College in Brainerd, Minnesota. Prior to beginning his current position in October 2013, Mr. Kimble worked in admissions at five other colleges, since 2005.

- 4.11 How is the team able to verify that the recruiting process for new students is ethical and compatible with the educational objectives for the campus?  
By interviewing admission staff members, reviewing material in the catalog, and examining student files, the team found the recruiting process to be ethical and compatible with the educational objectives for the campus.
- 4.12 Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following?
- (a) Courses and programs.  
 Yes     No
- (b) Services.  
 Yes     No
- (c) Tuition.  
 Yes     No
- (d) Terms.  
 Yes     No
- (e) Operating policies.  
 Yes     No
- 4.13 Does the campus use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity?  
 Yes     No
- 4.14 Does the state in which the campus operates require representatives to be licensed or registered?  
 Yes     No
- 4.15 Are the titles of recruitment and enrollment personnel appropriate?  
 Yes     No
- 4.16 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?  
 Yes     No     Not Applicable (campus does not participate in financial aid)
- 4.17 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?  
 Yes     No
- 4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?  
 Yes     No
- 4.19 Is there evidence that the campus properly awards transfer of credit?  
 Yes     No     Not Applicable
- 4.20 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus?

Yes     No

4.21 Has the campus established articulation agreements with other institutions?

Yes     No (*Skip to question 4.23 for Master's Degree Programs or 4.24 for all programs*)

4.22 Does the campus provide documented notification to students of the articulation agreements and the transferability of credits in the programs that are offered?

Yes     No

4.24 Is the standards of satisfactory academic progress policy published in the catalog?

Yes     No

If *Yes*, state the page number(s) where the standards of satisfactory academic progress policy is published?  
The standards of satisfactory academic progress are published on pages 21-28 in the current campus catalog and an addendum dated June 5, 2014.

4.25 Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following?

(a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length.

Yes     No

(b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame.

Yes     No

(c) Procedures for re-establishing satisfactory academic progress.

Yes     No

(d) A definition of the effects of the following on the CGPA and successful course-completion percentage:

Withdrawals.

Yes     No

Incomplete grades.

Yes     No

Repeated courses.

Yes     No

Non-punitive grades.

Yes     No     Not Applicable (campus does not offer)

Non-credit or remedial courses.

Yes     No     Not Applicable (campus does not offer)

A warning status.

Yes     No     Not Applicable (campus does not use)

A probationary period.

Yes     No

An appeal process.

Yes     No

An extended-enrollment status.

Yes  No  Not Applicable (campus does not offer)

The effect when a student changes programs.

Yes  No  Not Applicable (campus only offers one program of study)

The effect when a student seeks to earn an additional credential.

Yes  No  Not Applicable (campus only offers one credential)

The implications of transfer credit.

Yes  No

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

Yes  No

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

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

4.28 Is SAP evaluated at the end of each academic year or at 50 percent of the normal program length if the program is one academic year in length or shorter?

Yes  No

4.29 Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent?

Yes  No  Not Applicable (all programs are one year or less)

4.30 Are students who are not making satisfactory academic progress at the end of the second year dismissed?

Yes  No  Not Applicable (all programs are less than two years)

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

Yes  No

4.32 Are students allowed to remain on financial aid while under warning status?

Yes  No  Not Applicable (campus does not participate in financial aid)

4.33 Are students whose appeals are granted due to mitigating circumstances placed on probation, eligibility for financial aid reinstated and considered to be making satisfactory academic progress?

Yes  No

4.34 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances)?

Yes  No  Not Applicable (campus does not have extended enrollment and/or does not participate in financial aid)

4.35 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?

Yes  No  Not Applicable (campus does not have extended enrollment)

- 4.36 For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived?  
 Yes     No     Not Applicable (there is no such student)
- 4.37 Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?  
 Yes     No
- 4.38 Who is responsible for the administration of satisfactory academic progress, and what are this person's qualifications?  
Ms. Joanna Moua, registrar, is responsible for the administration of SAP. The director of education, Dr. Daniel Marcelle, and director of career services, Ms. Christine Kleckner, assist with the monitoring of SAP and student assistance needed to improve academic performance. Ms. Moua holds a bachelor's degree in organizational management and leadership from Concordia University of Saint Paul, Minnesota. Prior to beginning work at Sanford-Brown College in 2010 she worked in several education-related positions, primarily in the area of student loan servicing. Dr. Marcella holds Ph.D. and master's degrees in Philosophy from Catholic University of Leuven in Belgium and a bachelor's degree in philosophy from the University of Wisconsin at Green Bay. He worked in academic administration at two other proprietary schools beginning in 2003, before accepting his current position in February 2014. Prior to assuming her position at Sanford-Brown College in October 2013, Ms. Kleckner worked for five years in a variety of employment assistance positions at a state employment agency and another post secondary school.
- 4.39 Does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?  
 Yes     No
- 4.40 Does the campus finance any of the following? (Mark all that apply.)  
(a)  Scholarships.  
(b)  Grants.  
(c)  Loans.  
(d)  The campus does not offer scholarships, grants, and/or loans. (*Skip to Question 4.42.*)
- If Yes for any item, does the campus properly identify all scholarship, grant, and loan programs?  
 Yes     No
- 4.41 Does the campus fully disclose the terms, conditions, and application procedures regarding campus loan, scholarship and grant programs in its catalog?  
 Yes     No
- 4.42 Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?  
 Yes     No
- 4.43 Are tuition and fees clearly stated in the catalog?  
 Yes     No



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

Yes     No     Not Applicable

4.44 Do the financial records of students clearly show the following?

(a) Charges.

Yes     No

(b) Dates for the posting of tuition.

Yes     No

(c) Fees.

Yes     No

(d) Other charges.

Yes     No

(e) Payments.

Yes     No

(f) Dates of payment.

Yes     No

(g) The balance after each transaction.

Yes     No

4.45 Is the effective date listed on announcements of changes in tuition and fees?

Yes     No     Not Applicable (campus has not changed tuition or fees)

4.46 Is the campus' refund policy published in the catalog?

Yes     No

4.47 Is the refund policy fair, equitable, and applicable to all students?

Yes     No

4.48 Is the campus following its stated refund policy?

Yes     No

4.49 Does the campus participate in Title IV financial aid?

Yes     No (*Skip to question 4.57*)

4.50 Who is responsible on-site for administering student financial aid, and what are this person's qualifications?

Ms. Jennifer Bolish, business operations manager, is responsible for managing financial functions including student financial aid. While this does include administration of Minnesota State Grants, she does not supervise the typical Title IV financial aid functions. In fact, the administration of financial aid, including the original and renewal application processes, counseling on repayment, and refunds, is managed from the Chicago-based corporate location employing cyber links to computer workstations located in the business office area.

4.51 Is the person who determines the amount of student awards *not* also responsible for disbursing those awards?

Yes       No

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

Yes       No

4.53 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?

Yes       No

4.54 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).

Financial aid advisors receive training in governmental regulations, institutional policies, and procedures shortly after hiring. In addition, financial aid staff members are trained regularly to ensure that they are up to date on new rules and regulations, changes to business processes, and professional development activities. The campus business operations manager participates in weekly training and teleconference sessions provided by the corporate financial aid staff. Information is disseminated to financial aid staff via email, one-on-one interaction, and during weekly staff meetings. Also, corporate student financial services staff members conduct periodic special web-based training.

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

Yes       No

4.56 Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?

Yes       No

4.57 Does the campus provide discounts for cash received in advance of the normal payment schedule?

Yes       No (*Skip to question 4.58.*)

4.58 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.

Student services offered at the campus include tutorial services and career services office provided assistance with resume and cover letter development as part of their support of the job application process. Faculty members, the director of education, the registrar, and members of the administrative team provide academic and career counseling. The campus provides all lead instructors and managers with a listing of agencies to which students can be referred for personal counseling and services.

4.59 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates?

Yes       No       Not Applicable

4.60 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?

Ms. Christine Kleckner, director of career services, is responsible for the oversight of counseling students on employment opportunities. Prior to beginning her current position in October of 2013, Ms. Kleckner worked for five years in a variety of employment assistance positions at a state employment agency and another post secondary school.

- 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 446  
The ending enrollment reported on the previous year's CAR is 446
- 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.  
During entrance and exit interviews students are counseled concerning their student loan repayment obligations. Financial aid counselors also provide students with access to a financial aid portal which includes modules on managing finances, loan repayment, and other general financial information.
- 4.67 Describe the extracurricular activities of the campus (if applicable).  
The academic division and student ambassadors manage extracurricular activities such as community service participation, student appreciation events, and a graduate showcase. All students are encouraged to become members of the student ambassadors.

---

**From:** Jocelyn Harris <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/623E05E9CBBC4A588B96A3A55CF15F77-JHARRIS>

**Sent:** 7/31/2012 11:37:34 AM -0400

**To:** Torri Hayslett <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/E91b6ec832ff4a5d83ff707c7211e294-thayslett>; Melonie Vanderpool-Wyatt <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/90a9047d6e624addb9ecaedd55f020b1-mvwyatt>; Chad Hartman <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/13cbf506f84340d4b56aa05824f71116-chartman>; Maurice Wadlington <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/A485f246b6e74618a42ffbf0566d503-mwadlington>

**Subject:** Le Cordon Bleu cancellations

Hey guys. Those of you assigned to NG's at Le Cordon Bleus will be assigned to other visits, as all of these will be done in 2014 (would have been nice if the folks who approved their consolidation made THAT change in visit management, but nevertheless!). I'll pull from some of the contractor visits and let ya know sometime today! Thanks ☺

---

**From:** Chad Hartman <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/13CBF506F84340D4B56AA05824F71116-CHARTMAN>  
**Sent:** 8/22/2014 1:34:31 PM -0400  
**To:** "Adelman, Connie" <cadelman@brownmackie.edu>; Darlene Minore <dminore@mac.com>; Burt Kaliski <bsk1665@gmail.com> (bsk1665@gmail.com)  
**Subject:** Le Cordon Bleu Miramar

Hello Connie, Darlene and Burt,

I just sent the team memo for Key College which contains the hotel information that is also applicable to this visit.

Burt, we will be staying at:

the Fort Lauderdale Marriott Harbor Beach Resort

3030 Holiday Drive

Fort Lauderdale, FL 33316

954-525-4000

Reservation Burt Kaliski #91999615 for 9/10-9/12

The hotel is just 5 miles from the FLL Fort Lauderdale-Hollywood Airport

It will just be the four of us for this visit as all programs are programmatically accredited.

The hotel is about 30 minutes from the school. I didn't want to switch hotels since 3 of us are on the visit prior. Connie, as there are just the four of us, do you want to meet the evening prior to the visit or would you like to meet at 8 am prior to the visit?

Just let me know if there are any questions.

Chad



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November 3-5, 2014

New Orleans, Louisiana

Click here to [Register TODAY](#)

---

**From:** Chad Hartman <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/13CBF506F84340D4B56AA05824F71116-CHARTMAN>  
**Sent:** 8/14/2014 3:01:51 PM -0400  
**To:** acicsinfo@miami.chefs.edu; mmitchell@miamiculinary.com  
**CC:** Burt Kaliski <bsk1665@gmail.com> (bsk1665@gmail.com); Darlene Minore <dminore@mac.com>; "Adelman, Connie" <cadelman@brownmackie.edu>  
**Subject:** Le Cordon Bleu Visit Memo  
**Attachments:** Le Cordon Bleu - Miami Visit Memo.pdf

Please find attached the visit memo regarding the upcoming ACICS visit to Le Cordon Bleu in Miramar, Florida on September 11-12.

Should you have any questions, please feel free to contact me.

Sincerely,

Chad Hartman

---

**From:** Chad Hartman <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/13CBF506F84340D4B56AA05824F71116-CHARTMAN>  
**Sent:** 12/4/2012 9:35:02 PM -0500  
**To:** "Tami Erickson (Corporate)" <terickson@careered.com>  
**Subject:** RE: ACICS  
Great! I am looking forward to Austin!

*Sent from my Verizon Wireless 4G LTE DROID*

"Tami Erickson (Corporate)" <terickson@careered.com> wrote:

Hi Chad,

The President, Steve Smith, Le Cordon Bleu College of Culinary Arts Austin has agreed that January 18, 2013 is a great day to have you visit. We look forward to seeing you.

Sincerely,

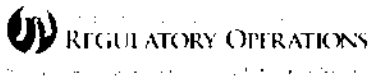
Tami Lee Erickson, PhD

*Regulatory Operations Consultant*

[terickson@careered.com](mailto:terickson@careered.com)

512-563-2233 Cell

224-484-1121 Fax



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**From:** Chad Hartman [mailto:chartman@ACICS.ORG]  
**Sent:** Tuesday, December 04, 2012 12:57 PM



**To:** Tami Erickson (Corporate)  
**Subject:** RE: ACICS

Hi Tami!

I am not sure why my number isn't working...hmmm... I will have to take a look at that.

Yes, I have 32 visit days this cycle in two short months with most of the visits on the West Coast so that makes dates very tight.

I think that the best bet is to do January 18<sup>th</sup> so that I can just add it onto the San Antonio trip. If that works for you just let me know.

Thank you for your Christmas Card. Very Texas : ) I love the chickens.

Hope things are going well and I will be in touch once the dates are scheduled to see if you want to join any of the teams.

Chad

**From:** Tami Erickson (Corporate) [mailto:terickson@careered.com]  
**Sent:** Tuesday, December 04, 2012 1:31 PM  
**To:** Chad Hartman  
**Subject:** FW: ACICS

Hey Chad,

I tried to call your cell but you must have a new number. Mark passed this along to me – both of these dates look good for us. But we cannot make the decision on behalf of the president who is on vacation. Is there a day that fits best in your schedule – when I call the president I will try that date first. ☺

Sincerely,

Tami Lee Erickson, PhD

*Regulatory Operations Consultant*

[terickson@careered.com](mailto:terickson@careered.com)

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**From:** Mark Lopez  
**Sent:** Tuesday, December 04, 2012 12:07 PM  
**To:** Tami Erickson (Corporate)  
**Subject:** ACICS

Tami,

I received a call from Chad Hartman of ACICS and he was inquiring about our availability in Jan for the 1 day visit. He mentioned Jan 11<sup>th</sup> and 18<sup>th</sup> as possible dates since he will be in San Antonio the 14<sup>th</sup> -17<sup>th</sup>. Do you see any conflicts with these dates?

**Mark Lopez**

Director of Admissions

Le Cordon Bleu College of Culinary Arts

3110 Esperanza Crossing, Suite 100

Austin, TX 78758

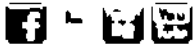
Office-512.339.3801

Mobile-512.965.1958

Fax-224.484.1151

[MLopez@austin.chefs.edu](mailto:MLopez@austin.chefs.edu)

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

---

**From:** "Tami Erickson (Corporate)" <terickson@careered.com>  
**Sent:** 12/4/2012 7:48:12 PM -0500  
**To:** Chad Hartman <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/13cbf506f84340d4b56aa05824f71116-chartman>  
**Subject:** RE: ACICS

Hi Chad,

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Sincerely,

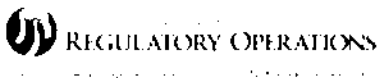
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**From:** Chad Hartman [mailto:chartman@ACICS.ORG]  
**Sent:** Tuesday, December 04, 2012 12:57 PM  
**To:** Tami Erickson (Corporate)  
**Subject:** RE: ACICS

Hi Tami!

I am not sure why my number isn't working...hmmm... I will have to take a look at that.

Yes, I have 32 visit days this cycle in two short months with most of the visits on the West Coast so that makes dates very tight.

I think that the best bet is to do January 18<sup>th</sup> so that I can just add it onto the San Antonio trip. If that works for you just let me know.

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Hope things are going well and I will be in touch once the dates are scheduled to see if you want to join any of the teams.

Chad

**From:** Tami Erickson (Corporate) [mailto:terickson@careered.com]  
**Sent:** Tuesday, December 04, 2012 1:31 PM  
**To:** Chad Hartman  
**Subject:** FW: ACICS

Hey Chad,

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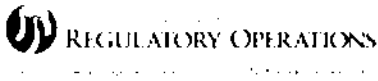
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**From:** Mark Lopez  
**Sent:** Tuesday, December 04, 2012 12:07 PM  
**To:** Tami Erickson (Corporate)  
**Subject:** ACICS

Tami,

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***Mark Lopez***

Director of Admissions

Le Cordon Bleu College of Culinary Arts

3110 Esperanza Crossing, Suite 100

Austin, TX 78758

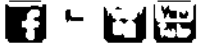
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---

**From:** Chad Hartman <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/13CBF506F84340D4B56AA05824F71116-CHARTMAN>  
**Sent:** 12/21/2012 11:51:00 AM -0500  
**To:** "Tami Erickson (Corporate)" <terickson@careered.com>  
**Subject:** RE: ACICS Visit VS1

Hi Tami,

These are a new type of visit so the template may not have been exact for this particular visit. I know that ACICS believes in being transparent on what we will be looking at during our visit so I will forward you the template that I will be completing.

Let me check on that.

Yes, we will need the update report.

I alone will be the team.

**From:** Tami Erickson (Corporate) [mailto:terickson@careered.com]  
**Sent:** Friday, December 21, 2012 11:30 AM  
**To:** Chad Hartman  
**Cc:** Steve Smith  
**Subject:** RE: ACICS Visit VS1

Good Morning Chad,

We are looking forward to your visit. I wanted to clarify information in the letter you sent - we have been told by ACICS senior leaders that this is a staff only visit. This is not a reaccreditation visit and that we did not need to complete a self-study not would there be a full team review.

Are we supposed to complete a self-study?

Would we still need to complete an update report?

And it is my understanding that it will be you as the team?



Thank you in advance for the clarification, we want everything to be ready for you.

Sincerely,

Tami Lee Erickson, PhD

*Regulatory Operations Consultant*

[terickson@careered.com](mailto:terickson@careered.com)

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**From:** Chad Hartman [<mailto:chartman@ACICS.ORG>]  
**Sent:** Thursday, December 20, 2012 7:38 PM  
**To:** 047-ACICS  
**Cc:** Steve Smith; [michael.delong@twc.state.tx.us](mailto:michael.delong@twc.state.tx.us)  
**Subject:** ACICS Visit VS1

Please find attached the VS1 regarding the ACICS Visit to Le Cordon Bleu, Austin on January 18, 2013.

**Chad M. Hartman**

Accreditation Coordinator

ACICS | Accrediting Council for Independent Colleges & Schools

750 First Street NE

Suite 980

Washington, DC 20002-4223

T -202-336-6841

F - 202-842-2593

[chartman@acics.org](mailto:chartman@acics.org)

---

**From:** Chad Hartman <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/13CBF506F84340D4B56AA05824F71116-CHARTMAN>  
**Sent:** 5/21/2014 10:02:22 PM -0400  
**To:** David Peterson <DPeterson@msp.chefs.edu>  
**Subject:** RE: LCB-MSP\_ACICS\_Self Study Application Substitution  
Mr. Peterson,

I am afraid once something has been uploaded it is part of the permanent record that I am unable to delete or replace. The key is that the team has the appropriate materials for review.

Thanks

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

**From:** David Peterson [mailto:DPeterson@msp.chefs.edu]  
**Sent:** Wednesday, May 21, 2014 6:42 PM  
**To:** Chad Hartman  
**Subject:** LCB-MSP\_ACICS\_Self Study Application Substitution

Dear Mr. Hartman,

I apologize for having to ask this, but I am hoping you can assist me. Could you please open the ACICS Update Report Catalog and Addendum section of the upload so that the attached can replace what was previously uploaded? Again, my apologies on this issue and your assistance is very much appreciated.

Sincerely,

Dave Peterson  
Interim Campus Director  
Le Cordon Bleu College of Culinary Arts - Minneapolis/St. Paul  
Ph: 651-675-4787  
Fax: 651-452-5282  
dpeterson@msp.chefs.edu

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

---

**From:** Chad Hartman <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/13CBF506F84340D4B56AA05824F71116-CHARTMAN>  
**Sent:** 5/19/2014 11:58:01 AM -0400  
**To:** David Peterson <DPeterson@msp.chefs.edu>  
**Subject:** RE: Visit memo

Mr. Peterson, that is a visit memo. That was sent last week to the campus. We send that to the institutional email address. I will also forward this to you since it wasn't received.

Thanks

**From:** David Peterson [mailto:DPeterson@msp.chefs.edu]  
**Sent:** Monday, May 19, 2014 10:20 AM  
**To:** Chad Hartman  
**Subject:** Visit memo

Good morning Mr. Hartman,

I was instructed to reach out to you regarding a visit memo. One was sent to our sister school in St. Louis. The memo is attached for your review. When you have the opportunity could you please advise me as to whether we will be receiving a similar memo? Your advice is sincerely appreciated!

Sincerely,

**Dave Peterson**

Interim Campus Director

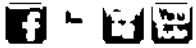
Le Cordon Bleu College of Culinary Arts – Minneapolis/St. Paul

Ph: 651-675-4787

Fax: 651-452-5282

[dpeterson@msp.chefs.edu](mailto:dpeterson@msp.chefs.edu)

Join our Le Cordon Bleu Community!



Purpose - ***We feed dreams and nourish lives.***

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

---

**From:** Chad Hartman <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/13CBF506F84340D4B56AA05824F71116-CHARTMAN>  
**Sent:** 5/19/2014 12:01:24 PM -0400  
**To:** David Peterson <DPeterson@msp.chefs.edu>  
**Subject:** RE: Visit memo  
**Attachments:** Le Cordon Bleu Visit Memo.docx

**From:** David Peterson [mailto:DPeterson@msp.chefs.edu]  
**Sent:** Monday, May 19, 2014 10:20 AM  
**To:** Chad Hartman  
**Subject:** Visit memo

Good morning Mr. Hartman,

I was instructed to reach out to you regarding a visit memo. One was sent to our sister school in St. Louis. The memo is attached for your review. When you have the opportunity could you please advise me as to whether we will be receiving a similar memo? Your advice is sincerely appreciated!

Sincerely,

**Dave Peterson**

Interim Campus Director

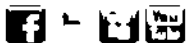
Le Cordon Bleu College of Culinary Arts – Minneapolis/St. Paul

Ph: 651-675-4787

Fax: 651-452-5282

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To: Mr. David Peterson  
 Interim Director  
 Le Cordon Bleu College of Culinary Arts  
 1315 Mendota Heights Road  
 Mendota Heights, MN 55120  
 ID Code 00038353

From: Mr. Chad Hartman, Senior Accreditation Coordinator

Date: May 11, 2014

Subject: Scheduled Site Visit – June 2-3, 2014

Listed below are the details for your upcoming evaluation visit. Please send each team member listed below, including myself, an electronic copy (flash drive, CD, or e-mail) of the Self-Study Application

As a reminder, the Self-Study Application materials include:

**SELF-STUDY APPLICATION**

1. Explanation
2. Future Plans
3. Campus Effectiveness Plan
4. Academic Credit Analysis
5. Self-study Narrative

Additionally, the following update report documents must be sent to the team as well as uploaded to the campuses' online applications:

1. Faculty and Staff Summary
2. Inventory of Equipment
3. Catalog
4. Class schedule
5. Program Update Form

Note: If there are not tasks available for each of these items, please combine the documents together and upload into the "Program Update Form" task.



Mr. David Peterson  
May 11, 2014  
Page 2

The update report documents are available on the ACICS Web site at <http://www.acics.org/accreditation/content.aspx?id=2022>. Go to the "Accreditation Process" page and then click the "Evaluation Site Visit" page. The documents above must be received, along with the appropriate application materials by each team member no later than **May 19, 2014**. It is unnecessary and often inconvenient to require a signed receipt upon delivery of these items to the team members.

We will need a private work area for the team's use during the visit. The materials identified on the enclosed list should be placed in the work area prior to the team's arrival. Additional materials may be requested during the visit. Details of the visit are outlined below.

The institution will be invoiced a fixed fee for all site visits. Please be advised that pursuant to Section 2-3-401 of the *Accreditation Criteria* the Council will be made aware of any outstanding fees (30 days or older) during its review of your application(s).

*Please contact me immediately if you have any concerns regarding any team member appointed to serve on the evaluation team or if you have any questions about the visit. Thank you.*

## **VISIT ITINERARY**

### **Institution to Be Visited**

ACICS ID Code 00038353  
Le Cordon Bleu College of Culinary Arts  
1315 Mendota Heights Road  
Mendota Heights, MN 55120  
(651)675-4700

### **Visit Dates**

Monday, June 2, 2014 – Tuesday, June 3, 2014

### **Visit Type**

New Grant

### **Current Level of Accreditation**

Academic Associate's degree

### **Itinerary (approximate)**

Arrive on Monday, June 2, 2014, at 9:00 a.m.

Mr. David Peterson  
May 11, 2014  
Page 3

Depart on Tuesday, June 3, 2014, at 5:00 p.m.

**Evaluation Team**

**CHAIR**

Dr. Burton S. Kaliski  
Retired Professor of Business Education  
Southern New Hampshire University  
142 Peak Street,  
Manchester, NH 03104  
[bk142@comcast.net](mailto:bk142@comcast.net)

**RELATIONS WITH STUDENTS**

Dr. Robert Palmatier  
Owner  
Warren Allen Educational Services LLC  
P.O. Box 743  
Frederiksted, VI 00840  
[bobpalm203@gmail.com](mailto:bobpalm203@gmail.com)

**EDUCATIONAL ACTIVITIES**

Dr Susan Sykes Hendee  
Susan S. Hendee CCE HAAC CHE  
3110 Tyndale Avenue  
Baltimore, MD 21214  
[culacon@hotmail.com](mailto:culacon@hotmail.com)

**ACICS STAFF REPRESENTATIVE**

Mr. Chad Hartman  
Senior Accreditation Coordinator  
(202) 336-6841  
1810 E. Palm Ave. #5322  
Tampa, FL 33605  
[chartman@acics.org](mailto:chartman@acics.org)

c: Evaluation Team

Mr. David Peterson  
May 11, 2014  
Page 4

Mr. David Peterson  
May 11, 2014  
Page 5

## **EVALUATION VISIT MEETING ROOM MATERIALS** **Initial, Reevaluation, and Additional Location Inclusion Visit**

*Institutions are to place the following materials in the room provided to the evaluation team. Additional materials may be requested when the team is at the institution.*

### 1. Current Information

- a. Class schedule including course names, numbers, titles, room numbers, class times, names of instructors, and student enrollment by class period for the entire term/quarter/semester/module
- b. Student enrollment on day(s) of visit by program and by day and evening divisions
- c. Floor plan of facility
- d. Staff roster and organization chart
- e. Course syllabi for currently offered courses (For courses not offered in the current term, the syllabi must be provided with the exception of the following items: instructional materials and references, out-of-class activities and assignments, assessment criteria, and method of evaluating students)
- f. All admissions tests with answer key and test cut-off scores for each program
- g. If ability-to-benefit students are admitted, complete documentation evidencing the relationship between admissions test cut-off scores and successful academic or employment outcomes, as well as the contract for the independent test administrator
- h. A copy of the most recently completed, and the prior year's ACICS Campus Accountability Reports along with the complete back-up documentation. This must include information to support enrollment, graduate, and withdrawal numbers and placement information such as student name, program of study, graduation date, job title, employer name, and employer telephone numbers
- i. A copy of the current Campus Effectiveness Plan along with the progress reports and/or prior year's campus effectiveness plan
- j. Board of directors and administrative staff meeting minutes
- k. Faculty meeting minutes
- l. Documentation of in-service training sessions held and the schedule for upcoming session
- m. Schedule and documentation of community resources utilized for each program (organized by program)
- n. A copy of the Certificate of Attendance at an ACICS Accreditation Workshop for the chief on- site administrator or self-study coordinator

Mr. David Peterson  
May 11, 2014  
Page 6

2. Official Documents

- a. Corporate Charter
- b. Articles of Incorporation, and Certificate of Incorporation or other appropriate documentation of legal structure and ownership of the institution and a chart outlining the ownership structure
- c. Certificate of good standing; relative to an institution's corporate statute and/or legal identity
- d. State license and authorization to award degrees (if applicable)
- e. Most recent state and VA compliance reports
- f. Documentation that the facilities are in compliance with local, state, and federal laws governing fire, safety, and sanitation
- g. Documentation that the institution is in compliance with copyright laws for instructional materials utilized
- h. U.S. Department of Education Program Participation Agreement and Eligibility and Certification Approval Report (if applicable)
- i. Reports from most recent reviews by agencies such as the U.S. Department of Education, Inspector General, and guarantee agency, as well as the institution's student financial aid compliance audit
- j. Third-party contracts with other educational institutions or contracts such as JTPA

3. Files

- a. Administrative staff personnel files that include updated ACICS data sheets
- b. Faculty personnel files that include updated ACICS data sheets, copies of administrative and student evaluations, and faculty development plans with documentation of their implementation

*NOTE: Student files will be selected randomly for review by team members.*

4. Inventories

- a. Library resource and reference materials including online materials (if applicable)
- b. Instructional equipment for all programs

5. Publications

- a. Most recent ACICS self-study or additional location application
- b. All current advertising and promotional literature, including scripts, copies of newspapers, magazines, brochures, and tapes of radio and television ads
- c. Student, faculty, and staff handbooks (if applicable)
- d. Current catalog with all addenda (if applicable)

---

**From:** Steve Smith <ssmith@austin.chefs.edu>  
**Sent:** 1/12/2013 12:02:55 PM -0500  
**To:** Chad Hartman <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/13cbf506f84340d4b56aa05824f71116-chartman>  
**CC:** "Tami Erickson (Corporate)" <terickson@careered.com>  
**Subject:** RE: Visit Memo - Austin  
**Attachments:** Evaluation Visit Update Report 2013.doc; Class Schedule for 1-18-2013.xlsm; AUS\_11-12\_Catalog\_Addendum\_Clean 11-16-12.pdf; catalog 2011 - 2012.pdf

Dear Mr. Hartman,

Attached is the information we uploaded to the ACICS system last week. Please let me know if there is any additional information that you require. We look forward to hosting you next Friday at our campus!

Steve

Steve Smith

President

Le Cordon Bleu College of Culinary Arts

3110 Esperanza Crossing, Suite 100

Austin, TX 78758

(512) 339-3823

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



**From:** Chad Hartman [mailto:chartman@ACICS.ORG]  
**Sent:** Saturday, January 12, 2013 10:22 AM  
**To:** Steve Smith; Tami Erickson (Corporate); 047-ACICS  
**Subject:** Visit Memo - Austin

A Visit Memo has been released for all Reclassification to a main visits. Attached is a copy regarding the visit at the Austin Campus next Friday the 18<sup>th</sup>. Please disregard the piece regarding sending materials to my attention at the office in D.C. If you have the materials available in an email format, please send them that way. I will not be in D.C. before my visit.

Thank you and please let me know if you have any questions.

**Chad M. Hartman**

Accreditation Coordinator

ACICS | Accrediting Council for Independent Colleges & Schools

750 First Street NE

Suite 980

Washington, DC 20002-4223

T -202-336-6841

F 202 842 2593

[chartman@acics.org](mailto:chartman@acics.org)

# Addendum to the 2011-2012 Catalog

Le Cordon Bleu College of Culinary Arts in Austin

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Vol. I Published June, 2011, Effective November 21, 2012

## Academic Calendar

Associates of Applied Science in Le Cordon Bleu Culinary Arts

Start Date	Anticipated Completion Date
11/12/2012	08/15/2014

Start Date	Anticipated Completion Date
11/12/2012	08/15/2014
01/07/2013	09/26/2014
02/18/2013	11/7/2014
04/08/2013	12/19/2014
05/20/2013	02/13/2015
07/08/2013	03/27/2015
08/19/2013	05/15/2015
09/30/2013	06/26/2015
11/11/2013	08/14/2015

### Certificate in Le Cordon Bleu Patisserie and Baking

Start Date	Anticipated Completion Date
05/16/2011	05/18/2012
07/05/2011	07/01/2012
08/15/2011	08/17/2012
09/26/2011	09/28/2012
11/07/2011	11/09/2012
01/09/2012	12/21/2012
02/20/2012	02/15/2013
04/09/2012	03/29/2013
05/21/2012	05/17/2013
07/09/2012	06/28/2013
08/20/2012	08/16/2013
10/01/2012	09/27/2013



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11/12/2012	11/08/2013
01/07/2013	12/20/2013
02/18/2013	02/14/2014
04/08/2013	03/28/2014
05/20/2013	05/16/2014
07/08/2013	06/27/2014
08/19/2013	08/15/2014
09/30/2013	09/26/2014
11/11/2013	11/07/2014



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# Addendum to the 2011-2012 Catalog

Le Cordon Bleu College of Culinary Arts in Austin

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## Certificate in Le Cordon Bleu Culinary Arts

Start Date	Anticipated Completion Date
05/16/2011	05/18/2012
07/05/2011	07/01/2012
08/15/2011	08/14/2012
09/26/2011	09/28/2012
11/07/2011	11/09/2012
01/09/2012	12/21/2012
02/20/2012	02/15/2013
04/09/2012	03/29/2013
05/21/2012	05/17/2013
07/09/2012	06/28/2013
08/20/2012	08/16/2013
10/01/2012	09/27/2013
11/12/2012	11/08/2013
01/07/2013	12/20/2013
02/18/2013	02/14/2014
04/08/2013	03/28/2014
05/20/2013	05/16/2014
07/08/2013	06/27/2014
08/19/2013	08/15/2014
09/30/2013	09/26/2014
11/11/2013	11/07/2014

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



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## Holiday Schedule

### 2012

12/17/2011 – 01/08/2012 ..... Winter Break  
 01/16/2012 ..... Martin Luther King Day  
 02/17/2012 ..... Faculty in-service  
 03/29 /2012 – 03/30/2012 ..... Faculty in-service  
 03/31/2012 – 04/08/2012 ..... Spring Break  
 05/17/2012 – 05/18/2012 ..... Faculty in-service  
 05/28/2012 ..... Memorial Day  
 06/29/2012 ..... Faculty in-service  
 07/2/2012 – 07/08/2012 ..... Summer Break  
 08/16/2012 – 08/17/2012 ..... Faculty in-service  
 09/28/2012 ..... Faculty in-service  
 09/03/2012 ..... Labor Day  
 11/8/2012 – 11/9/2012 ..... Faculty in-service  
 11/22/2012 – 11/23/2012 ..... Thanksgiving Break  
 12/21/2012 ..... Faculty in-service  
 12/22/2012 – 01/06/2013 ..... Winter Break

### 2013

12/22/2012 – 01/06/2013 ..... Winter Break  
 01/21/2013 ..... Martin Luther King Day  
 02/15/2013 ..... Faculty in-service  
 03/28 /2013 – 03/29/2013 ..... Faculty in-service  
 03/30/2013 – 04/07/2013 ..... Spring Break  
 05/16/2013 – 05/17/2013 ..... Faculty in-service  
 05/27/2013 ..... Memorial Day  
 06/28/2013 ..... Faculty in-service  
 06/29/2013 – 07/07/2013 ..... Summer Break  
 08/15/2013 – 08/16/2013 ..... Faculty in-service  
 09/02/2013 ..... Labor Day  
 09/27/2013 ..... Faculty in-service  
 11/7/2013 – 11/8/2013 ..... Faculty in-service



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11/22/2013 – 11/29/2013 .....Thanksgiving Break

12/21/2013 – 01/05/2014 .....Winter Break

\*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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# Addendum to the 2011-2012 Catalog

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## Tuition and Fees

*Effective May 14, 2012*

The costs outlined for each program reflect a normally progressing student.

### Certificate in Le Cordon Bleu Culinary Arts

Tuition	\$19,200.00
*Application Fee	\$50.00
**Equipment and Supplies	\$300.00
Total	\$19,550.00

### Certificate in Le Cordon Bleu Patisserie and Baking

Tuition	\$19,200.00
Application Fee	\$50.00
**Equipment and Supplies	\$300.00
Total	\$19,550.00

### Associate of Applied Science Degree in Le Cordon Bleu Culinary Arts Program

Tuition	\$36,200.00
*Application Fee	\$50.00
**Equipment and Supplies	\$800.00
Total	\$37,050.00



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Le Cordon Bleu College of Culinary Arts in Austin

## Retake Fees

\$200 per quarter credit for all courses

\$50 per quarter credit for Externship

\* Mandatory fees for which student financial aid cannot be used.

\*\* Plus tax

**Financial Aid is available for those who qualify.**



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Le Cordon Bleu College of Culinary Arts in Austin, 1201 West 17th Street, Austin, TX 78701

# Addendum to the 2011-2012 Catalog

Le Cordon Bleu College of Culinary Arts in Austin

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## Staff and Faculty

### Administrative Staff

#### President

Steve Smith

#### Campus Director of Admissions

Mark Lopez

#### Campus Director of Career Services

Brent Wynn

#### Business Operations Manager

Natalie Ayers

#### Campus Director of Purchasing

Matt Ward

### Education Administration

#### Executive Chef

**Aimee Olson,**

B.A. University of Denver

Certificate Baking and Pastry, Cooking and Hospitality Institute of Chicago

#### Lead Instructor

**Cara Anam, C.E.P.C.**

A.A.S. Southern New Hampshire University

#### Lead Instructor

**Kevin M. Quinn, C.E.C.**

A.O.S. Culinary Institute of America

#### Associate Registrar

Scott McHolland

#### Regional Librarian

Debra Bacon



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[www.lecordonbleu.edu](http://www.lecordonbleu.edu)

# Addendum to the 2011-2012 Catalog

Le Cordon Bleu College of Culinary Arts in Austin

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## Le Cordon Bleu College of Culinary Arts Faculty

**Gary Ackerman, C.E.C., F.M.P. – Le Cordon Bleu  
Culinary Arts**  
Industry Experience

**Cara Anam, C.E.P.C. – Le Cordon Bleu Pâtisserie and  
Baking**  
A.A.S. Southern New Hampshire University

**Lloyd Banks, F.M.P. – Le Cordon Bleu Culinary Arts**  
A.A.S. Texas Culinary Academy

**Ernest Beasley, F.M.P. – Le Cordon Bleu Culinary Arts**  
M.S. Florida State University  
B.S. Florida State University  
A.A.S. Okaloosa-Walton Junior College

**Robert Brady, C.E.C. – Le Cordon Bleu Culinary Arts**  
B.B.A. University of Texas at Austin

**Scott Cohen – Le Cordon Bleu Culinary Arts**  
A.O.S. Culinary Institute of America

**Clif Dickerson, C.E.C. – Le Cordon Bleu Culinary Arts**  
A.O.S. Culinary Institute of America

**Lauren Downing – Le Cordon Bleu Pâtisserie and  
Baking**  
B.P.S. Culinary Institute of America

**Jessie Foster - Le Cordon Bleu Pâtisserie and Baking**  
A.A.S. Johnson and Wales University

**Courtney Fuqua – Le Cordon Bleu Pâtisserie and  
Baking**  
Certificate in Patisserie and Baking, Texas Culinary  
Academy

**Bernard Kazenske, C.E.P.C. – Le Cordon Bleu  
Pâtisserie and Baking**  
A.A.S. Milwaukee Area Technical College

**Talyon Lange, C.E.C. – Le Cordon Bleu Culinary Arts**  
A.A.S. Texas Culinary Academy

**Steven Loiacono, – Le Cordon Bleu Culinary Arts**  
A.O.S. Johnson and Wales University

**Paul Macry, C.E.C. – Le Cordon Bleu Culinary Arts**  
A.O.S. Western Culinary Institute

**John Mims, C.E.C. – Le Cordon Bleu Culinary Arts**  
B.A. St. Mary's University

**Amy Osborn - Le Cordon Bleu Pâtisserie and Baking**  
B.S. The University of Texas at Austin  
Diploma, Cambridge School of Culinary Arts

**Edna Lynn Porter, C.C.P. – Le Cordon Bleu Culinary  
Arts**  
B.A. University of Texas at Austin  
A.O.S. Culinary Institute of America

**Kevin M. Quinn, C.E.C. – Le Cordon Bleu Culinary  
Arts**  
A.O.S. Culinary Institute of America

**Jennifer Schaertl - Le Cordon Bleu Culinary Arts**  
B.S. The University of Texas at Dallas

**Jennifer Shields, C.W.P.C. – Le Cordon Bleu Pâtisserie  
and Baking**  
B.A. Tulane University  
A.A.S. Texas Culinary Academy

**Scott Shoyer – Le Cordon Bleu Culinary Arts**  
Ph.D. University of Ottawa  
M.A. American University  
B.A. Albright College

**David Waggoner, C.E.C., F.M.P., C.C.E. – Le Cordon  
Bleu Culinary Arts**  
B.F.A. Ohio State University  
A.A.S. Columbus State University



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# Addendum to the 2011-2012 Catalog

Le Cordon Bleu College of Culinary Arts in Austin

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## Faculty Key

M.A.	Master of Arts
M.B.A.	Master in Business Administration
M.Ed.	Master of Education
M.F.A.	Master of Fine Arts
M.L.I.S.	Master of Library and Information Science
M.M.	Master of Music
M.S.	Master of Science
B.A.	Bachelor of Arts
B.S.	Bachelor of Science
A.A.B.	Associate of Applied Business
A.O.S.	Associate of Occupational Studies
A.S.B.	Associate of Specialized Business
A.S.	Associate of Science
A.C.E.	Approved Certification Examiner
C.C.C.	Certified Chef de Cuisine
C.C.	Certified Cook
C.C.E.	Certified Culinary Educator
F.M.P.	Foodservice Management Professional
C.E.C.	Certified Executive Chef
C.E.P.C.	Certified Executive Pastry Chef
C.H.E.	Certified Hospitality Educator
C.W.P.C.	Certified Working Pastry Chef
C.S.	Certified Sommelier
C.S.C.	Certified Sous Chef



**LE CORDON BLEU**  
COLLEGE OF CULINARY ARTS

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[www.lecordonbleu.edu](http://www.lecordonbleu.edu)

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# Addendum to the 2011-2012 Catalog

Le Cordon Bleu College of Culinary Arts in Austin

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## Updates to Catalog

The following text replaces the Message from the President found on page 5 of the catalog.

### Message from the President

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 at Le Cordon Bleu College of Culinary Arts, where we combine the classic culinary curriculum of Le Cordon Bleu 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'll 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.

The following text replaces International Passport found on page 6 of the catalog.

## History

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.

Le Cordon Bleu College of Culinary Arts is an outgrowth of a chef apprenticeship program organized in Austin, Texas and sanctioned by the American Culinary Federation in 1981. The first board of trustees, established in May 1985, filed a d/b/a certificate for Le Chef College of Hospitality Careers, Inc. In 1999 the board of trustees filed a d/b/a certificate with the state and county for Texas Culinary Academy (TCA), and Texas Culinary Academy was born.

Strong community links permitted the school evening use of area high school facilities. However, enrollment demands justified the need for a permanent location. In July 1987 the board of trustees authorized a lease facility at 325 Ranch Road 620 South, Suite 201 in Austin.

In pursuit of recognition as a premier educational facility, Le Cordon Bleu College of Culinary Arts concentrated on curriculum content, educational objectives, and student success. Program excellence triggered enrollment increases and stretched the capacity of our Ranch Road campus. In September 1989 we moved to 6020 Dillard Circle, also in Austin.

After the official name change in March 2010, we became recognized as Le Cordon Bleu College of Culinary Arts and in 2012 filed d/b/a as Le Cordon Bleu North America, LLC.



Le Cordon Bleu College of Culinary Arts is an Equal Opportunity Institution. We are an affirmative action institution. We are committed to diversity and inclusion.

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In August 2001 Career Education Corporation (CEC) acquired Le Cordon Bleu College of Culinary Arts. CEC is one of North America's largest providers of private postsecondary education. CEC schools offer a variety of bachelor's and associate degrees and non-degree programs in career-oriented disciplines, including computer technologies, visual communication and design technologies, business studies, and culinary arts. Most CEC programs emphasize hands-on learning and expose students to industry-standard technologies and expert faculty.

## 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 17 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.



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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 in North America.

**Page 8– Statement of Ownership – Please replace the Executive Officers of CEC and Members of the CEC Board of Directors language that is currently in the catalog with the following:**

The executive officers of CEC are:

Steven H. Lesnik, President and Chief Executive Officer

Colleen O’Sullivan, Senior Vice President and Chief Financial Officer

Members of the CEC Board of Directors are:

Steven H. Lesnik, Chairman

Leslie T. Thornton, Lead Independent Director

Dennis H. Chookaszian

David W. Devonshire

Patrick W. Gross

Greg L. Jackson

Thomas B. Lally

Ron D. McCray

**Insert on page 8**

## ACFEFAC

The following campuses and programs hold ACFEFAC accreditation:

### LCB - Austin

AAS Degree in Le Cordon Bleu Culinary Arts

Expiration: 12/31/2014

Certificate in Le Cordon Bleu Culinary Arts

Expiration: 12/31/2014

The following text updates the Program Information found on page 11 of the catalog.

## Associate of Applied Science Program in Le Cordon Bleu Culinary Arts

Program outcomes include:

- Demonstrate professional-level cooking techniques



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

Upon completion of the program the graduate should have the workforce skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Cook, Line Cook, Catering Assistant, Banquet Cook, Garde Manger, Rounds man and Prep Cook. The various titles of “chef” generally apply to more advanced roles in a professional kitchen (for example, Sous Chef, Executive Chef).

Graduates should not expect to become chefs upon graduation but are encouraged to work toward becoming a chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary. A general education is an important aspect of higher learning and a valuable asset in today’s highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace.

The program consists of 107 quarter credits, 1550 contact hours, and the program is designed to be 84 instructional weeks in length. The length of time needed to complete the program could vary depending on the individual circumstances of the student.



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## Core Curriculum Requirements

Course Number	Course Name	Lecture Contact Hours	Lab Contact Hours	Externship Contact Hours	Total Contact Hours	Total Credit Hours
LCBC 100	College Success and Career Portfolio	10	0	0	10	1
LCBC 105	Food Safety and Sanitation	30	0	0	30	3
LCBC 110	Culinary Foundations I	30	20	0	50	4
LCBC 122	Culinary Foundations II	51	49	0	100	7
LCBC 125	Cost Control and Purchasing	30	0	0	30	3
LCBC 132	Culinary Foundations III	51	49	0	100	7
LCBC 135	Nutrition	30	0	0	30	3
LCBC 152	Baking and Pastry	51	49	0	100	7
LCBC 212	Cuisine Across Cultures	61.50	38.50	0	100	8
LCBC 215	Hospitality Supervision and Entrepreneurship	50	0	0	50	5
LCBC 222	Catering and Buffets	51	49	0	100	7
LCBC 225	Wine and Beverage	30	0	0	30	3
LCBC 232	Contemporary Cuisine	21	49	0	70	4
LCBC 240	Restaurant Rotation	20	120	0	140	8
LCBC 250	Externship I	0	0	180	180	6
LCBC 255	Externship II	0	0	180	180	6
<b>Total Core</b>		505.50	434.5	360	1300	82



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## General Education Requirements

Course Number	Course Name	Lecture Contact Hours	Lab Contact Hours	Externship Contact Hours	Total Contact Hours	Total Credit Hours
COM 115	Communication Methods	50	0	0	50	5
ENG 105	English Composition	50	0	0	50	5
LIT 215	Topics in Literature	50	0	0	50	5
MTH 135	College Mathematics	50	0	0	50	5
PSY 105	Psychology	50	0	0	50	5
<b>Total General Education</b>		250	0	0	250	25

## Total Required for Graduation

	Lecture Contact Hours	Lab Contact Hours	Externship Contact Hours	Total Contact Hours	Total Credit Hours
Total Core Requirements	505.50	434.5	360	1300	82
Total General Education	250	0	0	250	25
<b>Overall Total For Program</b>	<b>755.50</b>	<b>434.5</b>	<b>360</b>	<b>1550</b>	<b>107</b>

### COM 115 – Communication Methods

Lecture/Lab/Extern Hours: (50/0/0)

5 Quarter Credits

Prerequisite: None

The course will emphasize the skills and techniques of effective communication and the application of those skills in a variety of contexts. Topics include the processes and barriers of human communication, the effects of self-perception, culture, gender, verbal and nonverbal messages on the process, and the impact of the communication process on teamwork and conflict. The course will provide students the opportunity to progress in gradual stages, gaining an understanding of the communication process along with confidence and experience in public speaking, listening and group interactions.

### ENG 105 – English Composition



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**Lecture/Lab/Extern Hours: (50/0/0)**

**5 Quarter Credits**

**Prerequisite: None**

This course will focus upon the writing process, including planning, development, and revision. Informative, narrative, and persuasive writing styles will be introduced. Additionally, composition principles including tone, grammar, punctuation utilization of effective research methods, source validity, and accurate methods of citation will be incorporated into the course.

## **LCBC 100 – College Success and Career Portfolio**

**Lecture/Lab/Extern Hours: 10/0/0**

**1 credit**

**Prerequisites: None**

This college success class combines insight specific to both student success habits and gaining entry into the food service profession. The compilation of documents for inclusion in either print-based or digital portfolios is the capstone project in this Le Cordon Bleu course. Resume cover letter and reference page development for employment seeking presentation encompasses student outcomes. Strategies for note taking, reading for comprehension and test taking are explored. Interviewing skills, stress management, time management and personal finance management are discussed.

## **LCBC 105 - Food Safety and Sanitation**

**Lecture/Lab/Extern Hours: (30/0/0)**

**3 credits**

**Prerequisites: None**

This course covers the principles of safe food handling, the types of hazards, and the most common causes of food borne illness. A focus is placed on standards for safe food handling throughout the industry and the principles for managing sanitation in a foodservice operation. The course introduces students to the seven principles of HACCP and familiarizes students with



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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.

## LCBC 110 – Culinary Foundations I

Lecture/Lab/Extern Hours: (30/20/0)

4 credits

Prerequisites: None

In this introductory course to the culinary arts, students will have the opportunity to learn basic principles guiding professional introductory cooking techniques. Lecture topics will include the history of the food service industry, culinary terminology, standards of professionalism, organization of working kitchens and volume food preparation. Key components of the course include discussion of chef tools, commercial equipment and its intended uses. Basic food science principles, recipe use, menu genres, introduction to the elements of taste and flavor also drive daily lessons. The foundation for Le Cordon Bleu stocks and sauces are introduced in this class. The course also covers introduction to commercial kitchen cleaning and builds understanding for clean facilities as students complete their food safety and sanitation course.

## LCBC 122 – Culinary Foundations II

Lecture/Lab/Extern Hours: (51/49/0)

7 credits

Prerequisites: LCBC 105 and LCBC 110

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



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desired sanitation, professionalism, and respect for the craft continue to enhance the student's educational experience.

## LCBC 125 – Cost Control and Purchasing

Lecture/Lab/Extern Hours: 30/0/0

3 credits

Prerequisites: None

This course provides students with an understanding of cost control and purchasing as it applies to managing a professional food service operation. Lectures focus on the design and implementation of cost control measures and effective purchasing procedures. The budget on both a daily basis and a per event basis will be analyzed. Students will be exposed to a base understanding of profit and loss statements and how to track cost as it relates to the flow of food in various styles of industry establishments. Le Cordon Bleu curriculum components will include analysis of the benefits of fabrication versus value added product purchasing and will encompass the student's individual industry goals with simulated business modeling exercises.

## LCBC 132 – Culinary Foundations III

Lecture/Lab/Extern Hours: (51/49/0)

7 credits

Prerequisites: LCBC 122

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.

## LCBC 135 – Nutrition



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**Lecture/Lab/Extern Hours: 30/0/0**

**3 credits**

**Prerequisites: None**

This course is an introductory course in the study of the principles of human nutritional needs. Current dietary guidelines, the function of nutrients, and dietary fads will be discussed. Students will examine menus and recipes for modifications to optimizing nutritional content and balance the current trends in nutritional study with classical Le Cordon Bleu cuisine techniques. Emphasis will be placed on the relationship between diet, health, disease and how a food science foundation can benefit not only immune challenged populations, but average healthy populations as well.

## **LCBC 152 – Baking and Pastry**

**Lecture/Lab/Extern Hours: (51/49/0)**

**7 credits**

**Prerequisites: LCBC 105 and LCBC 110**

This course covers the fundamentals of baking and pastry arts, which include terminology, technology, equipment, measurement, and recipe costing and analysis. Different classical mixing methods along with standard recipe adherence principles, bakery sanitation and product storage is discussed. Students have the opportunity to produce a variety of rich, lean and laminated doughs, cakes, icings, cookies, tarts, quick breads, stirred and baked custards, frozen desserts, chocolates, candies and plated desserts. Industry applications are emphasized as described by both classical Le Cordon Bleu cuisine techniques and customer demand in the modern day bakery.

## **LCBC 212 – Cuisine Across Cultures**

**Lecture/Lab/Extern Hours: (61.5/38.5/0)**

**8 credits**

**Prerequisites: LCBC 132**

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



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cultures through the understanding of global culinary heritages. The attitudes and tastes of the more global and knowledgeable customer sets a greater expectation of balance in a professional culinarian's repertoire. Students examine food in the context of culture, geography, history and that influences cuisines have had on each other.

## LCBC 215 – Hospitality Supervision and Entrepreneurship

Lecture/Lab/Extern Hours: 50/0/0

5 credits

Prerequisites: None

This course provides fundamental principles in business plan development with areas concentrating on hospitality financials, menu mechanics, staff training, and development of employees. The course also addresses current legal issues that 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 food service industry. Students in this course will have an opportunity through research to better understand the demands of managing people in today's diverse work force.

## LCBC 222 – Catering and Buffets

Lecture/Lab/Extern Hours: (51/49/0)

7 credits

Prerequisites: LCBC 132

Introducing classical and contemporary garde manger techniques are emphasized in this course. Students prepare and serve food in a variety of settings. This hands-on production course covers three major areas in buffet and catering operations: business, preparation, and execution. The course approaches these operations in the areas of catering, theme parties, weddings, holidays, and special events. Additional topics include menu development and business aspects of a catering operation. Students will have an opportunity to combine taught kitchen skills with a sense of business and creativity. This course also provides an opportunity for students to find their own style and further their depth of knowledge regarding how to transition what they see in



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the kitchen and what the customer sees in delivering of the final product.

## LCBC 225 - Wine and Beverage

Lecture/Lab/Extern Hours: 30/0/0

3 credits

Prerequisites: None

This course provides the student with the foundations necessary to understand and appreciate beverage alcohol service. A major profit center for the industry, exploration into the various types of beverage service is emphasized. Focuses include wine, mixed drinks, coffees and teas, specialty beverages and how a beverage type can identify an establishment. Students are instructed in the art of wine evaluation, food pairing, and the basic understanding of the geography and history of wine. Other key components of the course include discussions on the processes involved in wine and spirit making including distillation, pasteurization, and wood aging. The course shows the importance of responsible alcohol service and the management of the responsibility that stems from operating a food service establishment which operates with a liquor license.

## LCBC 232 - Contemporary Cuisine

Lecture/Lab/Extern Hours: 10/60/0

4 credits

Prerequisites: LCBC 132 or Executive Chef Consent

This course will focus on the evolution of cuisine from classical methods to contemporary methods. The student will have the opportunity to broaden their sensory development and use critical thinking to formulate their own conclusions about flavor profiling. This course will also involve the exploration of culinary trends such as use of local ingredients, food preservation, and alternative diets through recipe design. Honing the technical skills and creative interpretation of plate presentation are among the applications highlighted in this course. Upon completion of this course, the student should be able to create and execute a nutritionally balanced menu that targets a particular customer profile with an emphasis on flavor, balance, and harmony while honoring the classical techniques even if using a more modern day delivery presentation.



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## LCBC 240 - Restaurant Rotation

Lecture/Lab/Extern Hours: 20/120/0

8 credits

**Prerequisites:** LCBC 152, LCBC 212, LCBC 222 or Executive Chef Consent

In this final on-campus course, students apply the skills learned throughout the curriculum. Students will be exposed to both front of the house and back of the house functions and discussion will focus on how the importance in understanding both areas balances a professionally run food service establishment. Students will complete their final skill-based practical exam during the course. Students may have the opportunity to demonstrate the understanding of restaurant service functions and professionalism at catered functions, by working in-school restaurant shifts or through participation in a simulated restaurant experience. Other activities that may be demonstrated or reviewed include tableside cooking, wine service presentation, cheese service presentation, or tableside salesmanship of coffees, teas and after dinner liquors.

## LCBC 250 – Externship I

Lecture/Lab/Extern Hours: (0/0/180)

6 credits

**Prerequisites:** All other required program courses must be completed and the student must have a 2.0 GPA prior to taking either of the externship courses unless permission is granted by the Executive Chef.

The externship is the final applied component of the Le Cordon Bleu culinary program. The student will have the opportunity to further develop and refine their culinary skills with 180 hours of progressive industry experience alongside school approved food service professionals.

## LCBC 255 – Externship II

Lecture/Lab/Extern Hours: (0/0/180)

6 credits

**Prerequisites:** LCBC 250



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This second course is required of all certificate-seeking culinary arts students. The student will have the opportunity to further develop and refine their culinary skills during this additional 180 hours of progressive industry experience alongside school approved food service professionals.

## LIT 215 – Topics in Literature

Lecture/Lab/Extern Hours: (50/0/0)

5 Quarter Credits

Prerequisite: None

This course will examine modern short stories, poems, plays, and film adaptations selected to reflect recurring universal themes. Readings will highlight key literary terms and conventions. The course will provide the opportunity for students to read, write, and discuss the impact of literature on their lives.

## MTH 135 – College Mathematics

Lecture/Lab/Extern Hours: (50/0/0)

5 Quarter 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.

## PSY 105 – Psychology

Lecture/Lab/Extern Hours: (50/0/0)

5 Quarter Credits

Prerequisite: None

This course provides a general overview of the science of psychology and human behavior. Topics covered include the fundamentals of critical thinking, the human mind, effects of environment, and mental health.



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## Class Schedule

Classes are scheduled into four shifts per day. Typically, a student will take all courses throughout the program in the same shift:

- 6 a.m. – 10 a.m.
- 10 a.m. – 2 p.m.
- 2 p.m. – 6 p.m.
- 6 p.m. – 10 p.m.

Not all shifts may be available at every class start date. Please check with the Admissions Office for schedules.

## Externship or Clinical Information

The Externship is a required course, in which the student applies the concepts and competencies learned while in school in a real world environment, under the supervision of an industry professional. It is the Student's responsibility to secure an externship site, and the school's function is to facilitate this by providing the student with information, resources and guidance. Upon successful completion of Externship the student will be granted 6 academic credit hours per course.

LCBC250 – Externship I	This course requires a minimum of 180 hours and 6 weeks. Typical schedule is 30 hours per week.
LCBC255 – Externship II	This course requires a minimum of 180 hours and 6 weeks. Typical schedule is 30 hours per week.

## Certificate Program in Le Cordon Bleu Culinary Arts

The Certificate in Le Cordon Bleu Culinary Arts is designed to prepare students with the skills appropriate for basic positions in professional food preparation. Students begin their program with classes in basic and fundamental concepts of the culinary



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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.

Program outcomes include:

- Demonstrate professional-level cooking techniques
- Demonstrate sanitation principles as they apply to the professional kitchen
- Demonstrate professionalism appropriate to the hospitality industry

The program consists of 55 quarter credits, 940 contact hours, and 12 months of instruction.

Upon completion of the program the graduate should have the skills needed to begin their career in the culinary and/or hospitality industries at an entry level. Examples of some job titles for graduates include cook, line cook, catering assistant, banquet cook, and prep cook. The various titles of “chef” generally apply to more advanced roles in a professional kitchen (for example, Sous Chef, Executive Chef). Graduates should not expect to become chefs upon graduation but are encouraged to work toward becoming a chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu College of Culinary Arts cannot guarantee employment or salary.

The following text replaces the Program Information found on page 13 of the catalog.

## Certificate Program in Le Cordon Bleu Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts offers an intensive program for those interested in a professional baking career. The program includes hands-on teaching of fundamental baking skills and the theoretical knowledge that forms basic competency in the field. The Certificate 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 food service industries.

Possible outcomes include:

- Demonstrate professional-level patisserie 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.

Upon completion of the program the graduate should have the skills needed to begin their career in the culinary and/or hospitality industries at an entry level. Examples of some job titles for graduates include Pastry Assistant, Bakery Assistant, Baker, Assistant Pastry Cook, Pastry Cook, Bread Baker and Cake Decorator. The various titles of “pastry chef” generally apply to more advanced roles in a professional kitchen (for example Pastry Sous Chef, Executive Pastry Chef). Graduates should not expect to become chefs upon graduation but are encouraged to work toward becoming a chef through the course of their careers.

The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu College of Culinary Arts cannot guarantee employment or salary.

Correction to the Certificate in Le Cordon Bleu Patisserie and Baking Program Outline on page 14:

LCBC250 should read LCBK250



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# Addendum to the 2011-2012 Catalog

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LCBC255 should read LCBK255

Update to Course Descriptions on page 15.

## **LCBC 105 - Food Safety and Sanitation**

**(30/0/0)**

**3 credits**

Prerequisites: None

This course covers the principles of safe food handling, the types of hazards, and the most common causes of food borne illness. A focus is placed on standards for safe food handling throughout the industry and the principles for managing sanitation in a foodservice operation. The course introduces students to the seven principles of HACCP and familiarizes students with the functions of various governing bodies that service this aspect of the industry. Students discuss how to handle food safely from acquisition to service and are shown areas of opportunity to prevent food borne illness throughout the flow of food. Students will take a CHP/ANSI nationally accredited food safety exam for certification.

## **LCBC 110 – Culinary Foundations I**

**(30/20/0)**

**4 credits**

Prerequisites: None

In this introductory course to the culinary arts, students will have the opportunity to learn basic principles guiding professional introductory cooking techniques. Lecture topics will include the history of the food service industry, culinary terminology, standards of professionalism, organization of working kitchens and volume food preparation. Key components of the course include discussion of chef tools, commercial equipment and its intended uses. Basic food science principles, recipe use, menu genres, introduction to the elements of taste and flavor also drive daily lessons. The foundation for Le Cordon Bleu stocks and sauces are introduced in this class. The course also covers introduction to commercial kitchen cleaning and builds understanding for clean facilities as students complete their food safety and sanitation course.

## **LCBC 122 – Culinary Foundations II**

**(51/49/0)**

**7 credits**

**Prerequisites: LCBC 105, LCBC 110**

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.

## **LCBC 132 – Culinary Foundations III**

**(51/49/0)**

**7 credits**

**Prerequisites: LCBC 122**

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



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culinary training. Charcuterie methods including curing, smoking, forcemeats, and sausage production are introduced and practiced. Students will have the opportunity to apply introductory plating techniques utilized in the foodservice industry and may begin to realize their own style as the Le Cordon Bleu techniques become more familiar.

## **LCBC 152 – Baking and Pastry**

(51/49/0)

7 credits

**Prerequisites:** LCBC 105, LCBC 110

This course covers the fundamentals of baking and pastry arts, which include terminology, technology, equipment, measurement, and formula conversions. Different classical mixing methods along with standard recipe adherence principles, bakery sanitation and product storage is discussed. Students have the opportunity to produce a variety of rich, lean and laminated doughs, cakes, icings, cookies, tarts, quick breads, stirred and baked custards, frozen desserts, chocolates, candies and plated desserts. Industry applications are emphasized as described by both classical Le Cordon Bleu cuisine techniques and customer demand in the modern day bakery.

## **LCBC 212 – Cuisine Across Cultures**

(61.5/38.5/0)

8 credits

**Prerequisites:** LCBC 132 or Approval of Executive Chef

This hands-on lab course traces common global ingredients used in many regional dishes. It combines lecture, demonstration, production, and presentation as a means to explore other cultures through the understanding of global culinary heritages. The attitudes and tastes of the more global and knowledgeable customer sets a greater expectation of balance in a professional culinarian's repertoire. Students examine food in the context of culture, geography, history and that influences cuisines have had on each other

## **LCBC250 – Externship I**

*Credits/Lecture/Lab/Extern Hours: 6/0/0/180*

*Prerequisites: All other required program courses must be completed with a cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Executive Chef.*

The externship is the final applied component of the Le Cordon Bleu culinary program. Students will have the opportunity to develop and refine their culinary skills further with 180 hours of progressive industry experience alongside school-approved food service professionals.

## **LCBC255 – Externship II**

*Credits/Lecture/Lab/Extern Hours: 6/0/0/180*

*Prerequisite: All other required program courses must be completed with a cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Executive Chef.*

This second course is required of all degree seeking culinary arts students. Students will have the opportunity to develop and refine their culinary skills further during this additional 180 hours of progressive industry experience alongside school-approved food service professionals. Students may stay with the same site chosen for LCBC250, or they may explore an additional site.

## **LCBC 222 – Catering & Buffets**

(51/49/0)

7 credits

**Prerequisites:** LCBC 132



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Introducing classical and contemporary garde manger techniques are emphasized in this course. Students prepare and serve food in a variety of settings. This hands-on production course covers three major areas in buffet and catering operations: business, preparation, and execution. The course approaches these operations in the areas of catering, theme parties, weddings, holidays, and special events. Additional topics include cyclical menu development and business aspects of a catering operation. Students will have an opportunity to combine kitchen skills with a sense of business and creativity. This course also provides an opportunity for students to find their own style and further their depth of knowledge regarding how to transition what they see in the kitchen and what the customer sees in delivering of the final product

## **LCBK 102 – Introduction to Patisserie and Baking Techniques**

(51/49/0)

**7 credits**

**Prerequisites:** None

The course introduces the fundamental concepts, skills and techniques of basic baking. Special emphasis placed on the study of ingredient functions, product identification, and weights and measures as applied to baking. Students will have the opportunity to apply basic baking techniques in the preparation of cookies, cakes, muffins, tarts basic custards and petit fours. Traditional meringues, butter creams and Génoise sponge will be included.

## **LCBK 112 – Baking Principles and Viennoiserie**

(51/49/0)

**7 credits**

**Prerequisites:** LCBK 102

Students will have the opportunity to develop the knowledge, skills and techniques required for the production and presentation of basic yeast products. Emphasis on the application of ingredient functions, product identification and recipe interpretation occurs throughout the module. Students will have the opportunity to apply their acquired understanding of basic baking concepts and techniques to the preparation of breads, enriched doughs and various artisan breads. Focus will also be given to phyllo dough, sweet dough, and Brioche; with emphasis on the method and production of Danish and croissant dough. Consistency of product, timing of production, and recipe development will be included.

## **LCBK 122 – International Patisserie, Cake Formula and Assembly**

(51/49/0)

**7 credits**

**Prerequisites:** LCBK 102

Students will explore pâte à choux, stirred and baked custards, Bavarians and mousses. The fundamental production of classical European desserts, crêpes, soufflé, sabayon and frozen desserts are included. Students will also have the opportunity to develop the skills and understanding of creamed, two-stage, and foamed cake methods. The student will have the opportunity to gain practical experience in the production, assembly, finish and decoration of cakes with various fillings and icings.

## **LCBK 212 – Advanced Patisserie and Chocolate Techniques**

(61.5/38.5/0)

**8 credits**

**Prerequisites:** LCBK 112, LCBK 122

This course focuses on concepts, procedures and techniques to produce plated desserts. The course emphasizes the preparation and assembly of finished desserts, tempering chocolate, sauce preparation, and garnishes. The course will also include a Market Basket practical given in the last week covering all aspects taught in previous Patisserie and Baking lab classes.



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## **LCBK 222– Centerpiece and Cake Decoration Techniques**

(51/49/0)

7 credits

**Prerequisites:** LCBK 212

The course introduces students to the relevant concepts, procedures and techniques necessary to produce elaborate celebration cakes. The student will have the opportunity to develop skills in decorations made with pastillage, chocolate, gum paste, cooked sugar, nougatine and marzipan. Students will practice piping and décor appropriate to the production and decoration of wedding cakes.

## **LCBK250 – Externship I**

*Credits/Lecture/Lab/Extern Hours: 6/0/0/180*

*Prerequisites: All other required program courses must be completed and the student must have a 2.0 GPA prior to taking either of the externship courses unless permission is granted by the Executive Chef.*

The externship is the final applied component of the Le Cordon Bleu Pâtisserie and Baking program. Students will have the opportunity to develop and refine their culinary skills further with 180 hours of progressive industry experience alongside school-approved foodservice professionals.

## **LCBK255 – Externship II**

*Credits/Lecture/Lab/Extern Hours: 6/0/0/180*

*Prerequisites: All other required program courses must be completed and the student must have a 2.0 GPA prior to taking either of the externship courses unless permission is granted by the Executive Chef.*

The externship is the final applied component of the Le Cordon Bleu Pâtisserie and Baking Program. Students will have the opportunity to develop and refine their culinary skills further with 180 hours of progressive industry experience alongside school-approved foodservice professionals.

Remove Development Course Descriptions on page 19.

## **DEVELOPMENTAL COURSES**

### **ENG 097 – Introduction to Critical Reading\***

*Credits/Lecture/Lab/Extern Hours: 0/15/0/0*

**Prerequisites:** None

The course focuses on the development of systematic critical reading skills necessary for essential comprehension, idea development, and the effective organization of information.

### **ENG 098 – English Grammar and Writing Principles\***

*Credits/Lecture/Lab/Extern Hours: 0/15/0/0*

**Prerequisites:** None

This course focuses on the principals of English grammar and elements of effective writing. Students will examine parts of speech; punctuation and mechanics; clear and creative writing techniques; sentence and paragraph development; and explore effective means of organizing and refining their writing skills.

### **MTH 099 – Basic College Mathematics\***

*Credits/Lecture/Lab/Extern Hours: 0/15/0/0*

**Prerequisites:** None

This course focuses on the development of mathematical problem-solving techniques through the examination of whole numbers, fractions, decimals, ratios, proportion, percents, measurement, signed numbers, statistics, and probability. Algebraic and geometric principles are introduced.



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*\*Developmental course — not required of all students*

The following text replaces the Proof of Graduation found on page 20 of the catalog.

## Admissions Policy

Students should apply for admission as soon as possible in order to be accepted for a specific program and start date.

All applicants are required to complete a personal interview with an admissions representative, either in person or by telephone, depending upon the distance from the school. Parents and/or significant others are encouraged to attend. This gives applicants and their families an opportunity to see and learn about the school's equipment and facilities and to ask questions relating to the school's curriculum and career objectives. Personal interviews also enable school administrators to determine whether an applicant is a strong candidate for enrollment into the program.

In addition, each applicant must:

- Execute all enrollment documents including the Application form and Enrollment Agreement (if applicant is under 18 years of age, the Enrollment Agreement must also be signed by a parent or guardian)
- Possess a standard high school diploma or recognized equivalent or completion of a home education program pursuant to the requirements of the state of residence in which the home schooling took place. A copy of this documentation must be provided by the start date\*
- Payment of application fee or approved fee waiver form\*\*
- Interview with an admissions representative
- Financial Aid Forms (if applicable)
- Must take and pass the Wonderlic® Scholastic Level Exam (SLE) with a minimum scores. Students who have completed an Associate Degree or higher may be exempt from this requirement. \*\*\*

\* Le Cordon Bleu College of Culinary Arts requires each candidate to furnish proof of high school graduation, a General Educational Development Certificate (GED), or its equivalent, or other acceptable proof of graduation from a valid institution providing secondary education, or equivalent of such graduation, no later than the student's first day of the term. Any documents from countries outside the United States of America will be evaluated by a third-party. In these cases, the documents must be received by Le Cordon Bleu College of Culinary Arts by the end of the first term. Students who fail to provide a valid proof of high school graduation will be subject to cancellation.

\*\*Application Fee Waiver Policy

Application fees are waived under the following circumstances:

- For students who have previously paid an application fee at a Career Education owned school and that was not refunded;
- For a prior graduate from any Career Education Corporation owned school;
- For a prospective student who is active duty military/veterans/reserve or spouse/dependent of active duty military; or
- For a prospective student who is eligible for Native American tribal education benefits.

\*\*\*Wonderlic Exam



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Applicants applying to Le Cordon Bleu College of Culinary Arts or California Culinary Academy must take the Wonderlic® Scholastic Level Exam (SLE). Students applying from outside the campus' region who are not available for immediate onsite testing may be required to take the Wonderlic® Scholastic Level Exam Quick test (SLE-Q).

In addition, in order to be eligible for acceptance, applicants must achieve the following minimum scores on the SLE or receive a passing score on the SLE – Q prior to starting a program:

Le Cordon Bleu Certificate Programs:	12
Le Cordon Bleu Associate of Science Applied Science Programs:	14

Applicants are to take the SLE or SLE-Q following the completion of their enrollment. Applicants have the opportunity to retake the exam an additional three times if necessary.

A second attempt can be made a minimum of thirty (30) minutes after the first attempt.

A third attempt can be made a minimum of thirty (30) days after the first attempt.

A fourth and final attempt can be made a minimum of one (1) calendar year after the first attempt.

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

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

## Articulation Agreements

Le Cordon Bleu College of Culinary Arts in Austin has an articulation agreement with

Stephen F. Austin State University 1936 North St. Nacogdoches, TX 75962

Le Cordon Bleu College of Culinary Arts in Scottsdale 8100 East Camelback Rd., Suite 1001 Scottsdale, AZ 85251

## Criminal Conviction Policy

In an effort to maintain a safe educational and working environment for students and staff, Le Cordon Bleu College of Culinary Arts and California Culinary Academy do not accept applicants who are known to have certain types of criminal convictions in their backgrounds. Admitted students who are discovered to have misrepresented their criminal conviction history to Le Cordon Bleu College of Culinary Arts or California Culinary Academy are subject to immediate dismissal. Similarly, students who commit certain types of crimes while enrolled are subject to immediate dismissal. As such, students convicted of any criminal offense while enrolled must report that conviction to the school within ten (10) days of receiving the conviction. Students who fail to report a criminal conviction while enrolled are subject to immediate dismissal. Le Cordon Bleu College of Culinary Arts and California Culinary Academy reserve the right to conduct criminal background checks on applicants and students in circumstances deemed appropriate.

## English Proficiency

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

- Test of English as a Foreign Language (TOEFL) with an Internet-Based Test (iBT)



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score of 61 or higher, Paper-Based Test score of 500 or higher, or Computer-Based Test (CBT) score of 173

- Advance Placement International English Language (APIEL) with a score of 173 or higher
- International English Language Testing System (IELTS) with a level of 6 or higher
- A grade of C or better in an intermediate ESL course
- Graduation from an English-speaking secondary institution
- Evidence of having completed 12 semester hours or 18 quarter hours with at least a C (70%) average at a postsecondary institution in which English was the language of instruction

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

## Admissions Procedures for International Students

International students who are eligible for the issuance of an I-20 may enroll directly into an Associate Applied Science degree program at the Non-Resident tuition and fee level. All others must complete the prerequisite requirement of successful completion of a Diploma/Certificate program prior to enrolling in an Associate of Applied Science degree program as listed in the school's catalog. No English language services are provided by the school. Instruction is conducted in English.

## Non-Discrimination

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

## Re-Entering Students

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

Students who have previously attended Le Cordon Bleu College of Culinary Arts or California Culinary Academy but did not graduate, and whose recorded last date of attendance is greater than 364 days, are subject to all admission requirements in effect at the time of re-entry.

All re-entering students will be charged the rate of tuition and fees in effect at the time of re-entry.

## Policy on Forged/Altered Academic Documents from Foreign Institutions

### Foreign and Domestic Documents

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



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## Forged Documents

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

Add following text to page 22 of the catalog.

### Disbursement of Title IV Credit Balance (Books)

Regulations require that certain Pell Grant eligible students be provided by the 7<sup>th</sup> 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 term (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.



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## Delete ACG Grant – Page 22

The Academic Competitiveness Grant (ACG) and the National Science and Mathematics Access to Retain Talent (National SMART Grant) are no longer available as of July 1, 2011.

## Add Yellow Ribbon Grant – Page 22

### Yellow Ribbon Grant

In accordance with the VA-Yellow Ribbon Program, a provision of the Post-9/11 Veterans Educational Assistance Act of 2008, Le Cordon Bleu College of Culinary Arts has established a Yellow Ribbon Grant. Eligibility and amounts are determined on an annual basis and are subject to change. To be eligible for the grant and waived application fee, 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 their Chapter 33 Post-9/11 eligibility via a DD-214 Member-4, Certificate of Eligibility or comparable government document. The conditions are as follows:

- Candidates must be either an eligible Veteran or a Dependent of an eligible Veteran who meets the Chapter 33 Post-9/11 GI Bill Transferability requirements ([www.gibill.va.gov](http://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 Grants are applied as a credit to the student's account and no cash payments will be awarded to the student.
- The Yellow Ribbon Grant is used exclusively towards prior or current program charges
- The Yellow Ribbon grant is awarded for each period in the program that the student is determined eligible and where the grant is needed.
- The Yellow Ribbon Grant is nontransferable 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 veteran's educational benefits eligibility, please contact the Veterans Administration at 1-800-827-1000 or 1-888-GI Bill-1(1-888-442-4551). You may also visit the VA website at <http://www.gibill.va.gov/>.

The following text replaces the Blue Grant found on page 23 of the catalog.

Effective November 19, 2012

## BLEU Grant – Page 94-95

*Update the following:*

### BLEU Grant (effective September 2012)

Le Cordon Bleu College of Culinary Arts offers institutional grants to students who have exhausted all Federal and State resources, still have unmet financial need, and are enrolled in one the following programs: Certificate/ Diploma in Le Cordon Bleu Culinary Arts, Certificate/ Diploma in Le Cordon Bleu Pâtisserie and Baking, Associate in Le Cordon Bleu Culinary Arts, Associate in Le Cordon Bleu Patisserie and Baking.

Grants may range from \$50 to \$7,618. Students will be considered for the grant upon completion of the admissions application process and the financial aid application process, in addition to completing a Bleu Grant Application. Applicants must provide an essay on why they are committed to completing their program. Application and essay must be submitted by the end of the add/drop period. Documentation is reviewed by the Grant Committee for approval. The BLEU Grant cannot be combined with any other Le Cordon Bleu grant or scholarship. The College



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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 2012, \$16,407,794 has been budgeted for institutional grants. Please see following chart for list of grant range amounts and total budget by campus.

## Le Cordon Bleu Institutional Grants – Page 94

Add the following grant programs:

### 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.
- The grant is non-transferable and cannot be used in conjunction with any other LCB grants or scholarships.
- Applications are due no later than December 31<sup>st</sup>, 2012 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 2012 year. These grants are awarded on a first come, first serve basis. If funding for grants are exhausted, otherwise eligible candidates may not be awarded.*

### Le Cordon Bleu Military Spouses Grant



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## **Not applicable for individuals with Post-9/11 Chapter 33 GI Bill Educational Benefits\***

Le Cordon Bleu has established a Military Spouses Grant\*\* for spouses of 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 Le Cordon Bleu Military Spouses Grant and waived application fee, a candidate must be accepted for admission, allow for the verification of their spouse's 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 spouses of 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.
- 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 grant is used exclusively towards current program charges.
- The grant is awarded proportionately over each payment period in the program and the grant will be applied to each academic year's tuition costs.
- All grants are applied as a credit to the candidate's account, and no cash payments will be awarded.
- All of the conditions must be fulfilled before the grant can be disbursed.
- The grant is non-transferable and cannot be used in conjunction with any other LCB grants or scholarships.
- Applications are due no later than December 31<sup>st</sup>, 2012 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 2012 year. These grants are awarded on a first come, first serve basis. If funding for grants are exhausted, otherwise eligible candidates may not be awarded.*

## **Le Cordon Bleu Veteran Grant**

### **Not applicable for individuals with Post-9/11 Chapter 33 GI Bill Educational Benefits\***

Le Cordon Bleu has established a Veterans' Grant\*\* for our Veterans of the U.S. Military to assist in providing the opportunity to attend a program of study at Le Cordon Bleu. Applicants may be eligible for a grant in the amount of



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\$2,000 to be applied toward tuition costs. To be eligible for the grant and waived application fee, a candidate must be accepted for admission, allow for the verification of their veteran status via a DD-214 Member-4, or comparable government document and complete the Le Cordon Bleu Application Fee Waiver form.

Application forms can be obtained by contacting a financial aid advisor or visiting the financial aid office. The eligibility conditions are as follows:

- Qualifying candidates are Veterans of the U.S. Military who have a discharge status other than dishonorable.
- Candidates must apply and be accepted for admission to be eligible to receive the grant.
- The Le Cordon Bleu Veteran Grant is used exclusively towards current program charges.
- The grant is awarded proportionately over each payment period in the program and the grant will be applied to each academic year's tuition costs.
- All grants are applied as a credit to the candidate's account, and no cash payments will be awarded.
- The grant is non-transferable and cannot be used in conjunction with any other LCB grants or scholarships.
- Applications are due no later than December 31<sup>st</sup>, 2012 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 2012 year. These grants are awarded on a first come, first serve basis. If funding for grants are exhausted, otherwise eligible candidates may not be awarded.*

## Le Cordon Bleu Veteran Spouses Grant

### **Not applicable for individuals with Post-9/11 Chapter 33 GI Bill Educational Benefits\***

Le Cordon Bleu has established a Veteran Spouses Grant\*\* for spouses of our Veterans of the U.S. Military to assist in providing the opportunity to attend a program of study at Le Cordon Bleu. Applicants may be eligible for a grant in the amount of \$2,000 to be applied toward tuition costs. To be eligible for the Le Cordon Bleu Veteran Spouses Grant and waived application fee, a candidate must be accepted for admission, allow for the verification of their spouse's veteran status via a DD-214 Member-4, or comparable government document and complete the Le Cordon Bleu Application Fee Waiver form.

Application forms can be obtained by contacting a financial aid advisor or visiting the financial aid office. The eligibility conditions are as follows:

- Qualifying candidates are spouses of Veterans of the U.S. military.
- Candidates must apply and be accepted for admission to be eligible to receive the grant.



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- Candidates selected for membership verification must provide documentation before the grant is applied. Those that are not able to provide documentation will also be required to pay the application fee.
- The Le Cordon Bleu Veteran Spouse's Grant is used exclusively towards current program charges.
- The grant is awarded proportionately over each payment period in the program and the grant will be applied to each academic year's tuition costs.
- All grants are applied as a credit to the candidate's account, and no cash payments will be awarded.
- All of the conditions must be fulfilled before the grant can be disbursed.
- The grant is non-transferable and cannot be used in conjunction with any other LCB grants or scholarships.
- Applications are due no later than December 31<sup>st</sup>, 2012 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 2012 year. These grants are awarded on a first come, first serve basis. If funding for grants are exhausted, otherwise eligible candidates may not be awarded.*

## Le Cordon Bleu (LCB) Scholarships

All applicants of the following scholarships must be enrolled full-time.

### Alumni Referral Scholarship

Le Cordon Bleu offers Alumni Referral Scholarships to students who submit a letter of recommendation from an alumnus of the institution. Applicants must have exhausted all federal and state funding and have an outstanding tuition balance. Each start date, a maximum of three students at each applicable institution will be offered \$500 scholarships for their first academic year. Students will be considered for the Le Cordon Bleu Alumni Referral Scholarship once they have completed the admissions application process, have a valid Institutional Student Information Record (ISIR) on file, and have submitted both the Le Cordon Bleu Alumni Referral Scholarship application and their recommendation letter. Applications are due by the end of the add/drop period for each start date; awards will be based on financial need as well as quality of recommendation. Scholarship recipients must continue to satisfy the school's stated Standards of Academic Progress (SAP) as defined in the school's catalog to remain eligible for the scholarship. Scholarship applications will be evaluated as they are received. Once the maximum number of scholarships is awarded for the start and/or for the year, no additional scholarships will be awarded for that start or year. For 2012, a maximum of 20 first-year scholarships will be awarded at each applicable institution totaling \$10,000 in Le Cordon Bleu Alumni Referral Scholarships.

### Best of the Best Scholarship

Le Cordon Bleu offers Best of the Best Scholarships to students who graduate high school or college with a GPA of 3.5 or higher. Students must have exhausted all federal and state funding and have an outstanding tuition balance. Each start date, a maximum of three students at each applicable institution will be offered up to \$2,500 scholarships for their first



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academic year. Students will be considered for the Best of the Best Scholarship once they have completed the admissions application process, have a valid FAFSA on file, and have submitted the Best of the Best Scholarship application and their high school/college transcript. Applications are due by the end of the add/drop period for each start date; awards will be based on financial need as well as academic achievement. Scholarship recipients must continue to satisfy the school's stated Standards of Academic Progress (SAP) as defined in the school's catalog and maintain a GPA of 3.2 to remain eligible for the scholarship. Scholarship applications will be evaluated as they are received. Once the maximum number of scholarships is awarded for the start and/or for the year, no additional scholarships will be awarded for that start or year. For 2012, a maximum of 10 first-year scholarships at each applicable institution will be awarded totaling \$25,000 in Le Cordon Bleu Best of the Best Scholarships.

## Foundations Scholarship

Le Cordon Bleu offers Foundations Scholarships to students who complete a 500-700 word-processed essay on the topic of, "What drives your passion for the food-service industry?" Students must have exhausted all federal and state funding and have an outstanding tuition balance. In both the April and the November start date, a maximum of two students at each applicable institution will be offered \$500 scholarships for their first academic year. Students will be considered for the Foundations Scholarship once they have completed the admissions application process, have a valid FAFSA on file, and have submitted both the Foundations Scholarship application and the required essay. Applications are due by the end of the add/drop period for each start date and awards will be based on financial need as well as quality of essay. Scholarship recipients must continue to satisfy the school's stated Standards of Academic Progress (SAP) as defined in the school's catalog to remain eligible for the scholarship. Le Cordon Bleu makes available a limited amount of money each year for such scholarships. Once the available funding is exhausted, scholarships will not be awarded to otherwise eligible students. For 2012, a maximum of four first-year scholarships at each applicable institution will be awarded totaling \$2,000 in Le Cordon Bleu Foundations Scholarships.

## Member Scholarship

Le Cordon Bleu offers Member Scholarships to students who are members in a national student organization (SkillsUSA, ProStart, FCCLA). Students must have exhausted all federal and state funding and have an outstanding tuition balance. In 2012, a maximum of two students at each applicable institution will be offered up to \$2,000 scholarships for their first academic year. Students will be considered for the Member Scholarship once they have completed the admissions application process, have a valid FAFSA on file, and have submitted the Member Scholarship application and supporting documentation of membership. Applications are due by the end of the add/drop period for each start date; awards will be based on financial need as well as membership. Member Scholarships cannot be combined with any other National Student Organization Competition Scholarship. Scholarship recipients must continue to satisfy the school's stated Standards of Academic Progress (SAP) as defined in the school's catalog to remain eligible for the scholarship. Scholarship applications will be evaluated as they are received. Once the maximum number of scholarships is awarded for the start and/or for the year, no additional scholarships will be awarded for that start or year. For 2012, a maximum of two scholarships at each applicable institution will be awarded totaling \$4,000 in Le Cordon Bleu Member Scholarships.

## Officer Scholarship

Le Cordon Bleu offers Officer Scholarships to students who are members in a national student organization and are also an officer of SkillsUSA or FCCLA. Students must have exhausted all federal and state funding and have an outstanding tuition balance. In 2012, a maximum of two students at each applicable institution will be offered \$500 scholarships for their first academic year. Students will be considered for the Officer Scholarship once they have completed the admissions application process, have a valid FAFSA on file, and have submitted the Officer Scholarship application and



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supporting documentation of membership. Applications are due by the end of the add/drop period for each start date; awards will be based on financial need as well as membership. Officer Scholarship cannot be combined with any other National Student Organization Competition Scholarship. Scholarship recipients must continue to satisfy the school's stated Standards of Academic Progress (SAP) as defined in the school's catalog to remain eligible for the scholarship. Scholarship applications will be evaluated as they are received. Once the maximum number of scholarships is awarded for the start and/or for the year, no additional scholarships will be awarded for that start or year. For 2012, a maximum of two scholarships at each applicable institution will be awarded totaling \$1,000 in Le Cordon Bleu Officer Scholarships.

## SAT/ACT Accomplishment Scholarship

Le Cordon Bleu offers SAT/ACT Accomplishment Scholarships to students with SAT scores of 550 or better in Math and 550 or better in Critical Reading or ACT scores of 20 or better in Math and 20 or better in English. Students must have exhausted all federal and state funding and have an outstanding tuition balance. Each start date, a maximum of three students at each applicable institution will be offered \$1,000 scholarships for their first academic year. Students will be considered for the SAT/ACT Accomplishment Scholarship once they have completed the admissions application process, have a valid FAFSA on file, and have submitted the Scholarship application and the required official SAT/ACT transcripts. Applications are due by the end of the add/drop period for each start date; awards will be based on financial need as well as SAT/ACT scores. Scholarship recipients must continue to satisfy the school's stated Standards of Academic Progress (SAP) as defined in the school's catalog to remain eligible for the scholarship. Scholarship applications will be evaluated as they are received. Once the maximum number of scholarships is awarded for the start and/or for the year, no additional scholarships will be awarded for that start or year. For 2012, a maximum of 10 first year scholarships at each applicable institution will be awarded totaling \$10,000 in Le Cordon Bleu SAT/ACT Scholarships.

## Student Leader Scholarship

Le Cordon Bleu offers Student Leader Scholarships to students who graduate high school or college with a GPA of 3.2 or higher. Applicants must have exhausted all federal and state funding and have an outstanding tuition balance. Each start date, a maximum of three students at each applicable institution will be offered \$1,000 scholarships for the student's first academic year. Students will be considered for the Student Leader Scholarship once they have completed the admissions application process, have a valid FAFSA on file, and have submitted both the Student Leader Scholarship application and their high school/college transcript. Applications are due by the end of the add/drop period for each start date; awards will be based on financial need as well as academic achievement. Scholarship recipients must continue to satisfy the school's stated Standards of Academic Progress (SAP) as defined in the school's catalog and maintain a GPA of 3.2 to remain eligible for the scholarship. Scholarship applications will be evaluated as they are received. Once the maximum number of scholarships is awarded for the start and/or for the year, no additional scholarships will be awarded for that start or year. For 2012, a maximum of 10 first-year scholarships will be awarded at each applicable institution totaling \$10,000 in Le Cordon Bleu Student Leader Scholarships.

## Urban Leader Scholarships

Le Cordon Bleu offers Urban Leader Scholarships to students who graduated high school or college with a GPA of 3.0 or higher, who live in the larger urban city areas\* and whose parents received no postsecondary academic training. Students must have exhausted all federal and state funding and have an outstanding tuition balance. Each start date, a maximum of three students at each applicable institution will be offered \$1,000 scholarships for their first academic year. Students will be considered for the Urban Leader Scholarship once they have completed the admissions application process, have a valid FAFSA on file, and have submitted the Scholarship application and supporting documents. Applications are due by the end of the add/drop period for each start date; awards will be based on financial need as well



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\*Large Urban City Areas: Dallas, Houston, Los Angeles, Miami, New York, Philadelphia, San Francisco, Washington, D.C.

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as academic achievement and commitment to service and leadership. Scholarship recipients must continue to satisfy the school's stated Standards of Academic Progress (SAP) as defined in the school's catalog and maintain a GPA of 3.0 to remain eligible for the scholarship. Scholarship applications will be evaluated as they are received. Once the maximum number of scholarships is awarded for the start and/or for the year, no additional scholarships will be awarded for that start or year. For 2012, a maximum of 10 first-year scholarships at each applicable institution will be awarded totaling \$10,000 in Le Cordon Bleu Urban Leader Scholarships. \*Contact the financial aid office to inquire about the urban city areas.

## ProStart High School Scholarship

Le Cordon Bleu offers the ProStart High School Scholarship to high school graduates who have successfully completed Level 1 (Junior Year, High school) and Level 2 (Senior Year, High school) of the ProStart curriculum. A onetime scholarship will be applied to the student's account based on the value of Culinary Foundations I. The value of the scholarship will be credited to the student's account prior to the student starting classes at Le Cordon Bleu. In the event of a student failing Culinary Foundations I the student is responsible for the cost of retaking the class. Each start date, eligible students will be offered a \$1,251 scholarship which is the equivalent cost of Culinary Foundation I in the 2012 academic year. The deadline for application is the day prior to the start of classes each term. Once it is determined that available funding is exhausted, scholarships will not be awarded to otherwise eligible students. For 2012, \$125,100 has been budgeted for high school scholarships.

## Le Cordon Bleu Scholarships for Careers through Culinary Arts Programs (C-CAP)

Le Cordon Bleu awards seven full tuition scholarships (ranging from \$17,200-\$19,200) to the designated winning students of the six regional C-CAP competitions. The scholarship recipient must complete the standard admission process, apply and be accepted in the Le Cordon Bleu Culinary Arts or Le Cordon Bleu Patisserie and Baking Certificate programs at the Le Cordon Bleu campus of their choice. Students must enroll within one year of the C-CAP competition or the scholarship award is forfeited. The student must also maintain a 3.0 GPA and have less than 100 hours of absences during the course of the program to retain eligibility for the scholarship. The total 2012 budget amount for the Le Cordon Bleu Scholarship for Careers through Culinary Arts Programs is \$134,400.

The following text replaces the Return of Title IV Funds Policy found on page 28 of the catalog.

### 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



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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.

For R2T4 purposes in a term based program with modules, a student is considered to have withdrawn, IF they do not complete all of the days they were scheduled to complete in the payment period or period of enrollment. The R2T4 calculation is required for all students who have ceased attendance; other than those on an approved LOA, or those who have attested to an expected return to a future module within the same term.

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

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

1. Loans
  - a. Unsubsidized Federal Direct Stafford Loans
  - b. Subsidized Federal Direct Stafford Loans
  - c. Federal Direct PLUS loans received on behalf of the student.
2. Federal Pell Grants.
3. Federal SEOG
4. Other grant 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.

The following text is in addition to the Refund Policy found on page 27 of the catalog.

## Cancelation and Refund Policy

**Cancelation Policy:** A full refund will be made to any student who cancels the enrollment contract within 72 hours (until midnight of the third day excluding Saturdays, Sundays and legal holidays) after the enrollment contract is signed or within the student's first three scheduled class days.

**Refund Policy:** Pursuant to 132.061 of the Texas Education Code, as a condition for granting certification each school must maintain a policy for the refund of the unused portion of tuition, fees, and other charges in the event the student, after expiration of the 72-hour cancellation privilege, fails to enter a program in which the student is enrolled or withdraws or is discontinued from the program at any time prior to completion, and such policy must provide:

1. Refund computations will be based on scheduled course time of class attendance through the last date of attendance. Leaves of absence, suspensions, and school holidays will not be counted as part of the scheduled class attendance.
2. The effective date of termination for refund purposes will be the earliest of the following:



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- (a) The last day of attendance, if the student is terminated by the school;
  - (b) The date of receipt of written notice of withdrawal from the student; or
  - (c) 10 school days following the last date of attendance.
3. If tuition and fees are collected in advance of entrance, and if, after expiration of the 72-hour cancellation privilege, the student does not enter school, not more than \$100 in nonrefundable administrative fees shall be retained by the school for the entire residence program or synchronous distance education course.
  4. If a student enters a residence or synchronous distance education program and withdraws or is otherwise terminated, the school or college may retain not more than \$100 in nonrefundable administrative fees charged for the entire program. The minimum refund of the remaining tuition and fees will be the pro rata portion of tuition, fees, and other charges that the number of hours remaining in the portion of the course or program for which the student has been charged after the effective date of termination bears to the total number of hours in the portion of the course or program for which the student has been charged, except that a student may not collect a refund if the student has completed 75 percent or more of the total number of hours in the portion of the program for which the student has been charged on the effective date of termination.
  5. Refunds for books, tools, or other supplies should be handled separately from refund of tuition and other academic fees. The student will not be required to purchase instructional supplies, books and tools until such time as these materials are required. Once these materials are purchased, no refund will be made.
  6. A student who withdraws for a reason unrelated to the student's academic status after the 75 percent completion mark and requests a grade at the time of withdrawal shall be given a grade of "incomplete" and permitted to re-enroll in the course or program during the 12-month period following the date the student withdrew without payment of additional tuition for that portion of the course or program.
  7. A full refund of all tuition and fees is due and refundable in each of the following cases:
    - (a) An enrollee is not accepted by the school;
    - (b) If the course of instruction is discontinued by the school and this prevents the student from completing the course; or
    - (c) If the student's enrollment was procured as a result of any misrepresentation in advertising, promotional materials of the school, or representations by the owner or representatives of the school.

*A full or partial refund may also be due in other circumstances of program deficiencies or violations of requirements for career schools and colleges.*

## 8. REFUND POLICY FOR STUDENTS CALLED TO ACTIVE MILITARY SERVICE.

A student of the school who withdraws from the school as a result of the student being called to active duty in a military service of the United States or the Texas National Guard may elect one of the following options for each program in which the student is enrolled:

- (a) If tuition and fees are collected in advance of the withdrawal, a pro rata refund of any tuition, fees, or other charges paid by the student for the program and a cancellation of any unpaid tuition, fees, or other charges owed by the student for the portion of the program the student does not complete following withdrawal;
- (b) A grade of incomplete with the designation "withdrawn-military" for the courses in the program, other than courses for which the student has previously received a grade on the student's transcript, and the right to re-



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enroll in the program, or a substantially equivalent program if that program is no longer available, not later than the first anniversary of the date the student is discharged from active military duty without payment of additional tuition, fees, or other charges for the program other than any previously unpaid balance of the original tuition, fees, and charges for books for the program; or

(c) The assignment of an appropriate final grade or credit for the courses in the program, but only if the instructor or instructors of the program determine that the student has:

- (1) satisfactorily completed at least 90 percent of the required coursework for the program; and
- (2) demonstrated sufficient mastery of the program material to receive credit for completing the program.

9. The payment of refunds will be totally completed such that the refund instrument has been negotiated or credited into the proper account(s), within 60 days after the effective date of termination.

## Books, Supplies and Fees

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.

The following text replaces the Withdrawal Date Policy found on page 29 of the catalog.

## Withdrawal Date

The withdrawal date used to determine when the student is no longer enrolled at Le Cordon Bleu is the date indicated in written communication by the student to the Executive Chef's office. If a student does not submit written notification, the school will determine the student's withdrawal date based upon state and/or 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.

Add following text to page 13 of the catalog.

## Definition of a Credit Hour – Degree and Fully Transferable Non-degree Programs

The institution awards quarter credit hours to reflect the successful completion of pre-determined course learning objectives and requirements. A quarter credit hour represents an institutionally established equivalency of work or learning corresponding to intended learning outcomes and verified by evidence of student achievement. The institution has established equivalencies that reasonably approximate expected learning outcomes resulting from the following time commitments:



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- (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 twelve 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.

The following text is added the Transfer Credit found on page 31 of the catalog.

Le Cordon Bleu College of Culinary Arts in Austin has an articulation agreement with Stephen F. Austin State University 1936 North St. Nacogdoches, TX 75962  
Le Cordon Bleu College of Culinary Arts in Scottsdale 8100 East Camelback Rd., Suite 1001 Scottsdale, AZ 85251

Proficiency credit may also be granted in the College Success course (LCBC100) for those students that have previously graduated with an associate degree or higher from a college or university recognized by the US Department of Education. Students should submit an official transcript showing proof of graduation from an accredited college or university to the Associate Registrar for evaluation prior to the end of the first module of courses.

The following language replaces page 33 of the 2011-2012 catalog:

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

## Application of Grades and Credits



Le Cordon Bleu College of Culinary Arts in Austin is an Equal Opportunity Institution. We are committed to providing a safe and secure environment for all students and faculty members.

# Addendum to the 2011-2012 Catalog

Le Cordon Bleu College of Culinary Arts in Austin

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The grade chart in the 2011-2012 catalog describes the impact of each grade on the student's academic progress. For calculating rate of progress, grades of 'F' (failure) and 'W' (withdrawn) are counted as hours attempted, but are not counted as hours successfully completed. Students who wish to withdraw from a course at any time need to fill out a Course Withdrawal Form available in the Registrar's office. Courses the student officially drops before the third course meeting will have no record of the course on their transcript. A 'W' will be awarded to a student that officially drops or is administratively dropped before the course ends.

The student must repeat any required course in which a grade of F or W is received. Students will only be allowed to repeat courses in which they received a D or below. In the case of a D or F, the better of the two grades is calculated into the CGPA. The lower grade will include a double asterisk indicating that the course has been repeated. Both original and repeated credits will be counted as attempted credits in rate of progress calculations. Federal financial aid may only be used for one repeat of a previously passed course.

A fee will be charged to repeat a class (see addendum for details).

TC and PR credits are included in the maximum time frame in which to complete and the rate of progress calculation, but are not counted in the CGPA.

To receive an incomplete ('I'), the student must petition to the Academic Office, before the last day of the course, for an extension to complete the required coursework. The student must be able to pass the course with the completed work. Incomplete grades that are not completed within 14 calendar days after the end of the course will be converted to an 'F' and will affect the student's CGPA accordingly. Le Cordon Bleu College of Culinary Arts reserve the right to extend the time needed to fulfill the incomplete. At the time the student withdraws for an appropriate reason not related to their academic status and if they are not due a refund, they may request in writing the incomplete grade remain recorded for 12 months. After that 12 month period the incomplete grade will be converted to an "F" and will affect the student's CGPA accordingly. A student who receives a grade of incomplete may re-enroll in the course or program during the 12-month period following the date the student withdraws and complete those incomplete courses without payment of additional tuition.

Students who disagree with a grade they have received should contact the instructor if they wish to discuss their concern. If the student is unable to resolve the dispute with instructor, he or she should write a letter of appeal no later than seven (7) days following the end of the course explaining the reasons for the dispute to the Department Chair/Executive Chef who will investigate the dispute and recommend a decision. The Department Chair/Executive Chef will issue the student a final decision within five (5) business days.

The following text replaces the Repeat Policy found on page 33 of the catalog.

## Course Repeats

The student must repeat any required course in which a grade of F, W, or WF is received. Students will only be allowed to repeat courses in which they received a D or below. In the case of a D or F, the better of the two grades is calculated into the CGPA. The lower grade will include a double asterisk indicating that the course has been repeated. Both original and repeated credits will be counted as attempted credits in rate of progress calculations. Federal financial aid may only be used for one repeat of a previously passed course.

A fee will be charged to repeat a class (see addendum for details).



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# Addendum to the 2011-2012 Catalog

Le Cordon Bleu College of Culinary Arts in Austin

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## Replace the Make-up policy with the following text on page 32 of the catalog.

Students who miss lab work, tests, quizzes, or other assignments due to absences may, with the instructor permission, be permitted to make up the work they missed. Make up work in classes does not imply makeup attendance. Makeup attendance will only be granted with the approval of the President or Executive Chef in special mitigating circumstances where makeup attendance is necessary to remain enrolled in school. The following additional rules apply to makeup attendance in accordance with Texas Workforce Commission 807.244 Make up work shall be:

- (1) be supervised by an instructor approved for the class being made up;
- (2) require the student to demonstrate substantially the same level of knowledge or competence expected of a student who attended the scheduled class session;
- (3) be completed within two weeks of the end of the grading period during which the absence occurred;
- (4) be documented by the school as being completed, recording the date, time, duration of the make-up session, and the name of the supervising instructor; and
- (5) be signed and dated by the student to acknowledge the make-up session.

Please note that no more than 5% of the total course time hours for a program may be made up.

Replace the word Registrar to Associate Registrar on page 33, 34, 39 and 45.

The following text replaces the Cybrary found on page 39 of the catalog.

### 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. Access to the Cybrary is password controlled. Students must use their Student Portal ID to access the Cybrary.

### Library/Resource Center

Le Cordon Bleu College of Culinary Arts maintains a Library and Resource Center ("LRC") at the Le Cordon Bleu campus which contains computers for students to access the Cybrary. The LRC is available to all students in full uniform during posted hours.

Le Cordon Bleu College of Culinary Arts campus library provides materials to support the College's mission and curriculum and assists each student to attain his/her educational goals. The electronic collection includes books, an assortment of current



Le Cordon Bleu College of Culinary Arts is an Equal Opportunity Institution. For more information, please contact the Registrar at (512) 476-1000 or the Admissions Office at (512) 476-1000.

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# Addendum to the 2011-2012 Catalog

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periodicals, and videos. The library, which provides academic assistance to students, is open Monday – Friday 8:00 am to 8:00 pm unless posted otherwise.

Delete main and branch campuses on page 42 of the catalog.

The following text replaces the Leave of Absence Policy found on page 44 of the catalog.

## Leave of Absence

An approved Leave of Absence (LOA) is a temporary interruption in a student's education for a specific period of time in an ongoing program when a student is not in academic attendance.

## Leave of Absence Conditions

The following conditions may be considered:

- Medical (including pregnancy)
- Family Care ((unexpected childcare issues or medical care of family))
- Military Duty
- Jury Duty/Temporary Job Assignment (applies only if the student is being temporarily relocated for a job assignment as required by a current employer.)

## The following requirements apply:

A student may be granted a Leave of Absence (LOA) if:

- A LOA request is submitted in writing within 5 calendar days of the student's last date of attendance, which includes the reason for the request. If unforeseen circumstances prevent the student from providing a written request within 5 calendar days the institution may use its discretion to grant the student's request if the student provides the written documentation validating the unforeseen circumstances by the last day of the school's attendance policy.
- Students may request multiple LOAs, but the total number of days the student remains on LOA may not exceed 180 days during a consecutive 12-month time frame

Failure to return from an approved leave of absence will result in withdrawal from the school, may have an impact on aid, loan repayment and exhaustion of the loan grace period. Students in a LOA status may not receive further financial aid disbursements until returning to active status. Contact the financial aid office for more information about the impact of a LOA on financial aid.

The following text replaces the Family Educational Rights and Privacy Act Notice found on page 45 of the catalog.

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 LCB receives a request for access. A student should obtain a *Request to Inspect and Review Education Records* form from the Executive Chef and submit to the Executive Chef, 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



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# Addendum to the 2011-2012 Catalog

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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 the Executive Chef, 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 LCB discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

The school discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the institution in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of LCB 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 LCB without prior consent if: (1) 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 (2) 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 LCB 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:



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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 LCB 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. LCB has defined directory information as the student's name, address(es), telephone number(s), e-mail address, birth date and place, program undertaken, dates of attendance, honors and awards, photographs and credential awarded. If a student does not want his or her directory information to be released to third parties without the student's consent, the student must present such a request in writing to the Executive Chef 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.



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- 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.

**Disclosures:** This student catalog is designed to provide you with information regarding your education at Le Cordon Bleu College of Culinary Arts, student services, course descriptions, grading, policies, and procedures for the Academy. Our goal is to provide you with the most accurate and current information; however, we do make changes in our policies and procedures to improve the service provided to you. In the event that a change is made, we will inform you in a timely manner.

The information contained in this catalog is true and correct to the best of my knowledge.

(b)(6)

**Steve Smith — President**



**LE CORDON BLEU**  
COLLEGE OF CULINARY ARTS

Le Cordon Bleu College of Culinary Arts, 12850 N. Mopac Expressway, Suite 100, Austin, TX 78758  
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# Le Cordon Bleu College of Culinary Arts



**Austin, TX**

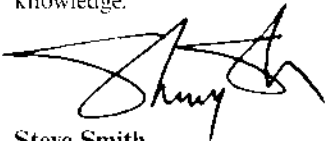
# Le Cordon Bleu

## Great Cities, Great Dreams, Great Opportunities.

This catalog is current as of the time of publication. From time to time, it may be necessary or desirable for Le Cordon Bleu College of Culinary Arts (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 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.

The information contained in this catalog is true and correct to the best of my knowledge.



**Steve Smith**

President

Le Cordon Bleu College of Culinary Arts

### Photographs

While not all photographs in this publication were taken at Le Cordon Bleu College of Culinary Arts, they do accurately present the general type and quality of equipment and facilities found at Le Cordon Bleu.

Le Cordon Bleu cannot guarantee employment or salary.

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# Le Cordon Bleu

## Message from the Master Chef



It's a new decade and a new opportunity to nourish the creative passions of our students. At Le Cordon Bleu, we recognize that our students need more than a well-rounded education in order to pursue success in today's competitive world. They desire the sense of accomplishment that comes through constant practice, refinement and exposure to new experiences.

Our schools are affiliated with Le Cordon Bleu international schools located across five continents, including the original Le Cordon Bleu School in Paris. Le Cordon Bleu is dedicated to preserving and passing on the mastery and appreciation of the culinary arts. Each year, over 20,000 students who attend one of the Le Cordon Bleu family of schools worldwide receive hands-on training and unrivalled experiences in culinary arts, pâtisserie and baking arts, and hospitality and restaurant management. Our philosophy of pursuing excellence is one that remains strong. Whether you plan to move on to restaurants, hotels or other venues in the hospitality and foodservice industries, 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, AAC**  
Vice President/Corporate Executive Chef  
Le Cordon Bleu



## Message from the Office of the President

Imagine yourself working in the culinary or hospitality industry; industries characterized by passion, creativity, drive and determination.

Now, don't just imagine it. Make it a reality at Le Cordon Bleu College of Culinary Arts in Austin where we combine the classic culinary curriculum of Le Cordon Bleu with modern American technology and training.

You'll 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'll be prepared to pursue a career in the culinary or hospitality industries. You'll 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're very proud of that commitment. I hope you'll join us at Le Cordon Bleu College of Culinary Arts in Austin. Together, we can work toward fulfilling your goal of joining the culinary or hospitality industries.

Sincerely,

**Steve Smith**

President

Le Cordon Bleu College of Culinary Arts





# Le Cordon Bleu

## Le Cordon Bleu — an International Passport Since 1895

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 17 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 in North America.



## About Le Cordon Bleu College of Culinary Arts

### Mission Statement

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

Ours is 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. You will have 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 industries. We will introduce you to various techniques and expose you to the preparation of international cuisine throughout your training. The theoretical foundation and technical skills you can learn can be applied to the preparation of many cuisines.

To help you achieve your goal of a career in the culinary or hospitality industries, we offer a dedicated Career Services department to assist you and support you in your career aspirations.

### History

Le Cordon Bleu College of Culinary Arts is an outgrowth of a chef apprenticeship program organized in Austin, Texas and sanctioned by the American Culinary Federation in 1981. The first board of trustees, established in May 1985, filed a d/b/a certificate for Le Chef College of Hospitality Careers, Inc. In 1999, the board of trustees filed a d/b/a certificate with the state and county for Le Cordon Bleu College of Culinary Arts, and Le Cordon Bleu College of Culinary Arts was born.

Strong community links permitted the school evening use of area high school facilities. However, enrollment demands justified the need for a permanent location. In July 1987, the board of trustees authorized a lease facility at 325 Ranch Road 620 South, Suite 201, in Austin.

In pursuit of recognition as a premier educational facility, Le Cordon Bleu College of Culinary Arts concentrated on curriculum content, educational objectives, and student success. Program excellence triggered enrollment increases and stretched the capacity of our Ranch Road campus. In September 1989, we moved to 6020 Dillard Circle, also in Austin.

After the official name change in September 1999, we became recognized as Le Cordon Bleu College of Culinary Arts.

In August 2001, Career Education Corporation (CEC) acquired Le Cordon Bleu College of Culinary Arts. CEC is one of North America's largest providers of private postsecondary education. CEC schools offer a variety of Bachelor's and Associate degrees and non-degree programs in career-oriented disciplines, including computer technologies,

visual communication and design technologies, business studies, and culinary arts. Most CEC programs emphasize hands-on learning and expose students to industry-standard technologies and expert faculty.

### Faculty

Our faculty members are the keystone of The 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 industries.

The 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.

# Le Cordon Bleu

## Accreditation, Licensure, and Approvals

Le Cordon Bleu College of Culinary Arts is accredited by the Accrediting Council for Independent Colleges and Schools to award Certificates and Associate 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.

The Associate of Applied Science Degree in Le Cordon Bleu Culinary Arts is accredited by the American Culinary Federation Foundation, Inc. Accrediting Commission (ACFEFAC).

Authorized as an Associate of Applied Science degree-granting institution through the Texas Higher Education Coordinating Board.

Approved and regulated by the Texas Workforce Commission, Career Schools and Colleges, Austin, Texas.

Approved for Title IV Federal Financial Aid Program participation by the U.S. Department of Education.

Approved by the Texas Veterans Commission to train eligible veterans.

## Institutional Affiliations

Le Cordon Bleu is affiliated with the Career Colleges and Schools of Texas, and the Association of Private Sector Colleges and Universities.

## Statement of Ownership

Le Cordon Bleu College of Culinary Arts is owned by the Texas Culinary Academy, Inc., 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, Illinois 60173-2007.

### CEC Executive Officers

Gary E. McCullough  
President and Chief Executive Officer

Michael J. Graham  
Executive Vice President and  
Chief Financial Officer

### CEC Board of Directors

Steven H. Lesnik, Chairman

Dennis H. Chookaszian

David W. Devonshire

Patrick W. Gross

Greg L. Jackson

Thomas B. Lally

Gary E. McCullough

Leslie T. Thornton



## Associate of Applied Science Degree in Le Cordon Bleu Culinary Arts

### Program Objectives

The Associate of Applied Science Degree in Le Cordon Bleu Culinary Arts is designed to provide the theoretical foundation and technical skills necessary for success in the foodservice industry. It has been developed in response to student interest and industry demands. This program is aimed to provide students with the background and expertise necessary to enter the foodservice industry in entry- to mid-level positions and to advance through a variety of related positions.

Le Cordon Bleu's partnership with Le Cordon Bleu College of Culinary Arts combines classical French techniques with modern American technology. Students will be required to demonstrate culinary proficiencies at every level of their program. It combines classical methodology with a contemporary philosophy and includes competencies to build the knowledge, skills, and attributes necessary for beginning a professional culinary career. Students will be exposed to a cross-cultural spirit and international culinary techniques.

As part of the program, students have the chance to learn classical cooking methods and the qualitative aspects of food preparation, including nutrition and sanitation. Laboratory courses offer students the opportunity to achieve proficiency by meeting the rigorous standards established by the curriculum and defined by experienced chef instructors. Students

should progress to preparing food in quantity and become involved in both the front- and back-of-the-house operations in a real-restaurant setting. Emphasis is placed on timeliness, procedure, and organizational techniques, as well as on product quality.

Students also have the opportunity to learn about restaurant operations from a corporate level and then break down the various components to study in detail how they can be applied to any foodservice establishment. Students have the opportunity to learn management theory and develop an understanding of effective leadership and how it can influence their environment.

General education, a crucial aspect of higher learning and a valuable asset in today's highly competitive world, is represented by general education coursework designed to equip students with the basic skills in areas including computer science, math, psychology, writing, and public speaking.

Associate of Applied Science Degree in Le Cordon Bleu Culinary Arts 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, graduates should have the skills needed to begin their careers in the culinary and/or hospitality industries at an entry level. Examples of some job titles for graduates include Cook, Line Cook, Catering Assistant, Banquet

Cook, Garde Manger, Baker, 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.

*(continued on next page)*

# Le Cordon Bleu

The Associate of Applied Science Degree in Le Cordon Bleu Culinary Arts is awarded to students who complete at least 65 Semester Credit Hours, which include:

## Core Curriculum Requirements

Course Code	Course Title	Lecture Hours	Lab Hours	Extern Hours	Credits
CA100	Basic Cookery	30	0	0	2
CA101	Introduction to Culinary Arts I	30	120	0	6
CA102	Introduction to Culinary Arts II	30	120	0	6
CA201	Baking and Pastry	30	120	0	6
CA301	Garde Manger	30	120	0	6
EXT510	Externship	0	0	270	6
FBM411	Hospitality Supervision	30	0	0	2
FBM513	Food and Beverage Cost Control	30	0	0	2
NUT401	Nutrition	30	0	0	2
REST401	Restaurant Practical	30	180	0	8
SANI01	Sanitation	30	0	0	2
WINE302	Wine and Beverage	30	0	0	2
<b>Total Core Curriculum Requirements</b>		<b>330</b>	<b>660</b>	<b>270</b>	<b>50</b>

## General Education Requirements\*

ENG1613	English Composition	45	0	0	3
HUM1613	20th Century Literature	45	0	0	3
MTH1743	College Math	45	0	0	3
PSY1613	Introduction to Psychology	45	0	0	3
SPE1613	Fundamentals of Public Speaking	45	0	0	3
<b>Total General Education Requirements</b>		<b>225</b>	<b>0</b>	<b>0</b>	<b>15</b>
<b>Total Required for Graduation</b>		<b>555</b>	<b>660</b>	<b>270</b>	<b>65</b>

The normal time frame to complete the program is 60 - 84 weeks. The length of time will vary depending on the individual circumstances of the student and the student's course schedule.



## Certificate in Le Cordon Bleu Culinary Arts

### Program Objectives

The Certificate in Le Cordon Bleu Culinary Arts is designed to provide the theoretical foundation and technical skills necessary in the foodservice industry. It has been developed in response to student interest and industry demands. This program is designed to provide students with the background and skills necessary to enter the culinary field in entry- to mid-level positions while allowing advancement through a variety of related positions.

Le Cordon Bleu combines classical French techniques with innovative American technology. Students in the Le Cordon Bleu Culinary Arts program receive competency-based training. Students will be required to demonstrate proficiencies at every level of their program.

Students will be exposed to a cross-cultural spirit and culinary techniques focusing on demonstration followed by practical application. The Le Cordon Bleu Diplôme, which graduates receive in addition to the Certificate in Le Cordon Bleu Culinary Arts, has worldwide recognition and local appeal.

As part of the program, students will have the opportunity to learn, prepare and produce basic to advanced culinary products suitable for use in professional settings.

Certificate in Le Cordon Bleu Culinary Arts 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

Related subjects such as supervision, sanitation, menu design, cost control, and nutrition form an important aspect of the program and are a valuable asset in today's highly competitive world. This part of our curriculum is designed to help students gain the cognitive abilities crucial to their success in the workplace.

The program is designed to be 48 weeks in length, excluding holidays and scheduled breaks. Credit for each course is determined in accordance with the state, federal, and accreditation guidelines and calculated based on time spent in the lecture and/or laboratory portion of each course.

The Certificate in Le Cordon Culinary Arts is awarded to students who complete the required 55 Quarter Credit Hours with a minimum GPA of 2.0.

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 Cook, Line Cook, Catering Assistant, Banquet Cook, Garde Manger, Baker, 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 aspire to chef roles through the course of their careers.

# Le Cordon Bleu

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.

## Program Outline

The Certificate in Culinary Arts is awarded to students who complete at least 55 Quarter Credit Hours, typically over 48 weeks, which include:

32.6 Credit Hours of lecture.

12.7 Credit Hours of culinary lab and theory.

12 Credit Hours of externship.

## Core Curriculum Requirements

Course Code	Course Title	Lecture Hours	Lab Hours	Externship Hours	Total Contact Hours	Credits
LCBC105	Food Safety and Sanitation	30	0	0	30	3
LCBC110	Culinary Foundations I	30	20	0	50	4
LCBC122	Culinary Foundations II	51	49	0	100	7
LCBC132	Culinary Foundations III	51	49	0	100	7
LCBC152	Baking and Pastry	51	49	0	100	7
LCBC212	Cuisine Across Cultures	61.5	38.5	0	100	8
LCBC222	Catering and Buffets	51	49	0	100	7
LCBC250	Externship I	0	0	180	180	6
LCBC255	Externship II	0	0	180	180	6
<b>Total Required for Graduation</b>		<b>325.5</b>	<b>254.5</b>	<b>360</b>	<b>940</b>	<b>55</b>



## Certificate in Le Cordon Bleu Pâtisserie and Baking

### Program Description

The Certificate in Le Cordon Bleu Pâtisserie and Baking is designed to provide the theoretical foundation and technical skills necessary in the foodservice industry. It has been developed in response to student interest and industry demands. This program is designed to provide students with the background and skills necessary to enter the baking and pastry field in entry- to mid-level positions while allowing advancement through a variety of related positions.

Le Cordon Bleu combines classical French techniques with innovative American technology. Students in the Le Cordon Bleu Pâtisserie and Baking program receive competency-based training. Students will be required to demonstrate proficiencies at every level of their program.

Students will be exposed to a cross-cultural spirit and culinary techniques focusing on demonstration followed by practical application. The Le Cordon Bleu Diplôme, which graduates receive in addition to the Certificate in Le Cordon Bleu Pâtisserie and Baking, has worldwide recognition and local appeal.

As part of the program, students will have the opportunity to learn, prepare and produce basic to advanced baking and pâtisserie products suitable for use in professional settings.

Certificate Le Cordon Bleu Pâtisserie and Baking 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.

Related subjects such as supervision, sanitation, menu design, and cost control form an important aspect of the program and are a valuable asset in today's highly competitive world. This part of our curriculum is designed to help students gain the cognitive abilities crucial to their success in the workplace.

The program is designed to be 48 weeks in length, excluding holidays and scheduled breaks. Credit for each course is determined in accordance with the state, federal, and accreditation guidelines and calculated based on time spent in the lecture and/or laboratory portion of each course.

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, Pasty 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 aspire to chef roles through the course of their careers.



# Le Cordon Bleu

The Certificate in Le Cordon Bleu Pâtisserie and Baking is awarded to students who complete the required 55 Quarter Credit Hours with a minimum GPA of 2.0.

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.

## Program Outline

The Certificate in Pâtisserie and Baking is awarded to students who complete at least 55 quarter credit hours, typically over 48 weeks, which include:

32.6 Credit Hours of lecture.

12.7 Credit Hours of culinary lab and theory.

12 Credit Hours of externship.

## Core Curriculum Requirements

Course Code	Course Title	Lecture Hours	Lab Hours	Externship Hours	Total Contact Hours	Credits
LCBC105	Food Safety and Sanitation	30	0	0	30	3
LCBC110	Culinary Foundations I	30	20	0	50	4
LCBK102	Introduction to Pâtisserie and Baking Techniques	51	49	0	100	7
LCBK112	Baking Principles and Viennoiserie	51	49	0	100	7
LCBK122	International Pâtisserie, Cake Formula & Assembly	51	49	0	100	7
LCBK212	Advanced Pâtisserie Techniques	61.5	38.5	0	100	8
LCBK222	Centerpieces and Cake Decoration Techniques	51	49	0	100	7
LCBC250	Externship I	0	0	180	180	6
LCBC255	Externship II	0	0	180	180	6
<b>Total Required for Graduation</b>		<b>325.5</b>	<b>254.5</b>	<b>360</b>	<b>940</b>	<b>55</b>



## 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 or four numbers and indicates both the area of study and general freshman or sophomore level of the course.

Courses numbered 000-099 are considered development courses.

Courses numbered 100-199 are generally taken during a student's first academic year.

Courses numbered 200-299 are generally taken during a student's second academic year.

Although the course number indicates the general level of study, courses may be completed out of sequence with a student's current study level, upon approval from the Executive Chef. The unit of credit is the Semester Credit Hour or 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 term.*

The figures in parentheses ( ) after each title indicate the number of clock hours for lecture/lab/externship respectively. Please note the prerequisite(s) for certain courses.

## Core Curriculum Courses

### CA100 – Basic Cookery

*Credits/Lecture/Lab/Extern Hours: 2/30/0/0*

*Prerequisite: None*

This is a lecture-class introduction to the culinary arts. The history of the foodservice industry, standards of professionalism, and the organization of modern kitchens are discussed in detail. Also included in the curriculum is an in-depth study of quantity food preparation tools and equipment, basic cooking principles, recipe use, menu forms, and mise en place.

### CA101 – Introduction to Culinary Arts I

*Credits/Lecture/Lab/Extern Hours: 6/30/120/0*

*Prerequisite: SAN101*

This is a comprehensive, hands-on introduction to culinary basics. Physical skills, including classic knife cuts and mise en place are emphasized. Passing competencies include all stocks, soups, vegetables, potatoes, and grain cookery. Sauces, including the mother sauces and variations, are taught in detail. Speed and accuracy are emphasized.

### CA102 – Introduction to Culinary Arts II

*Credits/Lecture/Lab/Extern Hours: 6/30/120/0*

*Prerequisite: CA101*

Study of basic culinary techniques continues in this course with examination, identification, fabrication, and preparation of proteins (poultry, beef, lamb, pork, and seafood). All the basic preparations are taught, which include many classic, international, and popular dishes. All competencies from Introduction to Culinary Arts I are utilized.

### CA201 – Baking and Pastry

*Credits/Lecture/Lab/Extern Hours: 6/30/120/0*

*Prerequisite: CA101*

In this course on the pastry arts, students are introduced to the process, chemistry, and techniques of baking. Products include yeast breads, laminated doughs, cut-in doughs, breakfast pastries, cakes, cookies, buttercreams, and classic plated desserts.

### CA301 – Garde Manger

*Credits/Lecture/Lab/Extern Hours: 6/30/120/0*

*Prerequisite: CA101*

This is a comprehensive look at the cold kitchen. Students have the opportunity to prepare classic salads and appetizers, canapés, tea sandwiches, and various forms of charcuterie. Also included are the techniques of platter design and show pieces. This class also includes several labs emphasizing restaurant-style speed drills and a practical exam comprehensive to the entire culinary curriculum.

### EXT510 – Externship

*Credits/Lecture/Lab/Extern Hours: 6/0/0/270*

*Prerequisite: REST401*

Students enter the workforce for a mandatory 270 hours of real-life experience. Le Cordon Bleu College of Culinary Arts Externship Coordinator monitors and evaluates each student's progress. Students are required to resolve all failing grades prior to entering EXT510.

# Le Cordon Bleu

## **FBM411 – Hospitality Supervision**

*Credits/Lecture/Lab/Extern Hours: 2/30/0/0*

*Prerequisite: None*

This course introduces the student to the skills needed for effective front-line supervision. Effective communication, motivation of workers, and diversity in the workplace are discussed. The challenge of recruiting, hiring, training, evaluating and disciplining employees are covered. Also included in this course are the principles of human resources management in the workplace, including planning, delegating, and decision making.

## **FBM513 – Food and Beverage Cost Control**

*Credits/Lecture/Lab/Extern Hours: 2/30/0/0*

*Prerequisite: None*

This course introduces the student to the subject of cost control and profitability in the foodservice industry, using mathematics, cost accounting, and a standardized system of accounts. Financial management using income, expenses, and profits expressed in dollars, percentages, and operating efficiency ratios are discussed. Food and beverage product cost control, labor-related expenses, occupational costs, and smallwares expenses are covered.

## **LCBC105 – Food Safety and Sanitation**

*Credits/Lecture/Lab/Extern Hours: 3/30/0/0*

*Prerequisite: None*

This course covers the principles of safe food handling, the three 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 the ServSafe Food Safety nationally accredited food safety exam for certification. This exam is sponsored by the National Restaurant Association Education Foundation and administered at the school level.

## **LCBC110 – Culinary Foundations I**

*Credits/Lecture/Lab/Extern Hours: 4/30/20/0*

*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**

*Credits/Lecture/Lab/Extern Hours: 7/51/49/0*

*Prerequisites: LCBC105 and LCBC110*

This hands-on course builds on the techniques and principles presented in Culinary Foundations I. Students will have the opportunity to apply introductory-level culinary techniques as a component of a Le Cordon Bleu culinary education. Classical knife cuts and French classical cuisine terminology is built upon in this hands-on course. Proper use of commercial equipment and understanding of measurement, formulas, and recipe adherence culminate a solid foundation for furthering basic competencies. Foundations include stocks, mother sauces, soups, vegetables, grains, and egg cookery, speed and accuracy. As with the entire Le Cordon Bleu curriculum, desired sanitation, professionalism, and respect for the craft continue to enhance the student's educational experience.

## **LCBC132 – Culinary Foundations III**

*Credits/Lecture/Lab/Extern Hours: 7/51/49/0*

*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 apply introductory plating techniques utilized in the foodservice industry and may begin to realize their own style as the taught Le Cordon Bleu techniques become more familiar.



### **LCBC152 – Baking and Pastry**

*Credits/Lecture/Lab/Extern Hours: 7/5/1/49/0*

*Prerequisites: LCBC105 and LCBC110*

This course covers the fundamentals of baking and pastry arts, which include terminology, technology, equipment, measurement, and formula conversions. Different classical mixing methods along with standard recipe adherence principles, bakery sanitation and product storage is discussed. Students have the opportunity to produce a variety of rich, lean and laminated doughs, cakes, icings, cookies, tarts, quick breads, stirred and baked custards, frozen desserts, chocolates, candies and plated desserts. Industry applications are emphasized as described by both classical Le Cordon Bleu cuisine techniques and customer demand in the modern-day bakery.

### **LCBC212 – Cuisine Across Cultures**

*Credits/Lecture/Lab/Extern Hours: 8/6/1.5/38.5/0*

*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 what influences cuisines have had on each other.

### **LCBC222 – Catering and Buffets**

*Credits/Lecture/Lab/Extern Hours: 7/5/1/49/0*

*Prerequisite: LCBC132*

Introductory classical and contemporary garde manger techniques are emphasized in this course. Students prepare and serve food in a variety of settings. This hands-on

production course covers three major areas in buffet and catering operations: business, preparation, and execution. The course approaches these operations in the areas of catering, theme parties, weddings, holidays, and special events. Additional topics include cyclical menu development and business aspects of a catering operation. Students will have an opportunity to combine taught kitchen skills with a sense of business and creativity. This course also provides an opportunity for students to find their own style and further their depth of knowledge regarding how to transition what they see in the kitchen and what the customer sees in delivery of the final product.

### **LCBC250 – Externship I**

*Credits/Lecture/Lab/Extern Hours: 6/0/0/180*

*Prerequisites: All other required program courses must be completed prior to taking either of the externship courses unless permission is granted by the Executive Chef*

The externship is the final applied component of the Le Cordon Bleu culinary program. The student will have the opportunity to develop and refine their culinary skills further with 180 hours of progressive industry experience alongside school-approved foodservice professionals.

### **LCBC255 – Externship II**

*Credits/Lecture/Lab/Extern Hours: 6/0/0/180*

*Prerequisite: LCBC250*

This second course is required of all degree-seeking culinary arts students. The student will have the opportunity to develop and refine their culinary skills further during this additional 180 hours of progressive industry experience alongside school-approved foodservice professionals. Students may stay with the same site chosen for LCBC250, or they may explore an additional site.

### **LCBK102 – Introduction to Pâtisserie and Baking Techniques**

*Credits/Lecture/Lab/Extern Hours: 7/5/1/49/0*

*Prerequisite: None*

The course introduces the fundamental concepts, skills and techniques of basic baking. Special emphasis is placed on the study of ingredient functions, product identification, and weights and measures as applied to baking. Students will 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**

*Credits/Lecture/Lab/Extern Hours: 7/5/1/49/0*

*Prerequisite: LCBK102*

Students will have the opportunity to develop the knowledge, skills and techniques required for the production and presentation of basic yeast products. Emphasis on the application of ingredient functions, product identification and recipe interpretation occurs throughout the module. Students will have the opportunity to apply their acquired understanding of basic baking concepts and techniques to the preparation of breads, enriched doughs and various artisan breads. Focus will also be given to phyllo dough, sweet dough, and Brioche; with emphasis on the method and production of Danish and croissant dough. Consistency of product, timing of production, and recipe development will be included.

# Le Cordon Bleu

## **LCBK122 – International Pâtisserie, Cake Formula and Assembly**

*Credits/Lecture/Lab/Extern Hours: 7/51/49/0*  
*Prerequisite: LCBK112*

Students will explore pâte à choux, stirred and baked custards, Bavarians and mousses. The fundamental production of classical European desserts, crêpes, soufflé, sabayon and frozen desserts are included. Students will also have the opportunity to develop the skills and understanding of creamed, two-stage, and foamed cake methods. The student will be expected to gain practical experience in the production, assembly, finish and decoration of cakes with various fillings and icings.

## **LCBK212 – Advanced Pâtisserie Techniques**

*Credits/Lecture/Lab/Extern Hours: 8/61.5/38.5/0*  
*Prerequisite: LCBK122*

This course focuses on concepts, procedures and techniques to produce plated desserts. The course emphasizes the preparation and assembly of finished desserts, tempering chocolate, sauce preparation, and garnishes. The course will also include a Market Basket practical given in the last week covering all aspects taught in previous Pâtisserie and Baking lab classes.

## **LCBK222 – Centerpiece and Cake Decoration Techniques**

*Credits/Lecture/Lab/Extern Hours: 7/51/49/0*  
*Prerequisite: LCBK212*

The course introduces students to the relevant concepts, procedures and techniques necessary to produce elaborate celebration cakes. The student will have the opportunity to develop skills in decorations made with pastillage, chocolate, gum paste, cooked sugar, nougatine and marzipan. Students will practice piping and décor appropriate to the production and decoration of wedding cakes.

## **LCBK250 – Externship I**

*Credits/Lecture/Lab/Extern Hours: 6/0/0/180*  
*Prerequisites: All other required program courses must be completed prior to taking either of the externship courses unless permission is granted by the Executive Chef*

The externship is the final applied component of the Le Cordon Bleu Pâtisserie and Baking program. The student will have the opportunity to develop and refine their culinary skills further with 180 hours of progressive industry experience alongside school-approved foodservice professionals.

## **LCBK255 Externship II**

*Credits/Lecture/Lab/Extern Hours: 6/0/0/180*  
*Prerequisite: LCBK250*

The externship is the final applied component of the Le Cordon Bleu Pâtisserie and Baking program. The student will have the opportunity to develop and refine their culinary skills further with 180 hours of progressive industry experience alongside school-approved foodservice professionals.

## **NUT401 – Nutrition**

*Credits/Lecture/Lab/Extern Hours: 2/30/0/0*  
*Prerequisite: None*

This course covers the basics of the science of nutrition. Nutrients and their role in the body's health and growth, as well as the role of nutrition in the prevention and treatment of disease, are discussed. Techniques for developing healthy recipes, nutritional cooking, diet planning for special needs, and marketing nutritious products in the foodservice industry are covered.

## **REST401 – Restaurant Practical**

*Credits/Lecture/Lab/Extern Hours: 8/30/180/0*  
*Prerequisite: CA102*

Students are required to resolve all failing grades prior to entering REST401. Students put all their culinary skills to the test in real restaurant settings. Time is spent in each of the following modules such as: hot line, pastry and cold line, prep station, dining room supervisor, beverage steward, table service, marketing, and management. Menus change continually and represent current trends in fine dining.

## **SANI01 – Sanitation**

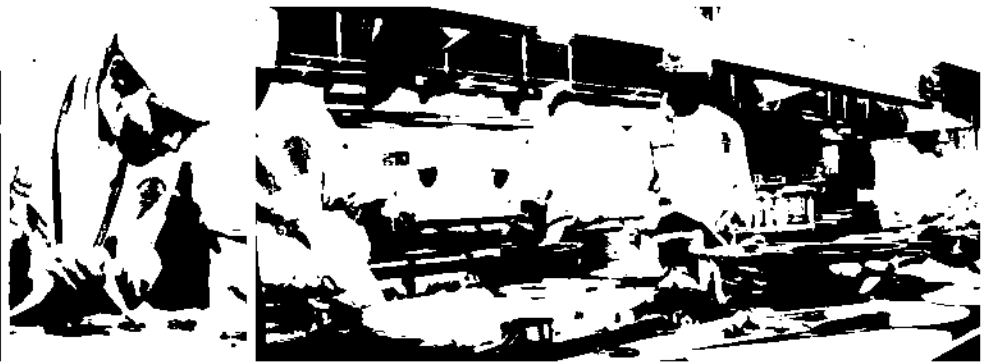
*Credits/Lecture/Lab/Extern Hours: 2/30/0/0*  
*Prerequisite: None*

This course in sanitation covers the principles of microbiology, food-borne illness, enforced sanitation standards, and the Hazard Analysis Critical Control Point (HACCP) systems. Students are shown how to handle food safely from acquisition to service.

## **WINE 302 – Wine and Beverage**

*Credits/Lecture/Lab/Extern Hours: 2/30/0/0*  
*Prerequisite: None*

This class emphasizes detailed product knowledge of wines and how they relate to the culinary arts. The sensory evaluation of wines are discussed in detail, including tasting of products. The various steps in the production of wine and how they can affect the final flavor of wine are covered. Emphasis is placed on varietal profiles, geographic differences in wines, wine terminology, and matching wine with food.



## General Education Courses

**SPE1613 – Fundamentals of Public Speaking**  
*Credits/Lecture/Lab/Extern Hours: 3/45/0/0*  
*Prerequisite: None*

This course covers research, composition, organization, and delivery of speeches for various purposes and occasions. An emphasis on listener analysis and informative and persuasive techniques is included.

**MTH1743 – College Math**  
*Credits/Lecture/Lab/Extern Hours: 3/45/0/0*  
*Prerequisite: None*

This course covers the study of algebraic and geometric concepts that may include sets, logic, number systems, number theory, functions, equivalence, congruence, measurement, other geometrical concepts, and the instruction of probability and statistics.

**ENG1613 – English Composition**  
*Credits/Lecture/Lab/Extern Hours: 3/45/0/0*  
*Prerequisite: None*

This course examines the principles of composition with emphasis on language, the mechanics of writing, the various types of discourse, textures analysis, critical thinking, research, and documentation.

**PSY1613 – Introduction to Psychology**  
*Credits/Lecture/Lab/Extern Hours: 3/45/0/0*  
*Prerequisite: None*

This course is a survey of the major topics in psychology, including behavior, attitudes, motivation, emotions, and personalities. In this course, these topics are introduced, and the factors that determine and affect them are discussed.

**HUM1613 – 20th Century Literature**  
*Credits/Lecture/Lab/Extern Hours: 3/45/0/0*  
*Prerequisite: None*

Students will have the opportunity to 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 have the opportunity to apply techniques of literary criticism to popular art forms, such as film and song lyrics.

## Developmental Courses

**ENG097 – Introduction to Critical Reading\***  
*Credits/Lecture/Lab/Extern Hours: 0/15/0/0*  
*Prerequisite: None*

The course focuses on the development of systematic critical reading skills necessary for essential comprehension, idea development, and the effective organization of information.

**ENG098 – English Grammar and Writing Principles\***  
*Credits/Lecture/Lab/Extern Hours: 0/15/0/0*  
*Prerequisite: None*

This course focuses on the principles of English grammar and elements of effective writing. Students will examine parts of speech; punctuation and mechanics; clear and creative writing techniques; sentence and paragraph development; and explore effective means of organizing and refining their writing skills.

**MTH099 – Basic College Mathematics\***  
*Credits/Lecture/Lab/Extern Hours: 0/15/0/0*  
*Prerequisite: None*

This course focuses on the development of mathematical problem-solving techniques through the examination of whole numbers, fractions, decimals, ratios, proportion, percents, measurement, signed numbers, statistics, and probability. Algebraic and geometric principles are introduced.

*\*Developmental course – not required of all students.*

# Le Cordon Bleu

## Admissions Information

### Non-Discrimination

Le Cordon Bleu College of Culinary Arts 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.

### Admissions Policy

Students should apply for admission as soon as possible in order to be accepted for a specific program and start date.

All applicants are required to complete a personal interview with an Admissions representative, either in person or by telephone, depending upon the distance from the school. Parents and/or significant others are encouraged to attend. This gives applicants and their families an opportunity to see and learn about the school's equipment and facilities and to ask questions relating to the school's curriculum and career objectives. Personal interviews also enable school administrators to determine whether an applicant is a strong candidate for enrollment into the program.

In addition, each applicant must:

- Execute all enrollment documents including the Application form and Enrollment Agreement (if applicant is under 18 years of age, the Enrollment Agreement must also be signed by a parent or guardian).
- Possess a standard high school diploma or recognized equivalent or completion of a home education program pursuant to the requirements of the state of residence in which the home schooling took place. A copy of this documentation must be provided by the start date\*.
- Payment of application fee or approved fee waiver form\*\*.
- Interview with an Admissions representative.

- Financial Aid Forms (if applicable).
- If applying for the Certificate in Le Cordon Bleu Pâtisserie and Baking or the Certificate in Le Cordon Bleu Culinary Arts, take and pass the Wonderlic® Scholastic Level Exam (SLE) with a minimum score of 12. Students applying from outside the Austin, Texas region who are not available for immediate onsite testing may be required to take the Wonderlic SLE Quicktest prior to the full SLE test in order to assess training potential. In all cases, the full SLE test must be completed and passed prior to starting the program. Students who have completed an Associate degree or higher may be exempt from this requirement.

*\* Candidates for admission must have earned a high school diploma or its equivalent prior to matriculation to Le Cordon Bleu. High school seniors may apply for admission but the high school diploma should be received before the student will be permitted to begin class. A copy of the high school diploma, high school transcript, or GED certificate must be provided.*

*\*\* Application Fee Waiver Forms are approved by the President for students who have either:*

1. *Previously paid an application fee at Le Cordon Bleu College of Culinary Arts and that was not refunded; or*
2. *Previously paid an application fee within the past two years to another Le Cordon Bleu school in America that is equal to or higher than the amount at Le Cordon Bleu College of Culinary Arts and was not refunded by the other Le Cordon Bleu school.*

*Please speak with an Admissions Representative for complete details.*



The school reserves the right to reject applicants if the items listed above are not successfully completed.

### **Admissions Procedures for International Students**

International students are encouraged to apply for admission. All applicants must meet the same admission requirements as U.S. citizens. All documents should be accompanied by an English translation and evaluation. Students whose native language is not English will be required to take the Test of English as a Foreign Language (TOEFL) or demonstrate English proficiency through other measures established by the school. An affidavit of financial support should be submitted. Detailed information will be provided through our Admissions Office. The school is authorized under federal law to enroll non-immigrant students.

### **English Proficiency**

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 Credit Hours or 18 Quarter Credit Hours with at least a "C" (70%) average at a postsecondary institution in which English was the language of instruction.

### **Criminal Conviction Policy**

In an effort to maintain a safe educational and working environment for students and staff, Le Cordon Bleu 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 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 reserves the right to conduct criminal background checks on applicants and students in circumstances deemed appropriate by Le Cordon Bleu.

### **Re-Entering Students**

Students who have previously attended Le Cordon Bleu will be subject to the same admission requirements and procedures as new applicants, with the exception of the application fee. The application fee will be waived for all students who re-enter less than a year after leaving Le Cordon Bleu. All re-entering students must complete a new Enrollment Agreement and are charged the rate of tuition in effect at the time of re-entry.



# Le Cordon Bleu

## Financial Aid 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 administers its 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, a student 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 is 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 online at Le Cordon Bleu's Website (Chefs.edu/Austin) or at [www.FAFSA.ed.gov](http://www.FAFSA.ed.gov). FAFSA applications are processed through the Department of Education, and all information is

confidential. Students must be accepted at Le Cordon Bleu before financial aid packages can be estimated and processed.

### 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.

#### Academic Competitiveness Grant (ACG)

The Academic Competitiveness Grant (ACG) is available to students who have successfully completed a rigorous High School program (as defined by the Secretary of Education). The ACG provides funding for the first and second



academic year of undergraduate study. Students must be enrolled at least half time, be U.S. citizens or eligible non-citizens and be receiving a Federal Pell Grant during the award year. Second year students must also have a cumulative grade point average (GPA) of at least 3.0 on a 4.0 scale.

*Funding for this program will no longer be available as of July 1, 2011.*

#### **BLEU Grant**

Le Cordon Bleu College of Culinary Arts offers institutional grants to students who have exhausted all federal, state, and private grants or scholarships, have an outstanding tuition balance and are enrolled in the following programs: Associate of Applied Science degree in Le Cordon Bleu Culinary Arts 84 week program, Certificate in Le Cordon Bleu Culinary Arts and Certificate in Le Cordon Bleu Pâtisserie and Baking. BLEU Grants may range from \$313 to \$7,377. Students will be considered for the grant upon completion of the admissions application process and the financial aid application process, with no separate grant application required. The college makes available a limited amount of money each year for such grants. Once it is determined that available funding is exhausted, grants will not be awarded to otherwise eligible students. For 2011, \$936,854 has been budgeted for institutional grants.

#### **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 Consolidated Loans and are available through the U.S. Government.

##### **Federal Direct Stafford Loans**

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) educational expenses. Subsidized loans are based on need while unsubsidized loans are not. Repayment begins six months after the student graduates, withdraws from school, or falls below half-time enrollment status.

##### **Federal Direct Parent-PLUS**

The William D. Ford Federal Direct Parent-PLUS loan is available to parents of dependent undergraduate students. These loans are not based on need but when combined with other resources, cannot exceed the student's cost of education. A credit check on the parent borrower is required and either or both parents may borrow through this program. Repayment begins within 60 days of final disbursement of the loan within a loan period. However, parents may request 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 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**

Various lending institutions offer loans to help cover the gap between the cost of education and the amount of federal eligibility. A co-signer may be required to meet the program's credit criteria. Interest rates may vary and are typically based on the prime rate or the Treasury Bill rate. Contact the specific lender for more information.

##### **Veterans' Educational Benefits**

Le Cordon Bleu is approved by the Texas Veterans Commission and participates in many Veterans' Educational Benefit programs. Students interested in Veterans' Educational Benefits should contact either the campus certifying official or the Financial Aid Department. Veterans who are unsure of their benefit eligibility or have additional eligibility questions should contact the Veterans Administration at (800) 827-1000, or (888) GI Bill-1 [(888) 442-4551], or go to <http://www.gibill.va.gov/>. Eligible students must maintain satisfactory academic progress and all applicable eligibility requirements to continue receiving Veterans' Educational Benefits.

##### **Le Cordon Bleu Scholarships**

All applicants must be enrolled as full-time students to qualify in the scholarship programs.

##### **Alumni Referral Scholarship**

Le Cordon Bleu offers Alumni Referral Scholarships to students who submit a letter of recommendation from an alumnus of the institution. Applicants must have exhausted all federal and state funding and have an outstanding tuition balance. Each start date, a maximum of three students at each applicable institution will be offered \$500 scholarships for their first academic year. Students will be considered for the

# Le Cordon Bleu

**Le Cordon Bleu Alumni Referral Scholarship** once they have completed the admissions application process, have a valid Institutional Student Information Record (ISIR) on file, and have submitted both the Le Cordon Bleu Alumni Referral Scholarship application and their recommendation letter. Applications are due by the end of the add/drop period for each start date; awards will be based on financial need as well as quality of recommendation. Scholarship recipients must continue to satisfy the school's stated Standards of Academic Progress (SAP) as defined in the school's catalog to remain eligible for the scholarship. Scholarship applications will be evaluated as they are received. Once the maximum number of scholarships is awarded for the start and/or for the year, no additional scholarships will be awarded for that start or year. For 2011, a maximum of 20 first year scholarships at each applicable institution will be awarded totaling \$10,000 in Alumni Referral Scholarships.

Scholarship Amount: \$5,000.

### **Best of the Best Scholarship**

Le Cordon Bleu offers Best of the Best Scholarships to students who graduate high school or college with a GPA of 3.5 or higher. Students must have exhausted all federal and state funding and have an outstanding tuition balance. Each start date, a maximum of three students at each applicable institution will be offered up to \$5,000 scholarships for their first academic year. Students will be considered for the Best of the Best Scholarship once they have completed the admissions application process, have a valid Institutional Student Information Record (ISIR) on file, and have submitted the Best of the Best Scholarship application and their high

school/college transcript. Applications are due by the end of the add/drop period for each start date; awards will be based on financial need as well as academic achievement. Scholarship recipients must continue to satisfy the school's stated Standards of Academic Progress (SAP) as defined in the school's catalog and maintain a GPA of 3.2 to remain eligible for the scholarship. Scholarship applications will be evaluated as they are received. Once the maximum number of scholarships is awarded for the start and/or for the year, no additional scholarships will be awarded for that start or year. For 2011, a maximum of 20 first-year scholarships at each applicable institution will be awarded totaling \$100,000 in Le Cordon Bleu Best of the Best Scholarships.

Scholarship Amount: \$5,000.

### **Foundations Scholarship**

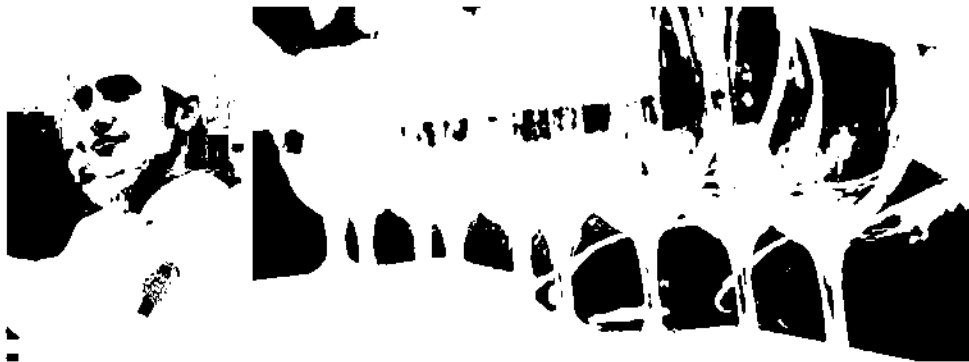
Le Cordon Bleu offers Foundations Scholarships to students who complete a 500-700 word-processed essay on the topic of, "What drives your passion for the food-service industry?" Students must have exhausted all federal and state funding and have an outstanding tuition balance. For both the Winter and the Spring start date, a maximum of two students at each applicable institution will be offered \$500 scholarships for their first academic year. Students will be considered for the Foundations Scholarship once they have completed the admissions application process, have a valid Institutional Student Information Record (ISIR) on file, and have submitted both the Foundations Scholarship application and the required essay. Applications are due by the end of the add/drop period for each start date and awards will be based on financial need as

well as quality of essay. Scholarship recipients must continue to satisfy the school's stated Standards of Academic Progress (SAP) as defined in the school's catalog to remain eligible for the scholarship. Le Cordon Bleu makes available a limited amount of money each year for such scholarships. Once the available funding is exhausted, scholarships will not be awarded to otherwise eligible students. For 2011, a maximum of four first-year scholarships at each applicable institution will be awarded totaling \$2,000 in Foundations Scholarships.

Scholarship Amount: \$500.

### **Member Scholarship**

Le Cordon Bleu offers Member Scholarships to students who are members in a national student organization (SkillsUSA, ProStart, FCCLA). Students must have exhausted all federal and state funding and have an outstanding tuition balance. In 2011, a maximum of two students at each applicable institution will be offered \$4,000 scholarships for their first academic year. Students will be considered for the Member Scholarship once they have completed the admissions application process, have a valid Institutional Student Information Record (ISIR) on file, and have submitted the Member Scholarship application and supporting documentation of membership. Applications are due by the end of the add/drop period for each start date; awards will be based on financial need as well as membership. Member Scholarships cannot be combined with any other NSO Competition Scholarship. Scholarship recipients must continue to satisfy the school's stated Standards of Academic Progress (SAP) as defined in the school's catalog to remain eligible for the



scholarship. Scholarship applications will be evaluated as they are received. Once the maximum number of scholarships is awarded for the start and/or for the year, no additional scholarships will be awarded for that start or year. For 2011, a maximum of two scholarships at each applicable institution will be awarded totaling \$8,000 in Le Cordon Bleu Member Scholarships.

Scholarship Amount: \$4,000.

#### **Officer Scholarship**

Le Cordon Bleu offers Officer Scholarships to students who are members in a national student organization and are also an officer of SkillsUSA or FCCLA. Students must have exhausted all federal and state funding and have an outstanding tuition balance. In 2011, a maximum of two students at each applicable institution will be offered \$500 scholarships for their first academic year. Students will be considered for the Officer Scholarship once they have completed the admissions application process, have a valid Institutional Student Information Record (ISIR) on file, and have submitted the Officer Scholarship application and supporting documentation of membership. Applications are due by the end of the add/drop period for each start date; awards will be based on financial need as well as membership. Officer Scholarship cannot be combined with any other NSO Competition Scholarship. Scholarship recipients must continue to satisfy the school's stated Standards of Academic Progress (SAP) as defined in the school's catalog to remain eligible for the scholarship. Scholarship applications will be evaluated as they are received. Once the maximum number of scholarships is awarded for the start and/or for the year, no additional scholarships will be awarded for that start or year. For 2011,

a maximum of two scholarships at each applicable institution will be awarded totaling \$1,000 in Le Cordon Bleu Officer Scholarships.

Scholarship Amount: \$500.

#### **SAT/ACT Accomplishment Scholarship**

Le Cordon Bleu offers SAT/ACT Accomplishment Scholarships to students with SAT scores of 550 or better in Math and 550 or better in Critical Reading or ACT scores of 20 or better in Math and 20 or better in English. Students must have exhausted all federal and state funding and have an outstanding tuition balance. Each start date, a maximum of three students at each applicable institution will be offered \$1,000 scholarships for their first academic year. Students will be considered for the SAT/ACT Accomplishment Scholarship once they have completed the admissions application process, have a valid Institutional Student Information Record (ISIR) on file, and have submitted the Scholarship application and the required official SAT/ACT transcripts. Applications are due by the end of the add/drop period for each start date; awards will be based on financial need as well as SAT/ACT scores. Scholarship recipients must continue to satisfy the school's stated Standards of Academic Progress (SAP) as defined in the school's catalog to remain eligible for the scholarship. Scholarship applications will be evaluated as they are received. Once the maximum number of scholarships is awarded for the start and/or for the year, no additional scholarships will be awarded for that start or year. For 2011, a maximum of 20 first year scholarships at each applicable institution will be awarded totaling \$20,000 in SAT/ACT Scholarships.

Scholarship Amount: \$1,000.

#### **Student Leader Scholarship**

Le Cordon Bleu offers Student Leader Scholarships to students who graduate high school or college with a GPA of 3.2 or higher. Applicants must have exhausted all federal and state funding and have an outstanding tuition balance. Each start date, a maximum of three students at each applicable institution will be offered \$1,000 scholarships for the student's first academic year. Students will be considered for the Student Leader Scholarship once they have completed the admissions application process, have a valid Institutional Student Information Record (ISIR) on file, and have submitted both the Student Leader Scholarship application and their high school/college transcript. Applications are due by the end of the add/drop period for each start date; awards will be based on financial need as well as academic achievement. Scholarship recipients must continue to satisfy the school's stated Standards of Academic Progress (SAP) as defined in the school's catalog and maintain a GPA of 3.2 to remain eligible for the scholarship. Scholarship applications will be evaluated as they are received. Once the maximum number of scholarships is awarded for the start and/or for the year, no additional scholarships will be awarded for that start or year. For 2011, a maximum of 20 first-year scholarships will be awarded at each applicable institution totaling \$20,000 in Le Cordon Bleu Student Leader Scholarships.

Scholarship Amount: \$1,000.

# Le Cordon Bleu

## Urban Leader Scholarships

Le Cordon Bleu offers Urban Leader Scholarships to students who graduated high school or college with a GPA of 3.0 or higher, who live in the larger urban city areas\* and whose parents received no postsecondary academic training. Students must have exhausted all federal and state funding and have an outstanding tuition balance. Each start date, a maximum of three students at each applicable institution will be offered \$1,000 scholarships for their first academic year. Students will be considered for the Urban Leader Scholarship once they have completed the admissions application process, have a valid Institutional Student Information Record (ISIR) on file, and have submitted the Scholarship application and supporting documents. Applications are due by the end of the add/drop period for each start date; awards will be based on financial need as well as academic achievement and commitment to service and leadership. Scholarship recipients must continue to satisfy the school's stated Standards of Academic Progress (SAP) as defined in the school's catalog and maintain a GPA of 3.0 to remain eligible for the scholarship. Scholarship applications will be evaluated as they are received. Once the maximum number of scholarships is awarded for the start and/or for the year, no additional scholarships will be awarded for that start or year. For 2011, a maximum of 20 first-year scholarships at each applicable institution will be awarded totaling \$20,000 in Urban Leader Scholarships.

Scholarship Amount: \$1,000.

*\*Contact the Financial Aid Office to inquire about the urban city areas.*

## Le Cordon Bleu Scholarship Competitions

### Scholarships for ProStart students

These scholarships are awarded at state and national competitions. Student(s) who earn the scholarship may attend the Le Cordon Bleu campus of their choice even if the competition was hosted at another Le Cordon Bleu campus around the country. All five team members are awarded a scholarship in a predetermined amount.

At the state level, the scholarship awarded is:

First Place:	\$5,000.
Second Place:	\$3,500.
Third Place:	\$1,500.

At the National competition, the scholarship award is:

First Place:	Full Tuition Scholarship (covering the cost of tuition, books, uniforms and a knife kit).
Second Place:	\$7,500.
Third Place:	\$5,000.

Le Cordon Bleu does not provide scholarships for competitors who finish fourth or fifth despite some ProStart recognition at that level. Also, note that ProStart students who do not compete are not eligible for these scholarships. There is no application beyond meeting the eligibility requirements.

### Scholarships for Family, Career and Community Leaders of America (FCCLA) Students

These scholarships follow the same requirements as the ProStart scholarship; however, the scholarship is only awarded at the national competition. Le Cordon Bleu cannot provide scholarships to FCCLA students competing at the state level. In

addition, the FCCLA has a three-person team limit.

National competitors will be awarded:

First Place:	Full Tuition Scholarship (covering the cost of tuition, books, uniform and a knife kit).
Second Place:	\$7,500.
Third Place:	\$5,000.

### Scholarships for SkillsUSA Students

These scholarships follow the same requirements as the ProStart scholarship (above); however, the scholarship is only awarded at the national competition. In addition, SkillsUSA has a one-person team limit.

National competitors will be awarded:

First Place:	Full Tuition Scholarship (covering the cost of tuition, books, uniform and a knife kit).
Second Place:	\$7,500.
Third Place:	\$5,000.

SkillsUSA also provides single competitor events for high school and post-secondary competitors. Le Cordon Bleu recognizes both age groups, as well as both culinary and commercial baking students, in determining scholarship awards.

## Reducing Course Load

It is the responsibility of the student receiving veterans' benefits to report any withdrawals to the Student Finance Office. Reduction in course load may cause a delay in monthly payments and a possible reimbursement of benefits as determined by the Regional Office of the Department of Veterans Assistance.



### **Cancellation Policy**

A full refund of the enrollment fee will be made to any student who cancels the Enrollment Agreement within 72 hours (until midnight of the third day excluding Saturdays, Sundays, and legal holidays). Students who have not toured the facility and equipment prior to enrollment will have the opportunity to cancel without penalty within 72 hours after receiving a tour of the facilities and inspection of the equipment.

### **Refund Policy**

Students are responsible for tuition and fees incurred as a result of their enrollment at Le Cordon Bleu.

1. Refund computations will be based on scheduled clock hours of class attendance through the last date of attendance. Leaves of absence, suspensions, and school holidays will not be counted as part of the scheduled class attendance.
2. The effective date of the termination for refund purposes will be the earliest of the following:
  - a) The last day of attendance, if the student is terminated by the school.
  - b) The date of receipt of written notice from the student.
  - c) Ten school days following the last date of attendance.
3. If tuition and fees are collected in advance of entrance, and if, after expiration of the cancellation privilege, the student does not enter school, not more than \$100 shall be retained by the school.
4. If the student, who enters a residence course of not more than 12 months in length, terminates or withdraws after the expiration of the cancellation privilege, the school may retain \$100 of tuition and fees and the minimum refund of the remaining tuition and fees will be:
  - a) During the first week of the period of enrollment, 95% of the remaining tuition and fees.
  - b) During the second week of the period of enrollment, 90% of the remaining tuition and fees.
  - c) During the third week of the period of enrollment, 80% of the remaining tuition and fees.
  - d) After the first three weeks of the period of enrollment, but within the first quarter of the course, 75% of the remaining tuition and fees.
  - e) During the second quarter of the period of enrollment, 50% of the remaining tuition and fees.
  - f) During the third quarter of the period of enrollment, 25% of the remaining tuition and fees.
  - g) During the last quarter and until 90% of the period of enrollment, 10% of the remaining tuition and fees.
  - h) After 90% of the period of enrollment, the student may be considered obligated for the full tuition and fees.
5. For residence courses more than 12-months in length, the refund shall be applied to each 12-month period paid or part thereof separately.
6. A full refund of all tuition and fees is due and refundable in each of the following cases:
  - a) An enrollee is not accepted by the school.
  - b) If the course of instruction is discontinued by the school and this prevents the student from completing the course.
  - c) If the student's enrollment was procured as a result of any misrepresentation in advertising, promotional materials by the school, or representations by the owner or representatives of the school.
7. Refunds will be totally consummated within 60 days after the effective date of determination.
8. The words "course" and "program" are used interchangeably in this policy.
9. The student understands that if he/she withdraws or is withdrawn prior to the end of the term, he/she is subject to the Return of Title IV Funds policy noted below which may increase his/her balance due to Le Cordon Bleu. If there is a balance due to Le Cordon Bleu 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 Le Cordon Bleu.
10. All Veterans Administration refunds will be made within 40 days of the last date of attendance.
11. The Le Cordon Bleu refund policy listed above meets or exceeds the State of Texas refund policy.

# Le Cordon Bleu

12. If it is determined that non-Title IV loan funds are to be returned, Le Cordon Bleu College of Culinary Arts will return these funds to the lender from which they originated, unless Le Cordon Bleu College of Culinary Arts receives written notice from the student requesting otherwise.

After the last day of the add/drop period for the term as stated in the academic calendar, no refunds or adjustments will be made to students dropping individual classes but otherwise enrolled at Le Cordon Bleu.

## Refund Policy for Students Called To Active Military Service

A student who withdraws from Le Cordon Bleu as a result of the student being called to active duty in a military service of the United States or the Texas National Guard may elect one of the following options for each program in which the student is enrolled:

1. If tuition and fees are collected in advance of the withdrawal, a pro-rata refund of any tuition, fees, or other charges paid by the student for the program and a cancellation of any unpaid tuition, fees, or other charges owed by the student for the portion of the program the student does not complete following withdrawal.
2. A grade of incomplete with the designation "withdrawn-military" for the courses in the program, other than courses for which the student has previously received a grade on the student's transcript, and the right to re-enroll in the program, or a substantially equivalent program if that program is no longer available, not later than the first anniversary of the date the student is discharged from active military duty without payment of

additional tuition, fees, or other charges for the program other than any previously unpaid balance of the original tuition, fees, and charges for books for the program.

3. The assignment of an appropriate final grade or credit for the courses in the program, but only if the instructor or instructors of the program determine that the student has:
  - Satisfactorily completed at least 90% of the required coursework for the program.
  - Demonstrated sufficient mastery of the program material to receive credit for completing the program.

## 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.

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:
  - Unsubsidized Federal Direct Stafford Loans.
  - Subsidized Federal Direct Stafford Loans.
  - Federal Direct PLUS loans received on behalf of the student.
2. Federal Pell Grants.
3. ACG.
4. Federal SEOG.
5. Other grant or loan assistance authorized by Title IV of the IIEA.

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 repaid, as appropriate.



### Withdrawal Date

The withdrawal date used to determine when the student is no longer enrolled at Le Cordon Bleu College of Culinary Arts is the date indicated in written communication by the student to the Executive Chef. If a student does not submit written notification, the school will determine the student's withdrawal date based upon state and/or 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 where the student does not complete the official withdrawal process.

*Note: 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.*

### LCB Advantage Card

Le Cordon Bleu has partnered with the financial services company Higher One to provide our students with electronic options for receiving their stipend/credit balances (payments/financial aid received in excess of what the school has charged). All students, upon posting attendance in class, will have a LCB Advantage Card mailed to their address on file with the institution. Upon receipt of this card, each student will be able to log in to [www.lcbadvantagecard.com](http://www.lcbadvantagecard.com) and choose his/her refund preference. The three options are:

1. Physical Check.
2. ACH into his/her personal checking account.
3. Set up a checking account through Higher One and their partner bank.

If a student elects to open an account through Higher One, the LCB Advantage Card will become a fully functioning checking account card. For a list of fees associated with the usage of this card, visit [www.lcbadvantagecard.com](http://www.lcbadvantagecard.com).



# Le Cordon Bleu

## Academic Information

### Integrity Statement

Le Cordon Bleu College of Culinary Arts aims to be an institution of integrity in all its parts. Academic honesty is necessary to the learning process and is therefore expected in any learning community. While the concept of honesty is reasonably clear, different instructors and courses may have requirements specific to that instructor or course, such as when collaboration is permitted or how source material is to be cited. Faculty are expected to make a reasonable effort to inform students of the standards they will require. Students are responsible for asking about the particular standards in each course if they are not sure; ignorance of the standards is not an acceptable excuse.

Academic dishonesty means plagiarizing, cheating, or fabricating work submitted for academic evaluation and credit, or knowingly helping another student do so. Plagiarism is failure to identify the source(s) of information used in work submitted for academic credit. Plagiarism includes quoting, paraphrasing, and using concepts or information, which are not common knowledge, without acknowledging the source in an easily understood manner. Cheating is the intentional or attempted use of assistance or materials other than those specifically authorized in order to claim credit for knowledge or work other than one's own. This can include unauthorized collaboration with others in preparing homework or completing tests; changing answers on returned graded material in order to claim errors in grading; falsification of identity; having another person rewrite a rough draft, or any other behavior a reasonable person would consider cheating in similar circumstances. Fabrication includes "recycling" (the alteration and resubmission of returned

academic work without prior permission); and misrepresentation of the actual source from which information is cited.

### Unit of Credit

The Quarter Credit Hour is the unit of academic measurement used by the Le Cordon Bleu College of Culinary Arts for all program versions starting on or after May 2011. The Semester Credit Hour was the unit of measure of programs that began before May 2011. 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.

### Enrollment Status

To be consistent with the U.S. Department of Education guidelines, Le Cordon Bleu has defined a full-time student as someone enrolled in 24 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 Other Schools

Le Cordon Bleu does not imply or guarantee that credits completed at Le Cordon Bleu 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. Students seeking to transfer credits earned at Le Cordon Bleu to another institution should contact the other institution to which they seek



admission to inquire as to that institution's policies on credit transfer.

### **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 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 the student's program of study at Le Cordon Bleu College of Culinary Arts. Students seeking to transfer credit are responsible for having official transcripts forwarded to Le Cordon Bleu College of Culinary Arts for review. Official transcripts are defined as: received by Le Cordon Bleu College of Culinary Arts in a sealed envelope; signed by a school official from the originating institution; and noted as "official" by the originating institution. Students may also be required to submit a school catalog or course descriptions. Students must request transfer credit with the Admissions Representative.

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 Student Accounts Department will make the appropriate tuition adjustment.

The following policies apply to transfer credits:

- All transfer credit documents must be received by Le Cordon Bleu College of Culinary Arts prior to the student's date of matriculation.
- No transfer credit will be given for coursework in progress or already completed at Le Cordon Bleu College of Culinary Arts.
- The student is responsible for supplying an official transcript and, if required by Le Cordon Bleu College of Culinary Arts, course description(s) from the previous college.
- The transferred course(s) must exceed or be equal to the credit hours of those offered at Le Cordon Bleu College of Culinary Arts.
- The content of the transferred course(s) must cover all the requirements of the course(s) at Le Cordon Bleu College of Culinary Arts.
- Only grades of "C" or higher will be considered; 'P/NP' or Credit Only courses will not transfer (except for certain courses transferred from courses taken in the U.S. military or from colleges that do not offer letter grades).
- The Associate of Applied Science in Le Cordon Bleu Culinary Arts program allows a maximum of 18 transfer credits.
- The Certificate in Le Cordon Bleu Pâtisserie and Baking and the Certificate in Le Cordon Bleu Culinary Arts programs allow a maximum of 12 transfer credits.
- Students who have earned credit in other Le Cordon Bleu programs in America may, in some limited cases, be allowed to transfer more than the maximum credits to the program as determined by the President (or designee).

- Under some circumstances, a student will be required to take certain core classes even though similar courses appear on a transcript from another college.
- For general education courses, equivalent disciplines may be accepted for transfer as determined by the President or designee.
- Credit for previous college coursework is recorded as "TC" on Le Cordon Bleu College of Culinary Arts transcripts.
- In all issues relating to transfer credit, the decision of the President will be final.

### **Residency Requirements**

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 or Institute in America may be allowed to carry in more program credits at the discretion of the Executive Chef, but would be required to earn a minimum of 25 percent of their credits in residence at Le Cordon Bleu College of Culinary Arts.

# Le Cordon Bleu

## Attendance

Students are requested to call their instructors in advance if they are going to be absent.

According to Texas Administrative Code, Title 40, Section 807.241-243.

Le Cordon Bleu is obligated to terminate the enrollment of a student who accumulates the lesser of the following amounts of absences:

- More than 10 consecutive school days.
- More than 20% of the total clock hours in a program.
- More than 20% of the scheduled hours in a term while on Attendance Probation (see below).
- Fails to return on the scheduled LOA return date.

Attendance is monitored on both a cumulative and a by-term basis. Depending on the cumulative number of absences, students may be subject to the following levels of attendance warnings:

## Attendance Probation

Students whose attendance drops below 80% in an individual term will be put on Attendance Probation for the following term. If a student is on Attendance Probation and misses more than 20% of the clock hours during the probation period, the student will be dismissed from Le Cordon Bleu. Attendance cannot be earned in advance of the class date. Attendance makeup will only be allowed to the extent that makeup hours will allow a student to pass a particular class, remain enrolled, or to meet the criteria for graduation and is at the discretion of the Executive Chef or school President. Only 5% of the program's total attendance hours may be made up. All attendance makeup hours must be completed before the end of a grading period.

## Retake of Graded Coursework

Students who receive a failing grade in a course (59.00% or less) may, at the discretion of the instructor, be allowed to retake the graded portion (lab, quiz, test, etc.) of the class that caused the failing grade. The highest score a student may receive on the retaken portion (lab, quiz, test, etc.) is 70.00%. Class work will not be accepted after the last day of the course module.

## Makeup Work

Students who miss lab work, tests, quizzes, or other assignments due to absences may be permitted to makeup the work they missed at a Makeup Day session within the current module or a time arranged with the instructor. Makeup Days for laboratory classes will be scheduled one or more times during each module, announced in each class, and posted in advance on the Student Bulletin Board or Student Portal. Makeup of work does not necessarily imply makeup of attendance. Attendance makeup must be completed within two weeks of the end the grading period and must be approved in advance.

Makeup or class work for a grade will not be accepted after the last day of the course module. This means that the last day of each module is the final opportunity for students to turn in, with the instructor's permission, outstanding coursework or makeup work or retake a test, quiz, or exam for the course. A student unable to complete a portion of a course due to special mitigating circumstances may apply for an Incomplete grade for the course.

*Note: Any student who violates the attendance requirements for all classes may be withdrawn from active student status.*



### Grading System

Grade reports are available to students on the Student Portal at the completion of each six (6) week module. Grades are based on the quality of work as shown by written tests, laboratory work, term papers, and projects as indicated on the course syllabus. Earned quality points are calculated for each course by multiplying the quality point value for the grade received for the course times the credit hour value of the course. 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 below describes the impact of each grade on the student's academic progress. For calculating rate of progress, grades of 'F' (failure), 'W' (withdrawn), and 'WF' (withdrawn/failure) 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. A 'W' will be awarded to a student who officially drops after the third course meeting has commenced and before the last week of the course. Official withdrawal at any point during the last week of the course will result in the student receiving a 'WF'.

The student must repeat any required course in which a grade of 'F', 'W', or 'WF' is received. Students will only be allowed to repeat courses in which they received a 'D' or below. In the case of a 'D', 'F', or 'WF', the better of the two grades received 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.

A fee will be charged to repeat a class (see addendum for details).

Students who disagree with a grade they have received should contact the instructor if they wish to discuss their concern. If the

### Grading Chart

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
AU	Audit	No	No	No	N/A
P	Pass	Yes	Yes	No	N/A
TC	Transfer Credit	Yes	Yes	No	N/A
W	Withdrawn	No	Yes	No	N/A
WF	Withdrawn Failure	No	Yes	Yes	0.00
AR	High School Articulation Credit	Yes	Yes	No	N/A
PR	Proficiency Credit	Yes	Yes	No	N/A
I.	Leave of Absence	No	No	No	N/A
PD	Pass Developmental	Yes	Yes	No	N/A
FD	Fail Developmental	No	Yes	No	N/A

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student is unable to resolve the dispute with the instructor, he/she should write a letter of appeal no later than seven (7) days following the end of the course explaining the reasons for the dispute to the Executive Chef who will investigate the dispute and recommend a decision. The Executive Chef will issue the student a final decision within five (5) business days.

'TC', 'PR', and 'AR' credits are included in the maximum time in which to complete but are not counted in the CGPA and the rate of progress calculation.

## Incomplete Grade Policy

To receive an 'I' (incomplete), the student must petition, before the last day of the course, for an extension to complete the required coursework. The student must be able to pass the course with the completed work. Incomplete grades that are not completed within 8 business days after the last day of the course will be converted to an 'F' and will affect the student's CGPA. Le Cordon Bleu College of Culinary Arts reserves the right to extend the time needed to fulfill the 'I' (incomplete).

Under the Texas Education Code, Section 132.061 (f) a student who is obligated to pay the full tuition may request a grade of 'I' (incomplete) if the student withdraws for an appropriate reason unrelated to the student's academic status. A student who receives a grade of 'I' (incomplete) is allowed to re-enroll in the program during the 12-month period following the date that the student withdraws and complete the subject(s) without payment of additional tuition.

Students who disagree with a grade they have received should contact the instructor if they wish to discuss their concern. If the student is unable to resolve the dispute with the instructor, he or she should write a

letter of appeal no later than seven (7) days following the end of the course explaining the reasons for the dispute to the Executive Chef who will investigate the dispute and recommend a decision. The Executive Chef will issue the student a final decision within five (5) business days.

## 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 Le Cordon Bleu Board. A score of three (3) or better on the AP examination is required for proficiency credit.

Proficiency credit for certain courses may be granted to students who hold current specific industry-recognized professional certification. Such certifications will be evaluated by the Executive Chef or designee for proficiency credit. Students are responsible for having official documentation of certification exam results forwarded to the Registrar's office for evaluation. Evaluations and supporting documentation will be retained in the student's academic file.

## Auditing a Course

If space permits, a graduate may audit any course within his/her program of study. Graduates 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 Le Cordon Bleu. 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.

## Standards of Satisfactory Academic Progress (SAP)

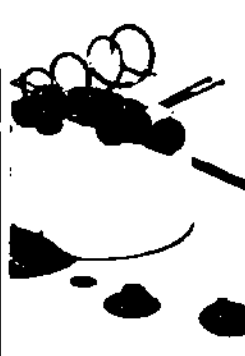
The institution's standards of academic progress meet all current U.S. federal requirements for institutional participation in Title IV financial aid programs. Because the institution believes its standards to be valid indicators of successful progress towards graduation, they are applied equally to all students, regardless of their financial aid status.

Satisfactory academic progress is a cumulative measure of a student's performance, and includes all periods of the student's enrollment. Both quantitative and qualitative standards must be used to evaluate satisfactory academic progress. Quantitative and qualitative standards are measured every block.

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 remain eligible to continue receiving federal financial assistance. 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. These are outlined below.

## CGPA Requirements

Students must meet minimum CGPA requirements at specific points during their enrollment 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



module (6 weeks) to determine if the student's CGPA is in compliance. Once students reach a review point, they must maintain the minimum CGPA for that level at the end of each module until such time as they reach the next level of review.

Students must achieve an overall, cumulative grade point of at least 2.0 by the end of the program to be eligible for graduation. To ensure the attainment of a cumulative grade point average of 2.0, students will be evaluated at the end of every module of study based on the following graduated scale:

#### Certificate Programs

Credits Attempted	ROP	CGPA
0 - 26	60%	1.5
27 credits or more	67%	2.0

#### Associate Degree Programs

Credits Attempted	Minimum CGPA Required
0 - 18.99	1.25
19 - 33.99	1.5
34 credits – graduation or maximum allowable credits reached	2.0

#### Rate of Progress Toward Completion Requirements

In addition to the CGPA requirements, a student must successfully complete at least 67% of all credits attempted in order to be considered to be making satisfactory academic progress. Credits attempted are defined as those credits for which students are enrolled in and have incurred a financial obligation. As with the determination of CGPA, the completion requirements will be reviewed at the end of each module 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 his/her 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. The maximum allowable attempted credits are noted in the table below.

Program	Maximum Attempted Credits
Associate of Applied Science Degree in Le Cordon Bleu Culinary Arts	97
Certificate in Le Cordon Bleu Culinary Arts	82
Certificate in Le Cordon Bleu Pâtisserie and Baking	82

#### How Transfer Credits/Change of Program Affect Satisfactory Academic Progress (SAP)

Credit that has been transferred into the institution by the student has no effect on the percentage of completion calculation in the SAP, nor does it have any effect on the grade point average requirement for the SAP. Transfer credit is 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 that she 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 half times (150%) x 180 = 270 credits. The 30 transfer hours will be added to the attempted and earned hours when the timeframe is being calculated.

When a student elects to transfer from one program to another program at Le Cordon Bleu College of Culinary Arts, the student's

earned and attempted credits will be transferred to the new program as applicable, including transfer credit. Credits attempted and earned at the school in the original program of study that apply to the new program of study will be used when computing grade point average, rate of progress and maximum timeframe. Transfer credits from another institution that are applicable to the new program of study will not be calculated in the grade point average or rate of progress, but will be considered as credits attempted and earned in the timeframe calculation. For example, a student transfers from program A to program B. The student is able to transfer 30 credits that she earned in program A into program B. Program B requires 180 credits to graduate. Thus,  $180 - 30 = 150$  credits from which the SAP will be calculated. The maximum timeframe for this student's new program B will be one and a half times (150%) x 150 = 225 credits. The 30 transfer hours will be added to the attempted and earned hours when the timeframe is being calculated and will be included in the grade point average, rate of progress and the timeframe calculations.

#### Probation

At the end of each module 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.

Students will be placed on Probation after the module in which the CGPA or the rate of progress falls below the values specified in the tables above. Students on Probation will be evaluated at the end of their first probationary module of monitoring. A student who raises his/her CGPA and rate of progress at or above the minimums will be removed from Probation and returned to

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regular status. If the student on academic probation achieves a module GPA of 2.0, but does not achieve the required grades to meet overall satisfactory progress for the program, the student may be continued on academic probation for one more module. If a student does not obtain module GPA of 2.0 or meet the rate of progress requirements at the time of evaluation, the student will be dismissed from the school.

If at any point it can be determined that it is mathematically impossible for a student to meet the minimum requirements, the student also must be dismissed from the school.

Notification of academic dismissal will be in writing. The 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 Probation, students are considered to be making satisfactory academic progress and remain eligible for financial aid.

Students on Probation must participate in academic advising as deemed necessary by the institution as a condition of their academic monitoring. Students who fail to comply with these requirements may be subject to dismissal even though their CGPA or rate of progress may be above the dismissal levels.

## SAP Appeal

A student who fails to meet satisfactory academic progress after their first probationary period 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 3 days

of receiving notification of his/her dismissal. The student must explain what type of circumstances contributed to the academic problem and what plans the student has to eliminate those potential problems in the future. The decision of the Committee is final and may not be further appealed. The committee will review all appeals, and the student will be notified of the committee's decision. If the Academic Review Committee grants the appeal, the student will be reinstated at probationary status and placed on Academic Probation. A student must raise his/her CGPA and rate of progress at or above the minimums prior to the end of this second module of probation.

The decision of the Academic Review Committee is final and cannot be appealed. An action to dismiss a student because it is mathematically impossible for the student to meet the minimum requirements for graduation cannot be appealed.

For the appeal of non-academic dismissals, please refer to the grievance policy within this catalog.

Students are ineligible to receive Title IV Funds while in Dismissal status.

A student who is academically dismissed after the completion of the module who successfully appeals prior to the start of the next module will not have to sign a new Enrollment Agreement, will be charged tuition according to the original Enrollment Agreement and will be eligible to apply for federal financial aid.

## Reinstatement

A student who did not complete a prior academic module or who was academically dismissed may apply for reinstatement to the institution by submitting a written request to the Executive Chef. The request

should be in the form of a letter explaining the reasons why the student should be readmitted. Students academically dismissed will be required to wait at least one academic module before they are eligible for reinstatement (Title 40, Texas Administrative Code, Section 807.241-245). Others may apply for reinstatement at the next available academic module. 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 will be eligible to apply for federal financial aid.

The school shall place a student who is reinstated after they were academically dismissed for unsatisfactory progress on academic probation for the next module. If the student does not return to academic good standing at the end of this probationary period, that student will be dismissed from the school.

## 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 and participate in financial aid and career development exit interviews in order to receive official final transcripts and/or diploma. Students are also expected to do the following:

- Complete all academic and practical requirements in 1.5 times the stated program length.
- Abide by all Le Cordon Bleu rules and regulations.



### **Academic Honors**

A graduate who has a cumulative grade point average (CGPA) of at least 3.50 is eligible to graduate “with Honors”:

High Honors: 3.75 – 4.00  
Cumulative GPA

Honors: 3.50 – 3.74  
Cumulative GPA

Students with 98% or better attendance throughout the program may receive special recognition at the graduation ceremony.

### **Graduation Documents**

Associate of Applied Science Degree in  
Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Pâtisserie  
and Baking

Certificate in Le Cordon Bleu Culinary  
Arts

Le Cordon Bleu Diplôme



# Le Cordon Bleu

## Student Services Information

### Academic Assistance

Students seek help and advice during their education for many reasons. At the Le Cordon Bleu College of Culinary Arts, the student comes first. Every effort is made to develop a relationship with the student body so that individuals feel comfortable in requesting and receiving assistance. The Executive Chef is responsible for providing academic assistance and should be consulted when assistance is desired. Referrals to outside agencies may also be provided as needed. The administrative staff and the faculty are also available for advising assistance.

### Career Services

During the admissions interview, prospective students are advised of the many career paths that are available to them upon graduation. The Admissions Representatives assist students in assessing their talents and discuss the motivation necessary to achieve their career goals.

Students enrolled in Le Cordon Bleu have many opportunities for part-time employment while they pursue their studies. It is important to note that this assistance is available to all students who make satisfactory academic progress. The Director of Career Services is the liaison between students and employers, serving the students by promoting Le Cordon Bleu to prospective employers.

The graduate career assistance process intensifies as students near graduation. The Career Services Department assists students with interviewing skills, and professional networking advice. The Career Services Department sponsors on-campus career fairs during the year consisting of employers from the hospitality industry. Throughout the year, the Career Services

Department conducts "Employer Spotlight Days."

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 extern opportunities early and take an active part in the search for employment.

### Background Checks

Agencies and institutions that accept our students for 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 externship or employment assistance following completion of the program. Some agencies and employers may require candidates to submit to a drug test. Some programs may require additional education, licensure and/or certification for employment in some positions. Employment and externship decisions are outside the control of Le Cordon Bleu.

Le Cordon Bleu cannot guarantee employment or salary.

### Plans to Improve Academic Programs

Le Cordon Bleu reviews its academic programs on a regular basis to ensure relevancy with current employment requirements and market needs. As deemed appropriate, Le Cordon Bleu 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.



### **CECybrary and Campus Library**

The CECybrary 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 CECybrary. The librarians at the various CEC institutions participate in selecting the electronic resources and Website links, and help prepare the instructional materials that are on the Website.

Students at all CEC institutions have access to the CECybrary from their campus location and from home, if they have an Internet service provider. Access to the CECybrary is password controlled. Students must use their Student Portal ID to access the CECybrary.

Le Cordon Bleu campus library provides reference materials to support the college's mission and curriculum and assists each student to attain his/her educational goals. The collection includes books, an assortment of current periodicals, and videos. The library, which provides academic assistance to students, is open Monday-Friday 9:00 a.m. – 8:00 p.m.

### **Student Services**

Le Cordon Bleu offers students a variety of success-oriented services as well as activities for the benefit of students and the community. Le Cordon Bleu endorses an open-door policy with respect to students and staff. Students have a right to request an appointment with any member of the Le Cordon Bleu staff regardless of the person's title or function. Office hours for Le Cordon Bleu personnel are available from the receptionist.

### **Housing**

Le Cordon Bleu does not provide on-campus housing, but it does assist students in locating housing off campus.

### **Student Orientation**

Prior to beginning classes at Le Cordon Bleu, all new students attend an orientation program. Orientation facilitates a successful transition into Le Cordon Bleu. 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 Executive Chef explains the ways in which faculty and staff assist students and clarifies 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 offers this capability so that it is easy for our students to keep in touch with us and enhance their college experience. Upon acceptance to Le Cordon Bleu, students will be issued a Student Number that can be used to gain access to the Student Portal.

### **Student Record Retention**

Le Cordon Bleu maintains student records at the campus for a minimum of five (5) years. 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 will supply official transcripts to whomever the student or graduate designates.

### **Transcript Process and Fees**

Students may request a single free transcript by contacting the campus registrar. After that, transcript requests are fulfilled through Docufide, a leading company in secure transcripts. Transcript Fee is assessed regardless of transcript hold status. If you have an outstanding balance preventing release of your transcript, we will not be able to issue your official transcript.

\$5 – Transcript (electronic or paper) requested electronically through Docufide.

\$10 – Transcripts ordered through the campus.

\$30 – Overnight/US Mail delivery.

Additional information on the electronic transcript service can be found on the Student Portal.

### **Uniform Policy**

The uniform policy can be found in Le Cordon Bleu's Student Handbook.

# Le Cordon Bleu

## 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 will contain statistics for the three most recent calendar years after the campus has experienced three years of operation. 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.

Le Cordon Bleu will report to the campus community concerning the occurrence of any crime includable in the annual security report that is reported to campus security or local police and that is considered to be a threat to students or employees. Le Cordon Bleu 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 and of the student body. Students are responsible for all of the Student Code of Conduct rules and regulations, which can be found in the Le Cordon Bleu Student Handbook.

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.

### Student Handbook

Each student will receive a Student Handbook outlining the details of Le Cordon Bleu's policies and regulations. Students are expected to read the Student Handbook and comply with its contents.

### 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.
- c) Manage judgment through administrative agreement and sanctions.

Attendance at this institution is a privilege, not a right; therefore, students whose behavior may be detrimental to other members of the community may be officially warned, sanctioned through an informed process, suspended and/or dismissed from the institution. Behavior that infringes upon rights, safety, or privileges, or which impedes the educational process or the institution's right to conduct its business is prohibited. Such infractions include but are not limited to the following:

#### **Respect**

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

#### **Responsibility**

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

#### **Honesty**

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

#### **Termination Policy**

Le Cordon Bleu 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 community, or failure to comply with the policies and procedures of Le Cordon Bleu. Any unpaid balance for tuition, fees and supplies becomes due and payable immediately upon a student's dismissal from Le Cordon Bleu. The institution will also determine if any Title IV funds need to be returned (see Financial Aid Information section of this catalog).

#### **Expulsion or Suspension and Re-entry**

Students who have been expelled or suspended may be considered for reinstatement as specified by the terms of their suspension. Regardless of the reinstatement timeframe, the following procedures apply:

- A Student must submit a written request for consideration for re-entry. The request must include reasons for the re-entry consideration.
- Depending on the length of time the student was expelled or suspended, the student may be required to re-enter by reregistering or resubmitting all financial aid information. The student will re-enter at the current tuition rate.

# Le Cordon Bleu

- Le Cordon Bleu College of Culinary Arts reserves the right to suspend or expel any student if at any time the student's action is deemed inappropriate or detrimental to Le Cordon Bleu College of Culinary Arts, the students, or the community.

## Drug-Free Environment

As a matter of policy, Le Cordon Bleu 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 Executive Chef.

## Campus

The educational facility and administrative offices of Le Cordon Bleu are located in a convenient urban setting in Austin, Texas. The campus location is adjacent to major thoroughfares and is accessible from all parts of the metro area. Affordable housing, public transportation and nearby shopping

malls allow the students to live, commute and work nearby. The Le Cordon Bleu College of Culinary Arts campus occupies approximately 75,000 square feet in the Domain area of Austin. Students will find at this beautiful campus setting:

- Classrooms designed to facilitate learning, which consist of lecture rooms and instructional kitchens. Class size encourages student/faculty interaction, and students receive individual attention to help them reach their potential.
- Computer lab equipped with personal computers used for instruction and research.
- A library which houses books, periodicals, pamphlets, articles, plus well-rounded support for the general education courses. The CE-Cybrary, an Internet-based electronic library, access to the Internet, and various indexes and catalogs are available through computer use in the library.
- A full-service, student-staffed fine dining restaurant and café.
- Admissions, academic and administrative staff offices.

Kitchen labs are equipped with stoves, ovens, and food preparation equipment found in the industry. A wide range of small wares is provided for the students' use in practicing a variety of culinary skills and techniques. The programs are supported by food storage facilities that reflect those found in the industry.

Parking for students, staff, and customers is provided. Le Cordon Bleu College of Culinary Arts, in providing such facilities, assumes no responsibility for damage to or losses of, automobiles or any other personal property. We suggest that students secure their vehicles before leaving them.

## Branch Campuses

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

2450 Del Paso Road  
Sacramento, CA 95834  
(866) 548-2223

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

360 Corporate Drive North  
Tukwila, WA 98188  
(866) 548-2223

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

7898 Veterans' Memorial Parkway  
St. Louis, MO 63376  
(866) 548-2223

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

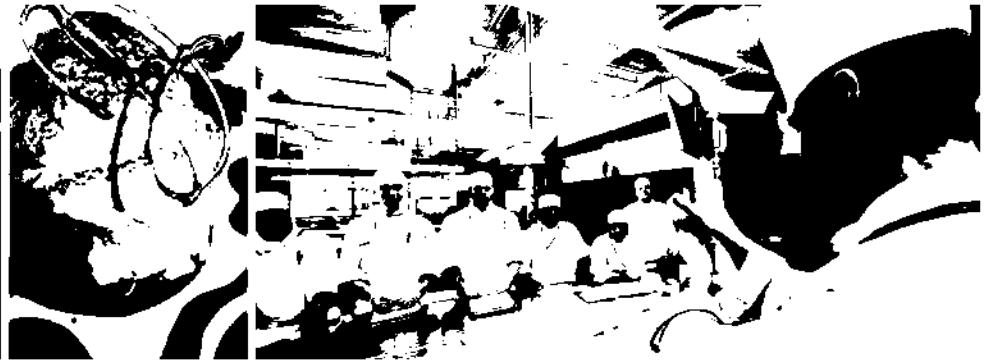
11830 Webb Chapel Road  
Suite 1200  
Dallas, TX 75234-2705  
(214) 647-8500

### Sanford-Brown College – Collinsville

1101 Eastport Plaza Drive  
Collinsville, IL 62234  
(618) 344-5600

### Sanford-Brown College – Hazelwood

75 Village Square  
Hazelwood, MO 63042  
(314) 687-2900



### Hours of Operation

Le Cordon Bleu administrative offices are open from 9:00 a.m. to 8:00 p.m., Monday through Thursday and 9:00 a.m. to 5:00 p.m. on Friday. Admissions is also open Saturdays from 9:00 a.m. to 4 p.m. Classes generally meet Monday through Friday from 6:00 a.m. to 10:00 a.m., 6:30 a.m. to 11:45 a.m., 12:00 p.m. to 5:15 p.m., 10:15 a.m. to 2:15 p.m., 2:30 p.m. to 6:30 p.m., 5:00 p.m. to 10:45 p.m., and 6:45 p.m. to 10:45 p.m. based on program. Changes in hours of operation will be posted at the campus. Classes should include periodic breaks. Breaks for lab classes should typically occur after the demonstration/lecture and one or more times during or after production. Breaks for lecture classes should occur approximately once per hour. Breaks may vary due to exams or the requirements of the day's lessons. In all cases, breaks should not exceed 10 minutes per hour of scheduled class.

### Course Schedules

Applicants and currently enrolled students can view course schedules on the student portal before the beginning of each term. Schedules cannot be processed until financial obligations are fulfilled. Students attending a program that includes Restaurant Rotation should make arrangements for the exception to the general schedule pattern. Students will have to attend the class, regularly scheduled to accommodate lunch or dinner service; 8:00 a.m. to 3:00 p.m. or 3:30 p.m. to 11:00 p.m.

### Schedule of Course Offerings

The Executive Chef 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 President 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.

### School Closings

When applicable, Le Cordon Bleu College of Culinary Arts follows the weather closure policy of the Austin Independent School District (AISD). If all AISD schools are closed due to winter weather or a weather emergency, classes at Le Cordon Bleu College of Culinary Arts will be cancelled on that day. If AISD opens late, then Le Cordon Bleu College of Culinary Arts will open late and all classes that begin after the opening time will take place. In all cases, students should call the Le Cordon Bleu College of Culinary Arts phone number and check the Website, especially on days when Le Cordon Bleu College of Culinary Arts has scheduled classes but AISD is not in session.

All canceled classes must be made up, so information about makeup days will be announced soon after any school closures.

### Grievance Procedure

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 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 Le Cordon Bleu 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

# Le Cordon Bleu

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 for that program. Alternatively, the student may submit the complaint to the campus Executive Chef.

**Step 2** – If the matter is not resolved to the student's satisfaction in Step 1, the student may submit a written, dated and signed statement of the grievance or complaint and a description of the actions that have taken place thus far to the next level of authority directly or through the Executive Chef.

**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 for a preliminary meeting 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. If Le Cordon Bleu 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 information 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 and the student.

The student may also contact:  
Accrediting Council for Independent  
Colleges and Schools  
750 First Street, NE, Suite 980  
Washington, D.C. 20002-4241  
(202) 336-6780.

The student may also contact:  
American Culinary Federation  
180 Center Place Way  
St. Augustine, FL 32905,  
(904) 824-4468 or (800) 624-9458.

The student may also file a complaint with:  
Texas Workforce Commission Career Schools  
101 East 15th Street  
Austin, Texas 78778-0001  
(512) 936-3100  
<http://esc.twe.state.tx.us>.

## Leave of Absence

An approved Leave of Absence (LOA) is a temporary interruption in a student's program of study. LOA refers to the limited time period during a program when a student is not in attendance.

### Leave of Absence Conditions

The following conditions may be considered:

- Medical (including pregnancy).
- Family Care (childcare issues, loss of family member or unexpected medical care of family).
- Military Duty.
- Jury Duty.

### The following requirements apply:

A student may be granted Leave of Absence (LOA) if:

- LOA request is submitted in writing which includes the reason for the request prior to the leave of absence. If unforeseen circumstances prevent the student from providing a prior written request, the institution may grant the student's request if the institution documents its decision and collects the written request within 10 days of the student's last date of attendance.
- The total time requested off must not exceed 180 days (cumulative) in any consecutive 12-month period.

Failure to return from an approved leave of absence may have an impact on loan repayment, including exhaustion of some or all of the grace period. The Financial Aid Office will provide an explanation of the possible impact on loan repayment if an approval for an LOA is issued. Students receiving an LOA may not receive further financial aid disbursements until returning to active status.



### Notification of Rights under FERPA with Respect to Student Records

The Family Educational Rights and Privacy Act (FERPA) afford students certain rights with respect to their educational records.

1. Students enrolled at Le Cordon Bleu College of Culinary Arts shall have the right to inspect and review the contents of their education records within 45 days of the day the institution receives the request for access. Students may request to review their education records by submitting a written request identifying the record(s) the student wishes to review to the President. The institution will arrange for access and notify the student of the time and place where the records may be inspected.
2. 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.
3. A student's education records are defined as files, materials, or documents, including those in electronic format, that contain information directly related to the student and are maintained by the institution, except as provided by law. Access to a student's education records is afforded to school officials who have a legitimate educational interest in the records. A school official is defined as a person employed or engaged by the institution in an administrative, supervisory, academic or support staff position (including law enforcement unit and health staff); a person or company (including its employees) with whom the school has contracted (such as an attorney, auditor, consultant or collection agent); a trustee serving on a governing board; or a person assisting 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 to fulfill his or her professional responsibility or commitment to the school.
4. Students may request that the institution amend any of their education records, if they believe the record contains information that is inaccurate, misleading or in violation of their privacy rights. The request for change must be made in writing and delivered to the Registrar, and must identify the part of the record the student wants changed and the reason for the requested change stated fully.
5. Directory information is student information that the institution may release to third parties without the consent of the student. Le Cordon Bleu College of Culinary Arts has defined directory information as the student's name, address(es), telephone number(s), email address, birth date and place, program undertaken, dates of attendance, honors and awards, photographs and credential awarded. If a student does not want his or her directory information to be released to third parties without the student's consent, the student must present such a request in writing to the Registrar 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 email address in a class in which the student is enrolled.
6. The written consent of the student is required before personally identifiable information from education records of that student may be released to a third party, unless the disclosure is otherwise allowed under an express FERPA exception to disclosure or is required by law.
7. A student who believes that Le Cordon Bleu College of Culinary Arts has violated his or her rights concerning the release of or access to his or her records has the right to file a complaint with the U.S. Department of Education. 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 20202-5901

### 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. To request an auxiliary aid or service please contact:

Executive Chef  
Le Cordon Bleu College of Culinary Arts  
3110 Esperanza Crossing, Suite 100  
Austin, TX 78758

Individuals requesting an auxiliary aid or service will need to complete an Application for Auxiliary Aid. To enable Le Cordon Bleu to provide an auxiliary aid



# Le Cordon Bleu

or service in a timely manner. Le Cordon Bleu 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's grievance procedures.

## School Policies

Students are expected to be familiar with the information presented in this catalog, in any supplements and addenda to the catalog, and with all college policies. By enrolling in Le Cordon Bleu, students agree to accept and abide by the terms stated in this catalog and all college 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.

## Smoke-Free Environment

Le Cordon Bleu College of Culinary Arts is a smoke-free environment. Breaks are scheduled at intervals throughout normal class times. Students violating this regulation may be subject to disciplinary action per the Termination Policy.

Le Cordon Bleu College of Culinary Arts has assigned a designated area for smoking, and students must use the designated smoking area receptacles to discard cigarettes. Discarding cigarettes on school grounds is considered littering and may result in disciplinary action.

## Anti-Hazing Policy

Hazing activities are expressly prohibited and are defined as:

- Any action or situation involving physical or mental abuse such as harassment, intimidation or any other initiation procedure subjecting a person to treatment intended to put him/her in a humiliating or disconcerting position.
- The forced consumption of liquor, drugs or other liquid or solid substance for the purpose of initiation into or affiliation with any organization.
- Other conduct that recklessly or intentionally endangers or threatens the health, safety or welfare of any person on Le Cordon Bleu owned/controlled property or at Le Cordon Bleu-sponsored activities is expressly prohibited.

## Unlawful Harassment Policy

Le Cordon Bleu is committed to the policy that all members of Le Cordon Bleu's community, including its faculty, students, and staff, have the right to be free from sexual harassment by any other member of Le Cordon Bleu's community. Should a student feel that he/she has been sexually harassed; the student should immediately inform the President and/or the Executive Chef.

Sexual harassment refers to, among other things, sexual conduct that is unwelcome, offensive, or undesirable to the recipient, including unwanted sexual advances. All students and employees must be allowed to work and study in an environment free from unsolicited and unwelcome sexual overtures and advances. Unlawful sexual harassment will not be tolerated.

## Catalog Addendum

See the catalog addendum for current information related to the school calendar, tuition and fees, listing of faculty, and other updates.



**Le Cordon Bleu. Learn The Way.**



**LE CORDON BLEU**  
COLLEGE OF CULINARY ARTS

3110 Esperanza Crossing, Suite 100 | Austin, TX 78758

Phone: 888.553.CHEF (2433) | Fax: 800.463.4924

[Chefs.edu/Austin](http://Chefs.edu/Austin)

# Addendum to the 2011-2012 Catalog

Le Cordon Bleu College of Culinary Arts in Austin

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Vol. I Published June, 2011. Effective July 2011

## Academic Calendar

**Associate of Applied Science in  
Le Cordon Bleu Culinary Arts**

*15 Month | 60 Week Programs*

01/03/2011            04/6/2012

**Certificate in Le Cordon Bleu  
Patisserie and Baking**

01/03/2011            12/16/2011  
02/14/2011            02/17/2012  
04/04/2011            04/06/2012  
05/16/2011            05/18/2012  
07/05/2011            06/29/2012  
08/15/2011            08/17/2012  
09/26/2011            09/28/2012  
11/07/2011            11/09/2012

**Associate of Applied Science in  
Le Cordon Bleu Culinary Arts**

*21 Month | 84 Week Programs*

01/03/2011            09/28/2012

**Certificate in Le Cordon Bleu  
Culinary Arts**

01/03/2011            12/16/2011  
02/14/2011            02/17/2012  
04/04/2011            04/06/2012  
05/16/2011            05/18/2012  
07/05/2011            06/29/2012  
08/15/2011            08/14/2012  
09/26/2011            09/28/2012  
11/07/2011            11/09/2012

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



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Effective July 2011 | REQ 06/11

# Addendum to the 2011-2012 Catalog

Le Cordon Bleu College of Culinary Arts in Austin

## Holiday Schedule

January 2011 – January 2012

- 01/17/2011 .....Martin Luther King Day
- 02/28/2011 .....School Holiday
- 03/12/2011 – 03/20/2011 .....Spring Holiday
- 04/18/2011 .....School Holiday
- 05/30/2011 .....Memorial Day
- 06/25/2011 – 07/04/2011 .....Summer Holiday
- 09/05/2011 .....Labor Day
- 10/10/2011 .....School Holiday
- 11/24/2011 – 11/25/2011 .....Thanksgiving Holiday
- 12/17/2011 – 01/08/2012 .....Winter Holiday
- 01/16/2012 .....Martin Luther King Day



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COLLEGE OF CULINARY ARTS

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# Addendum to the 2011-2012 Catalog

Le Cordon Bleu College of Culinary Arts in Austin

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## Tuition and Fees

*Effective June, 2011*

The costs outlined for each program reflect a normally progressing student.

### Associate of Applied Science Degree in Le Cordon Bleu Culinary Arts Program

Tuition	\$38,625.00
*Application Fee	\$50.00
Equipment and Supplies	\$3,500.00

### Certificate in Le Cordon Bleu Culinary Arts

Tuition	\$17,200.00
*Application Fee	\$50.00
Equipment and Supplies	\$300.00

### Certificate in Le Cordon Bleu Patisserie and Baking

Tuition	\$17,200.00
*Application Fee	\$50.00
Equipment and Supplies	\$300.00

## Retake Fees

\$200 per quarter credit for all courses

\$50 per quarter credit for Externship

Only new unused tools, books equipment and/or uniforms returned within five days following the notification of an official withdrawal or date of determination of withdrawal (whichever is later) are refundable. Certain supplies and equipment (including but not limited to shoes, cravates, and commis caps) **cannot be returned** because of clearly recognized health and sanitary reasons. Because these items cannot be returned, the Institute will not issue a refund for these items once they have been purchased and received by a student.

\* Mandatory fees for which student financial aid cannot be used.

\*\*Fee for shoes includes shipping and handling.

**Financial Aid is available for those who qualify.**



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## Staff and Faculty

### Administrative Staff

#### **President**

Steve Smith

#### **Vice President of Admissions**

Sangeetha Krishnan

#### **Director of Career Services**

Erin Taylor

#### **Business Office Manager**

Natalie Ayers

#### **Director of Purchasing and Facilities**

Matt Ward

#### **Associate Registrar**

Scott McHolland

#### **Regional Librarian**

Debra Bacon

### Education Administration

#### **Executive Chef**

**Aimee Olson, C.E.P.C.**

B.A. University of Denver

Certificate Baking and Pastry, Cooking and Hospitality  
Institute of Chicago

#### **Lead Instructor**

**Marc Doherty**

B.S. Georgetown University

A.A.S. Texas Culinary Academy

#### **Lead Instructor**

**Kevin M. Quinn, C.E.C.**

A.O.S. Culinary Institute of America



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## Chef Instructors / Faculty

**Gary Ackerman, C.E.C., F.M.P. – Le Cordon Bleu Culinary Arts**  
Industry Experience

**Cara Anam, C.E.P.C. – Le Cordon Bleu Pâtisserie and Baking**  
A.A.S. Southern New Hampshire University

**Michelle Antonishek, C.E.P.C. – Le Cordon Bleu Pâtisserie and Baking**  
A.O.S. Culinary Institute of America

**Lloyd Banks, F.M.P. – Le Cordon Bleu Culinary Arts**  
A.A.S. Texas Culinary Academy

**Ernest Beasley, F.M.P. – Le Cordon Bleu Culinary Arts**  
M.S. Florida State University  
B.S. Florida State University  
A.A.S. Oklaloosa-Walton Junior College

**Jared Blair – General Education – Adjunct**  
M.Ed The University of Texas at Arlington  
B.S. Texas Christian University

**Bo Boatright – General Education – Adjunct**  
M.Ed. Texas State University  
B.A. Oklahoma State University

**Robert Brady, C.E.C. – Le Cordon Bleu Culinary Arts**  
B.B.A. University of Texas at Austin

**Laura CaJacob – Le Cordon Bleu Culinary Arts – Adjunct**  
B.S. University of North Carolina

**Stephen Cash, C.E.C., F.M.P. – Le Cordon Bleu Culinary Arts**  
A.A.S. Seattle Central Community College

**Scott Cohen – Le Cordon Bleu Culinary Arts**  
A.O.S. Culinary Institute of America

**Clif Dickerson, C.E.C – Le Cordon Bleu Culinary Arts**  
A.O.S. Culinary Institute of America

**Marc Doherty, – Le Cordon Bleu Pâtisserie and Baking**  
B.S. Georgetown University  
A.A.S. Texas Culinary Academy

**Chef Lauren Downing – Le Cordon Bleu Pâtisserie and Baking**  
B.P.S. Culinary Institute of America

**Courtney Fuqua, – Le Cordon Bleu Pâtisserie and Baking – Adjunct**  
Certificate in Patisserie and Baking, Texas Culinary Academy

**Bernard Kazenske, C.E.P.C. – Le Cordon Bleu Pâtisserie and Baking**  
A.A.S. Milwaukee Area Technical College

**Chef Talyon Lange, C.E.C. – Le Cordon Bleu Culinary Arts**  
A.A.S. Texas Culinary Academy

**Steven Loiacano, – Le Cordon Bleu Culinary Arts**  
A.O.S. Johnson and Wales University

**Paul Macry, C.E.C. – Le Cordon Bleu Culinary Arts**  
A.O.S. Western Culinary Institute

**John Maroon, – Le Cordon Bleu Culinary Arts**  
B.P.S. Culinary Institute of America  
A.O.S. Culinary Institute of America

**Jennifer McClintick – Le Cordon Bleu Pâtisserie and Baking**  
B.S. Indiana University of Pennsylvania  
Certificate Baking and Pastry Baltimore Culinary College

**John Mims, C.E.C. – Le Cordon Bleu Culinary Arts**  
B.A. St. Mary's University

**Graham Mitchell, C.E.C. – Le Cordon Bleu Culinary Arts**  
A.A.S. Johnson and Wales University



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**Evan Morgan, C.E.C. – Le Cordon Bleu Culinary Arts**  
A.O.S. Johnson and Wales University

**Melissa Mouton – Le Cordon Bleu Culinary Arts – Adjunct**  
M.S. Bastyr University  
B.S. University of Texas at Arlington

**Charlotte Narvaez – General Education – Adjunct**  
M.S. Business Administration Arizona State University  
M.S. Mathematics University of Mississippi  
B.A. Mathematics University of Mississippi

**Jane Nickles – Le Cordon Bleu Culinary Arts**  
M.B.A. California State University  
B.A. University of California at Berkeley

**Chef Amy Osborn**  
B.S. University of Texas at Austin  
Diploma, Cambridge School of Culinary Arts

**Jacqueline Parchman – Le Cordon Bleu Pâtisserie and Baking**  
A.A.S. Texas Culinary Academy

**Edna Lynn Porter, – Le Cordon Bleu Culinary Arts**  
B.A. University of Texas at Austin  
A.O.S. Culinary Institute of America

**Kevin M. Quinn, C.E.C. – Le Cordon Bleu Culinary Arts**  
A.O.S. Culinary Institute of America

**Greg Ritter, F.M.P.**  
B.A. University of Texas at Austin  
A.O.S. California Culinary Academy

**Randall Sansom – Le Cordon Bleu Culinary Arts**  
A.A.S. Art Institute of Houston

**Jennifer Shields, C.W.P.C. – Le Cordon Bleu Pâtisserie and Baking**

B.A. Tulane University  
A.A.S. Texas Culinary Academy

**Scott Shoyer – Le Cordon Bleu Culinary Arts**  
Ph.D. University of Ottawa  
M.A. American University  
B.A. Albright College

**Thomas “Mark” Stewart – General Education – Adjunct**  
B.A. University of Northern Colorado

**Kevin Stork, C.E.C. – Le Cordon Bleu Culinary Arts**  
B.A. University of Texas at Austin  
A.A.S. Texas Culinary Academy

**Diane Tucker – General Education - Adjunct**  
M.A. Houston Baptist University  
B.A. University of California at Northridge  
A.A. Pierce College

**Earl Vallery, C.W.P.C. – Le Cordon Bleu Pâtisserie and Baking**  
B.F.A. Louisiana State University  
Certificate Patisserie and Baking Texas Culinary Academy

**David Waggoner, C.E.C., F.M.P., C.C.E. – Le Cordon Bleu Culinary Arts**  
B.F.A. Ohio State University  
A.A.S. Columbus State University

**Mitchell Witkin – Le Cordon Bleu College of Culinary Arts**  
B.A. Colorado University  
A.O.S. Culinary Institute of America

**Joansandy Wong – General Education – Adjunct**  
M.A. Baylor University  
B.A. Baylor University



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## Faculty Key

M.A.	Master of Arts
M.B.A.	Master in Business Administration
M.Ed.	Master of Education
M.F.A.	Master of Fine Arts
M.L.I.S.	Master of Library and Information Science
M.M.	Master of Music
M.S.	Master of Science
B.A.	Bachelor of Arts
B.S.	Bachelor of Science
A.A.B.	Associate of Applied Business
A.O.S.	Associate of Occupational Studies
A.S.B.	Associate of Specialized Business
A.S.	Associate of Science
A.C.E.	Approved Certification Examiner
C.C.C.	Certified Chef de Cuisine
C.C.	Certified Cook
C.C.E.	Certified Culinary Educator
F.M.P.	Foodservice Management Professional
C.E.C.	Certified Executive Chef
C.E.P.C.	Certified Executive Pastry Chef
C.H.E.	Certified Hospitality Educator
C.W.P.C.	Certified Working Pastry Chef
C.S.	Certified Sommelier
C.S.C.	Certified Sous Chef



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## Updates to Catalog

The following text replaces the Message from the President found on page 5 of the catalog.

### Message from the President

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 at Le Cordon Bleu College of Culinary Arts, where we combine the classic culinary curriculum of Le Cordon Bleu 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'll 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.

The following text replaces International Passport found on page 6 of the catalog.

## History

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



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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 17 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 in North America.

The following text replaces the Program Information found on page 11 of the catalog.

## Certificate Program in Le Cordon Bleu Culinary Arts

The Certificate in Le Cordon Bleu Culinary Arts is designed to prepare students with the skills appropriate for basic positions in professional food preparation. Students begin their program with classes in basic and fundamental concepts of the culinary profession and build to more advanced topics as the program progresses. The program features lecture and laboratory formats. The program concludes with an externship experience that gives students a chance to practice skills taught throughout the course of their studies.

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



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becoming a chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu College of Culinary Arts cannot guarantee employment or salary.

The following text replaces the Program Information found on page 13 of the catalog.

## Certificate Program in Le Cordon Bleu Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts offers an intensive program for those interested in a professional baking career. The program includes hands-on teaching of fundamental baking skills and the theoretical knowledge that forms basic competency in the field. The Certificate 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 food service industries.

Possible outcomes include:

- Demonstrate professional-level patisserie 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.

Upon completion of the program the graduate should have the skills needed to begin their career in the culinary and/or hospitality industries at an entry level. Examples of some job titles for graduates include Pastry Assistant, Bakery Assistant, Baker, Assistant Pastry Cook, Pastry Cook, Bread Baker and Cake Decorator. The various titles of "pastry chef" generally apply to more advanced roles in a professional kitchen (for example Pastry Sous Chef, Executive Pastry Chef). Graduates should not expect to become chefs upon graduation but are encouraged to work toward becoming a chef through the course of their careers.

The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu College of Culinary Arts cannot guarantee employment or salary.

Update to Course Descriptions on page 15.

## LCBC 105 - Food Safety and Sanitation

(30/0/0)

**3 credits**

Prerequisites: None

This course covers the principles of safe food handling, the three 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 the ServSafe Food Safety nationally accredited food safety exam for certification. This exam is sponsored by the National Restaurant Association Education Foundation and administered at the school level.

## LCBC 110 – Culinary Foundations I

(30/20/0)

**4 credits**



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Prerequisites: None

In this introductory course to the culinary arts, students will have the opportunity to learn basic principles guiding professional introductory cooking techniques. Lecture topics will include the history of the food service industry, culinary terminology, standards of professionalism, organization of working kitchens and volume food preparation. Key components of the course include discussion of chef tools, commercial equipment and its intended uses. Basic food science principles, recipe use, menu genres, introduction to the elements of taste and flavor also drive daily lessons. The foundation for Le Cordon Bleu stocks and sauces are introduced in this class. The course also covers introduction to commercial kitchen cleaning and builds understanding for clean facilities as students complete their food safety and sanitation course.

## LCBC 122 – Culinary Foundations II

(51/49/0)

7 credits

**Prerequisites:** LCBC 105, LCBC 110

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.

## LCBC 132 – Culinary Foundations III

(51/49/0)

7 credits

**Prerequisites:** LCBC 122

This course builds on the techniques and principles demonstrated in previous courses. Students will have the opportunity to develop skills in the identification, butchery, and fabrication used in cooking of a variety of meat and seafood products. Small sauce production, from the classical Le Cordon Bleu techniques taught earlier is enhanced in this stage of further advanced culinary training. Charcuterie methods including curing, smoking, forcemeats, and sausage production are introduced and practiced. Students will have the opportunity to apply introductory plating techniques utilized in the foodservice industry and may begin to realize their own style as the Le Cordon Bleu techniques become more familiar.

## LCBC 152 – Baking and Pastry

(51/49/0)

7 credits

**Prerequisites:** LCBC 105, LCBC 110

This course covers the fundamentals of baking and pastry arts, which include terminology, technology, equipment, measurement, and formula conversions. Different classical mixing methods along with standard recipe adherence principles, bakery sanitation and product storage is discussed. Students have the opportunity to produce a variety of rich, lean and laminated doughs, cakes, icings, cookies, tarts, quick breads, stirred and baked custards, frozen desserts, chocolates, candies and plated desserts. Industry applications are emphasized as described by both classical Le Cordon Bleu cuisine techniques and customer demand in the modern day bakery.

## LCBC 212 – Cuisine Across Cultures

(61.5/38.5/0)

8 credits



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## **Prerequisites: LCBC 132 or Approval of Executive Chef**

This hands-on lab course traces common global ingredients used in many regional dishes. It combines lecture, demonstration, production, and presentation as a means to explore other cultures through the understanding of global culinary heritages. The attitudes and tastes of the more global and knowledgeable customer sets a greater expectation of balance in a professional culinarian's repertoire. Students examine food in the context of culture, geography, history and that influences cuisines have had on each other

## **LCBC 222 – Catering & Buffets**

(51/49/0)

7 credits

### **Prerequisites: LCBC 132**

Introducing classical and contemporary garde manger techniques are emphasized in this course. Students prepare and serve food in a variety of settings. This hands-on production course covers three major areas in buffet and catering operations: business, preparation, and execution. The course approaches these operations in the areas of catering, theme parties, weddings, holidays, and special events. Additional topics include cyclical menu development and business aspects of a catering operation. Students will have an opportunity to combine kitchen skills with a sense of business and creativity. This course also provides an opportunity for students to find their own style and further their depth of knowledge regarding how to transition what they see in the kitchen and what the customer sees in delivering of the final product

## **LCBK 102 – Introduction to Patisserie and Baking Techniques**

(51/49/0)

7 credits

### **Prerequisites: None**

The course introduces the fundamental concepts, skills and techniques of basic baking. Special emphasis placed on the study of ingredient functions, product identification, and weights and measures as applied to baking. Students will have the opportunity to apply basic baking techniques in the preparation of cookies, cakes, muffins, tarts basic custards and petit fours. Traditional meringues, butter creams and Génoise sponge will be included.

## **LCBK 112 – Baking Principles and Viennoiserie**

(51/49/0)

7 credits

### **Prerequisites: LCBK 102**

Students will have the opportunity to develop the knowledge, skills and techniques required for the production and presentation of basic yeast products. Emphasis on the application of ingredient functions, product identification and recipe interpretation occurs throughout the module. Students will have the opportunity to apply their acquired understanding of basic baking concepts and techniques to the preparation of breads, enriched doughs and various artisan breads. Focus will also be given to phyllo dough, sweet dough, and Brioche; with emphasis on the method and production of Danish and croissant dough. Consistency of product, timing of production, and recipe development will be included.

## **LCBK 122 – International Patisserie, Cake Formula and Assembly**

(51/49/0)

7 credits

### **Prerequisites: LCBK 102**

Students will explore pâte à choux, stirred and baked custards, Bavarians and mousses. The fundamental production of classical European desserts, crêpes, soufflé, sabayon and frozen desserts are included. Students will also have the opportunity to develop



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the skills and understanding of creamed, two-stage, and foamed cake methods. The student will have the opportunity to gain practical experience in the production, assembly, finish and decoration of cakes with various fillings and icings.

## **LCBK 212 – Advanced Patisserie Techniques**

(61.5/38.5/0)

**8 credits**

**Prerequisites:** LCBK 112, LCBK 122

This course focuses on concepts, procedures and techniques to produce plated desserts. The course emphasizes the preparation and assembly of finished desserts, tempering chocolate, sauce preparation, and garnishes. The course will also include a Market Basket practical given in the last week covering all aspects taught in previous Patisserie and Baking lab classes.

## **LCBK 222– Centerpiece and Cake Decoration Techniques**

(51/49/0)

**7 credits**

**Prerequisites:** LCBK 212

The course introduces students to the relevant concepts, procedures and techniques necessary to produce elaborate celebration cakes. The student will have the opportunity to develop skills in decorations made with pastillage, chocolate, gum paste, cooked sugar, nougatine and marzipan. Students will practice piping and décor appropriate to the production and decoration of wedding cakes.

The following text replaces the Proof of Graduation found on page 20 of the catalog.

Le Cordon Bleu College of Culinary Arts requires each candidate to furnish proof of high school graduation, a General Educational Development Certificate (GED), or its equivalent, or other acceptable proof of graduation from a valid institution providing secondary education, or equivalent of such graduation, no later than the end of the student's first term. Any documents from countries outside the United States of America will be evaluated by a third-party. In these cases, the documents must be received by Le Cordon Bleu College of Culinary Arts by the end of the first term. Students who fail to provide a valid proof of high school graduation will be subject to cancellation.

Add the following text to page 20 of the catalog.

## **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 Austin area who are not available for immediate onsite testing may be required to take the Wonderlic SLE Quick test.

In all cases, the full SLE must be completed. In addition, in order to be eligible for acceptance, applicants must achieve the following minimum scores prior to starting a program:

Le Cordon Bleu Certificate Programs:

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Applicants are to take the SLE following the completion of their enrollment. Applicants have the opportunity to retake the exam an additional three times if necessary.



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A second attempt can be made a minimum of thirty (30) minutes after the first attempt.

A third attempt can be made a minimum of thirty (30) days after the first attempt.

A fourth and final attempt can be made a minimum of one (1) calendar year after the first attempt.

Those applying to a certificate program, who have earned an associate degree 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 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

The following text replaces the Criminal Conviction Policy found on page 21 of the catalog

## 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 by Le Cordon Bleu College of Culinary Arts.

Add following text to page 22 of the catalog.

### Disbursement of Title IV Credit Balance (Books)

Regulations require that certain Pell Grant eligible students be provided by the 7<sup>th</sup> 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 term (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.

Le Cordon Bleu provides:

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.

## Delete ACG Grant – Page 22



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The Academic Competitiveness Grant (ACG) and the National Science and Mathematics Access to Retain Talent (National SMART Grant) are no longer available as of July 1, 2011.

The following text replaces the Blue Grant found on page 23 of the catalog.

### **BLEU Grant – effective July 1, 2011**

Le Cordon Bleu College of Culinary Arts offers institutional grants to students who have exhausted all federal, state, and private grants or scholarships, have an outstanding tuition balance and are enrolled in the following programs: Certificate in Le Cordon Bleu Culinary Arts and Certificate in Le Cordon Bleu Patisserie and Baking.. Grants may range from 313 to 7377. Students will be considered for the grant upon completion of the admissions application process and the financial aid application process, with no separate grant application required. The College makes available a limited amount of money each year for such grants. Once it is determined that available funding is exhausted, grants will not be awarded to otherwise eligible students. For 2011, 936,854 has been budgeted for institutional grants.

Update the following for Alumni Referral Scholarship on page 24 in the catalog.  
Scholarship amount is \$500.

The following text replaces the Return of Title IV Funds Policy found on page 28 of the catalog.

### **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.

For R2T4 purposes in a term based program with modules, a student is considered to have withdrawn, IF they do not complete all of the days they were scheduled to complete in the payment period or period of enrollment. The R2T4 calculation is required for all students who have ceased attendance; other than those on an approved LOA, or those who have attested to an expected return to a future module within the same term.

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



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Le Cordon Bleu College of Culinary Arts in Austin

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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. Stafford 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 grant 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.

The following text replaces the Withdrawal Date Policy found on page 29 of the catalog.

## Withdrawal Date

The withdrawal date used to determine when the student is no longer enrolled at Le Cordon Bleu is the date indicated in written communication by the student to the Executive Chef's 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.

Update to Attendance Policy found on page 32 of the catalog.

## 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. Students who have been absent from all their scheduled classes for more than 10 scheduled class days, not including scheduled College holidays or breaks, and/or students who officially withdraw from all current courses will be administratively withdrawn from the College.

Add following text to page 13 of the catalog.

## Definition of a Credit Hour – Degree and Fully Transferable Non-degree Programs

The institution awards quarter credit hours to reflect the successful completion of pre-determined course learning objectives and requirements. A quarter credit hour represents an institutionally established equivalency of work or learning corresponding to



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# Addendum to the 2011-2012 Catalog

Le Cordon Bleu College of Culinary Arts in Austin

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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 twelve 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.

The following text replaces the Repeat Policy found on page 33 of the catalog.

### Course Repeats

The student must repeat any required course in which a grade of F, W, or WF is received. Students will only be allowed to repeat courses in which they received a D or below. In the case of a D or F, the better of the two grades is calculated into the CGPA. The lower grade will include a double asterisk indicating that the course has been repeated. Both original and repeated credits will be counted as attempted credits in rate of progress calculations. Federal financial aid may only be used for one repeat of a previously passed course.

A fee will be charged to repeat a class (see addendum for details).

Replace the word Registrar to Assistant Registrar on page 33, 34, 39 and 45.

The following text replaces the Cybrary found on page 39 of the catalog.

### 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. Access to the Cybrary is password controlled. Students must use their Student Portal ID to access the Cybrary.

### Library/Resource Center

Le Cordon Bleu College of Culinary Arts maintains a Library and Resource Center ("LRC") at the Le Cordon Bleu campus which contains computers for students to access the Cybrary. The LRC is available to all students in full uniform during posted hours.



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# Addendum to the 2011-2012 Catalog

Le Cordon Bleu College of Culinary Arts in Austin

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Le Cordon Bleu College of Culinary Arts campus library provides materials to support the College's 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 Monday – Friday 9:00 am to 8:00 pm unless posted otherwise.

The following text replaces the Leave of Absence Policy found on page 44 of the catalog.

## Leave of Absence

An approved Leave of Absence (LOA) is a temporary interruption in a student's education for a specific period of time in an ongoing program when a student is not in academic attendance.

## Leave of Absence Conditions

The following conditions may be considered:

- Medical (including pregnancy)
- Family Care (childcare issues, loss of family member or unexpected 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 which includes the reason for the request prior to the leave of absence. If unforeseen circumstances prevent the student from providing a prior written request, the institution may grant the student's request if the institution documents its decision and collects the written request within 21 days of their last date of attendance.
- The total time requested off must not exceed 180 days (cumulative) in any consecutive 12-month period.

Failure to return from an approved leave of absence may have an impact on loan repayment, including exhaustion of some or all of the grace period. The Financial Aid Office will provide an explanation of the possible impact on loan repayment if an approval for an LOA is issued. Students receiving an LOA may not receive further financial aid disbursements until returning to active status.

**Disclosures:** This student catalog is designed to provide you with information regarding your education at Le Cordon Bleu College of Culinary Arts, student services, course descriptions, grading, policies, and procedures for the Academy. Our goal is to provide you with the most accurate and current information; however, we do make changes in our policies and procedures to improve the service provided to you. In the event that a change is made, we will inform you in a timely manner.

The information contained in this catalog is true and correct to the best of my knowledge.

(b)(6)

Steve Smith — President



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**Accrediting Council for Independent Colleges and Schools**

750 First Street, NE, Suite 980 Washington, DC 20002-4241 TEL.: (202) 336-6780 FAX.: (202) 842-2893 www.acics.org

**EVALUATION VISIT UPDATE REPORT**

One copy of this document should be forwarded to each team member directly, and two copies should be forwarded to the Council office at least ten (10) days prior to the scheduled date of the visit. Multiple location institutions must complete a separate Update Report for the main campus and for each branch campus. Only those locations scheduled for a visit must complete this report.

*This document must be typewritten.*

Name of Institution	<u>Le Cordon Bleu College of Culinary Arts</u>	ACICS ID Code	<u>00021352</u>
Address of Institution	<u>3110 Esperanza Crossing, Suite 100</u>	Telephone	<u>(512) 837-2665</u>
City/State/Zip Code	<u>Austin, TX 78758</u>	Facsimile	<u>(224) 484-1123</u>
		E-Mail Address	<u>ssmith@austin.chefs.edu</u>
Chief Administrator of Institution	<u>Steve Smith</u>	Title	<u>Campus President</u>
Scheduled Date of Evaluation Visit	<u>January 18, 2013</u>	ACICS Staff Member	<u>Chad Hartman</u>
Date Update Report Prepared	<u>January 3, 2013</u>	Date Application Prepared	<u>January 3, 2013</u>

ACTION PENDING \_\_\_\_\_ MEETING



## EVALUATION VISIT UPDATE

-----

- What is the current number of students enrolled? 439
- List the enrollment in each program by full-time and part-time status and by day and evening. Use additional pages if necessary.

	Name of Program	Total Enrollment	Full-time	Part-time	Day	Evening
a.	A.A.S. in Le Cordon Bleu Culinary Arts	15	15		1	14
b.	Certificate in Le Cordon Bleu Culinary Arts	301	301		245	56
c.	Certificate in Le Cordon Bleu Patisserie and Baking	123	123		94	29
d.						
e.						
f.						
g.						
h.						
i.						
j.						
k.						

- Attach a class schedule that will be in effect on the day or days of the visit. Include time, instructor, class name (not abbreviation), room number, and enrollment
- Enclose a copy of the most recent catalog and/or addenda currently included with the catalog. This catalog must be the edition currently used by the institution. The institution should not provide the evaluation team with a new catalog upon arrival at the institution. An English translation must be enclosed for all catalogs prepared in languages other than English.
- On the attached summary form, identify all administrative staff and faculty and indicate those hired since the submission of the institution's materials.
- If not included in the self-study, please provide a copy of the current institutional Effectiveness Plan utilized by the institution. If included in the self-study, please provide a narrative update to the Plan.

7. As applicable, List and describe on a separate page all significant changes that have occurred at your institution since the submission of your institution's materials. Examples of significant change include, but are not limited to, a change of ownership/control, program changes (new, deleted, revised), opening and/or closing of nonmain locations, changes of location, change instate licensure or approval status, or major equipment added.
- In March 2010, the campus name was changed from Texas Culinary Academy to Le Cordon Bleu College of Culinary Arts. The street address designation also changed (although the physical location of the campus did not change). The address change occurred due to new street development in the area.
  - We renovated our HVAC system in 2011. It was revamped for better safety and efficiency.
  - In May 2011, we introduced two new certificate programs – one in culinary arts and one in patisserie and baking. Both are 12-months in length and 55 quarter credits. At the same time, we ceased all new starts in our 30 semester-credit certificate program in culinary arts and our 42 semester-credit program in patisserie in baking.
  - In November 2012, we received approval for a new 21-month, 107 quarter credit AAS in culinary arts program. The first students will begin this program on January 7, 2013. Because of this approval, we will retire our existing 65 semester-credit AAS in culinary arts program. All existing students will complete their studies in the program.
  - In 2011 - 2012, we also renovated existing spaces to accommodate new program requirement. We converted our existing demonstration kitchen by adding a washable floor and walls, new kitchen-compliant ceiling tiles and lighting, and adding electrical outlets. This allows us to teach Culinary Foundations I in this space.
  - In 2011 – 2012, We renovated a former bookstore/retail outlet to become a lecture classroom. This space is now designed at Classroom E.
  - In 2011 – 2012, we adding plumbing, hand sinks, portable refrigerators, and custom-made demonstration tables to existing classrooms A, B, C, and D. This allows us to teach courses in our 55 QCH certificate programs.



## CURRENT STAFF

750 First Street, NE, Suite 980  
 Washington, DC 20002-4241  
 TEL: (202) 336-6780  
 FAX: (202) 842-2593  
 www.acics.org

Duplicate this form as necessary.

\* Check here if new to the staff since the submission of the self study

Name of Institution Le Cordon Bleu College of Culinary Arts City Austin, TX State Austin, TX ID Code 00021352

NAME (last/first/middle)	Date of Hire	F/T P/T	All Degrees and Institution – Major/Minor	Administrative Responsibilities	*
Ayers, Natalie Dawn	(b)(6)	F/T	(b)(6)	Business office management, oversee financial aid counseling, student account administration, cash management	<input type="checkbox"/>
Bernard, Frederick R	(b)(6)	F/T	(b)(6)	Purchase, receive, store, and deliver food for classes	<input type="checkbox"/>
Dennard, Leslie Karen	(b)(6)	F/T	(b)(6)	Career advising	<input type="checkbox"/>
Doherty, Marc F	(b)(6)	F/T	(b)(6)	Career advising	<input type="checkbox"/>
Epstein, Arielle Maris	(b)(6)	F/T	(b)(6)	Admissions administration, front desk reception	<input type="checkbox"/>
Fifer, Andrew D.	(b)(6)	F/T	(b)(6)	Assist in department management; recruit students	<input type="checkbox"/>
Gonzales, Leticia M.	(b)(6)	F/T	(b)(6)	Recruit students	
Hoffman, Alain Cie	(b)(6)	F/T	(b)(6)	Recruit students	<input type="checkbox"/>



	(b)(6)		(b)(6)	Assist in department management; recruit students	<input type="checkbox"/>
Hollas, Bryce Matthew		F/T			
Joseph, Benjamin W		F/T		Recruit students	<input type="checkbox"/>
Kheuasida, Somphane ("Joe")		F/T		Recruit students	<input type="checkbox"/>
Lillard, Jessica A		F/T		Financial aid advising; student account administration	<input type="checkbox"/>
Lopez, Mark Anthony		F/T		Manage admissions department, oversee student recruiting	<input type="checkbox"/>
MacCord, Kenneth Saxton		F/T		Recruit students	<input type="checkbox"/>
Mcholland, Scott		F/T		Manage student records	<input type="checkbox"/>
Mmonu, Ambrosia Ifeoma		F/T		Recruit students	
Navarro, Breane M		F/T		Career advising	
Nikolajevic, Matthew Brian		F/T		Recruit students	
Oliver, Jackie Escobar		F/T		Recruit students	
Olson, Aimee E		F/T		Manage education department, curriculum, faculty, student services	

			(b)(6)		
Orozco, Carlos	(b)(6)	F/T	(b)(6)	Recruit students	
Parker, Ameerah		F/T		Financial aid advising; student account administration	
Ritter, Gregory		F/T		Purchase, receive, store, and deliver food for classes	
Smith, Cynthia E		F/T		Career advising	
Smith, Steven R		F/T		General campus administration	
Stadnik, John M		F/T		Admissions administration, front desk reception	
Thomas, Cynthia Louise		F/T		Recruit students	
Tijerina, Francisco Joel		F/T		Recruit students	
Turkov, Jeffrey E		F/T		Recruit students	
Ward, Matthew T		F/T		Manage food procurement, storage, and delivery	
Wynn, Michael Brent		F/T		Manage career services department, student job placement advising, reporting	



## CURRENT FACULTY

**Submit this form along with teaching schedules in effect at the time of the visit.**

*Duplicate this form as necessary. List all persons, including administrative staff, who are teaching.*

*Refer to the directions for abbreviations and the sample below for format. Leave all \* and P, E, \* columns blank.*

**(X)** Check here if new to the faculty since the submission of the self-study

750 First Street, N  
Washington, DC

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FAX: (202) 336-6000

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Name of Institution Le Cordon Bleu College of Culinary Arts City State Austin, TX ID Code 00021352 Page 1 of 2

NAME last/first/middle	Date of hire	X	F/T P/T	All Degrees and Institution – Major/Minor	* Courses Teaching	Cred. Level	Teaching Load		* Other Duties	P *	E *
							M E	A			
<i>Sample, Mary Ellen</i>	(b)(6)			(b)(6)	<i>Data base management. desktop pub., office proc.</i>	<i>C/D</i>	15	5	AD		
Ackerman, Gary O			F/T		Introduction to Culinary Arts I	D		26			
Anam, Cara A			F/T		International Patisserie, Cake Formula and Assembly Baking and Pastry	C	16. 6	16. 6	AD		
Banks, Lloyd L			F/T		Culinary Foundations III	C	16. 6	16. 6			
Beasley, Ernie			F/T		Culinary Foundations I Food Safety and Sanitation	C	5	13. 3			
Brady, Robert			F/T		Culinary Foundations I Culinary Foundations II Food Safety and Sanitation	C	13. 3	16. 6			
Cohen, Scott Bryan			F/T		Culinary Foundations I Food Safety and Sanitation College Success and Career Portfolio	D	31. 6				
Dickerson, Clifton			F/T		Culinary Foundations III	C	33. 2				

Downing, Lauren Michelle	(b)(6)	F/T	(b)(6)	International Patisserie, Cake Formula and Assembly Advanced Patisserie and Chocolate Techniques	C		16.6	16.6	
Fuqua, Courtney A	(b)(6)	F/T	(b)(6)	Centerpiece and Cake Decoration Techniques Advanced Patisserie and Chocolate Techniques	C		16.6	16.6	
Kazenske, Bernard Joseph	(b)(6)	F/T	(b)(6)	Baking and Pastry	C	33.2			
Lange, Talyon K	(b)(6)	F/T	(b)(6)	Culinary Foundations II	C	16.6			OT
Loiacono, Steven J	(b)(6)	F/T	(b)(6)	Catering and Buffets	C	33.2			
Macry, Paul Benjamin	(b)(6)	F/T	(b)(6)	Cuisine Across Cultures	C	16.6			OT
Mims, John	(b)(6)	F/T	(b)(6)	Catering and Buffets	C	5		16.6	
Osborn, Amy Diane	(b)(6)	P/T	(b)(6)	Baking and Pastry	C	33.2			
Parchman, Jacquelyn B	(b)(6)	P/T	(b)(6)	Baking and Pastry	C			16.6	
Porter, Edna L	(b)(6)	F/T	(b)(6)	Externship I Externship II	C	Varies			
Quinn, Kevin M	(b)(6)	F/T	(b)(6)	Externship I Externship II	D/C	Varies			AD
Shields, Jennifer C	(b)(6)	F/T	(b)(6)	Introduction to Patisserie and Baking Techniques Baking Principles and Viennoiserie	C	33.2			

Shoyer, Scott Craig	(b)(6)	F/T	(b)(6)	Cuisine Across Cultures	C	16.	16.
Waggoner, David		F/T		Cuisine Across Cultures	C	33.	2

**CRED. LEVEL:** (credential level(s) that instructor is teaching)      C = Certificate      D = Diploma      OA = Occupational Associate      AA = Academic Associate      B = Bachelor      M = Master  
**TEACHING LOAD:** M = Morning Session      A = Afternoon Session      E = Evening Session  
**OTHER DUTIES:** AD = Administrative      RA = Recruitment/Admissions      FA = Financial Aid      SS = Student Services      OT = Other

---

**From:** Chad Hartman <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/13CBF506F84340D4B56AA05824F71116-CHARTMAN>  
**Sent:** 5/12/2014 2:58:43 PM -0400  
**To:** Bob Palmatier <bobpalm203@gmail.com>  
**Subject:** Re: Visit Memo Le Cordon Bleu  
All programmatic

Sent from my iPhone

On May 12, 2014, at 2:52 PM, "Bob Palmatier" (b)(6) wrote:

No culinary specialist?

**Bob Palmatier, Ph.D.**

(b)(6)

On Mon, May 12, 2014 at 11:54 AM, Chad Hartman <[chartman@acics.org](mailto:chartman@acics.org)> wrote:

Please find attached the Visit Memo for the upcoming ACICS visit.

Please let me know if you should have any questions.

Thanks

Chad Hartman  
Senior Accreditation Coordinator  
Accrediting Council for Independent Colleges and Schools  
750 First Street, NE Suite 980 Washington, DC 20002  
[www.acics.org](http://www.acics.org) 202.336.6841

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**From:** Chad Hartman <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/13CBF506F84340D4B56AA05824F71116-CHARTMAN>  
**Sent:** 5/12/2014 12:18:49 PM -0400  
**To:** Burton Kaliski (b)(6)  
**Subject:** RE: Visit Memo Le Cordon Bleu

All culinary and all programmatic. I picked our Ed Activities since she is Culinary and can do the placement calls.

**From:** Burton Kaliski (b)(6)  
**Sent:** Monday, May 12, 2014 12:17 PM  
**To:** Chad Hartman  
**Subject:** Re: Visit Memo Le Cordon Bleu

Hi Chad. No program people or yet to come? Burt

Sent from my iPhone

On May 12, 2014, at 11:54 AM, Chad Hartman <[chartman@ACICS.ORG](mailto:chartman@ACICS.ORG)> wrote:

Please find attached the Visit Memo for the upcoming ACICS visit.

Please let me know if you should have any questions.

Thanks

Chad Hartman  
Senior Accreditation Coordinator  
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<Le Cordon Bleu Visit Memo.docx>

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**From:** Chad Hartman <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/13CBF506F84340D4B56AA05824F71116-CHARTMAN>  
**Sent:** 5/12/2014 12:36:45 PM -0400  
**To:** Burton Kaliski (b)(6)  
**Subject:** RE: Visit Memo Le Cordon Bleu

And it begins... lol

**From:** Burton Kaliski (b)(6)  
**Sent:** Monday, May 12, 2014 12:35 PM  
**To:** Chad Hartman  
**Subject:** Re: Visit Memo Le Cordon Bleu

Ok. Thanks. We are cooking.

Sent from my iPhone

On May 12, 2014, at 12:18 PM, Chad Hartman <chartman@ACICS.ORG> wrote:

All culinary and all programmatic. I picked our Ed Activities since she is Culinary and can do the placement calls.

**From:** Burton Kaliski (b)(6)  
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**To:** Chad Hartman  
**Subject:** Re: Visit Memo Le Cordon Bleu

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**Chad Hartman**

Senior Accreditation Coordinator

**Accrediting Council for Independent Colleges and Schools**

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<Le Cordon Bleu Visit Memo.docx>



January 11, 2013

Mr. Steven Smith  
Campus Director  
Le Cordon Bleu College of Culinary Arts  
3110 Esperanza Crossing, Suite 100  
Austin, TX 78758

Dear Mr. Smith:

LE CORDON BLEU COLLEGE OF CULLINARY ARTS, AUSTIN, TEXAS

ID CODE 00021352

A **reclassification from additional location to main visit** has been scheduled at your campus for **Friday, January 18, 2013**. As you know, the purpose of this visit is to verify the information in the request for the Additional Location to be reclassified as a Main campus. Details of the visit are outlined below.

The visit will focus on the following areas: the administration, educational delivery systems, facilities, qualifications of faculty, instructional resources, and overall student satisfaction at the additional location campus.

A copy of the Update Report and current catalog should be forwarded electronically via e-mail or CD to my attention at the Council office approximately ten days prior to the visit. The Update Report must be submitted in a timely manner and should describe all changes at the campus since the submission of the Reclassification request. The Update Report is available on the ACICS Web site at [www.acics.org](http://www.acics.org). Go to "Accreditation" (first tab), then "Accreditation Process" (first in the drop down menu), and then "Evaluation Site Visit."

I will need a small, private work area for my use during the visit. The materials identified on the enclosed list should be clearly marked and placed in an orderly fashion in the work area prior to my arrival. Additional materials may also be requested.

Thank you for your cooperation. If you have any questions, please call me at (b)(6)

Mr. Chad Hartman  
Accreditation Coordinator

## **VISIT ITINERARY**

### **Additional Location to Be Visited**

ACICS ID Code 000XXXX  
Name of Institution  
Address  
City, State XXXXX  
(XXX) XXX-XXXX  
(XXX) XXX-XXXX Fax

### **Main Campus**

ACICS ID Code 000XXXXX  
Name of Institution  
Address  
City, State XXXXX  
(XXX) XXX-XXXX  
(XXX) XXX-XXXX Fax

### **Visit Date**

XXXday, XXXXXX XX, 2013

### **Visit Type**

Reclassification from Additional Location to Main

### **Level of Accreditation**

### **Itinerary (approximate)**

Arrive at 9:00 a.m.  
Depart at 3:00 p.m.

### **Evaluation Team**

ACICS STAFF REPRESENTATIVE  
Mr./Ms. Name  
Title  
(202) 336-XXXX  
(202) XXX-XXXX Cell  
email

### **Hotel**

Hotel Name  
Street address  
City, State XXXXX  
(XXX) XXX-XXXX  
(XXX) XXX-XXXX Fax

## RECLASSIFICATION FROM AN ADDITIONAL LOCATION TO MAIN VISIT MEETING ROOM MATERIALS

The following materials shall be prepared and placed in the work area prior to the team's arrival.

1. Current information
  - a. A current copy of the campus's Campus Effectiveness Plan.
  - b. A class schedule including course names and numbers, room numbers, class times, names of instructors, and student enrollment by class period.
  - c. Student enrollment on day(s) of visit by program and by day and evening divisions (if different than enrollment reported in the Update Report).
  - d. Floor plan of facility.
  - e. Staff and faculty roster and organization chart.
  - f. Current inventory of instructional resources and equipment, including library holdings.
  
2. Official documents
  - a. State license and authorization by the Ministry of Education to award diplomas and/or degrees.
  - b. Certificate of Occupancy or evidence that the institution is in compliance with local fire and safety codes.
  - c. Correspondence with state regulatory agencies and accrediting agencies other than ACICS, if any.
  
3. Files
  - a. Administrative staff personnel files that include current ACICS data sheets.
  - b. Faculty personnel files that include current ACICS data sheets, resumes, transcripts, copies of evaluations, and faculty development plans.
  
4. Publications
  - a. All current advertising and promotional literature including radio and television.
  - b. Current catalog with all addenda.

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**From:** Chad Hartman <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/13CBF506F84340D4B56AA05824F71116-CHARTMAN>  
**Sent:** 5/12/2014 11:54:40 AM -0400  
**To:** David Peterson <DPeterson@msp.chefs.edu>; Jessica Sanders (b)(6)  
**CC:** (b)(6) Burton Kaliski (b)(6)  
**Subject:** Visit Memo Le Cordon Bleu  
**Attachments:** Le Cordon Bleu Visit Memo.docx

Please find attached the Visit Memo for the upcoming ACICS visit.

Please let me know if you should have any questions.

Thanks

Chad Hartman

Senior Accreditation Coordinator

Accrediting Council for Independent Colleges and Schools

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

[www.acies.org](http://www.acies.org) 202.336.6841

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



To: Mr. David Peterson  
 Interim Director  
 Le Cordon Bleu College of Culinary Arts  
 1315 Mendota Heights Road  
 Mendota Heights, MN 55120  
 ID Code 00038353

From: Mr. Chad Hartman, Senior Accreditation Coordinator

Date: May 11, 2014

Subject: Scheduled Site Visit – June 2-3, 2014

Listed below are the details for your upcoming evaluation visit. Please send each team member listed below, including myself, an electronic copy (flash drive, CD, or e-mail) of the Self-Study Application

As a reminder, the Self-Study Application materials include:

**SELF-STUDY APPLICATION**

1. Explanation
2. Future Plans
3. Campus Effectiveness Plan
4. Academic Credit Analysis
5. Self-study Narrative

Additionally, the following update report documents must be sent to the team as well as uploaded to the campuses' online applications:

1. Faculty and Staff Summary
2. Inventory of Equipment
3. Catalog
4. Class schedule
5. Program Update Form

Note: If there are not tasks available for each of these items, please combine the documents together and upload into the "Program Update Form" task.



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The update report documents are available on the ACICS Web site at <http://www.acics.org/accreditation/content.aspx?id=2022>. Go to the "Accreditation Process" page and then click the "Evaluation Site Visit" page. The documents above must be received, along with the appropriate application materials by each team member no later than **May 19, 2014**. It is unnecessary and often inconvenient to require a signed receipt upon delivery of these items to the team members.

We will need a private work area for the team's use during the visit. The materials identified on the enclosed list should be placed in the work area prior to the team's arrival. Additional materials may be requested during the visit. Details of the visit are outlined below.

The institution will be invoiced a fixed fee for all site visits. Please be advised that pursuant to Section 2-3-401 of the *Accreditation Criteria* the Council will be made aware of any outstanding fees (30 days or older) during its review of your application(s).

*Please contact me immediately if you have any concerns regarding any team member appointed to serve on the evaluation team or if you have any questions about the visit. Thank you.*

## **VISIT ITINERARY**

### **Institution to Be Visited**

ACICS ID Code 00038353  
Le Cordon Bleu College of Culinary Arts  
1315 Mendota Heights Road  
Mendota Heights, MN 55120  
(651)675-4700

### **Visit Dates**

Monday, June 2, 2014 – Tuesday, June 3, 2014

### **Visit Type**

New Grant

### **Current Level of Accreditation**

Academic Associate's degree

### **Itinerary (approximate)**

Arrive on Monday, June 2, 2014, at 9:00 a.m.

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Depart on Tuesday, June 3, 2014, at 5:00 p.m.

**Evaluation Team**

**CHAIR**

Dr. Burton S. Kaliski  
Retired Professor of Business Education  
Southern New Hampshire University

(b)(6)

**RELATIONS WITH STUDENTS**

Dr. Robert Palmatier  
Owner  
Warren Allen Educational Services LLC

(b)(6)

**EDUCATIONAL ACTIVITIES**

Dr Susan Sykes Hendee  
Susan S. Hendee CCE HAAC CHE

(b)(6)

**ACICS STAFF REPRESENTATIVE**

Mr. Chad Hartman  
Senior Accreditation Coordinator  
(202) 336-6841

(b)(6)

c: Evaluation Team

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## **EVALUATION VISIT MEETING ROOM MATERIALS** **Initial, Reevaluation, and Additional Location Inclusion Visit**

*Institutions are to place the following materials in the room provided to the evaluation team. Additional materials may be requested when the team is at the institution.*

### 1. Current Information

- a. Class schedule including course names, numbers, titles, room numbers, class times, names of instructors, and student enrollment by class period for the entire term/quarter/semester/module
- b. Student enrollment on day(s) of visit by program and by day and evening divisions
- c. Floor plan of facility
- d. Staff roster and organization chart
- e. Course syllabi for currently offered courses (For courses not offered in the current term, the syllabi must be provided with the exception of the following items: instructional materials and references, out-of-class activities and assignments, assessment criteria, and method of evaluating students)
- f. All admissions tests with answer key and test cut-off scores for each program
- g. If ability-to-benefit students are admitted, complete documentation evidencing the relationship between admissions test cut-off scores and successful academic or employment outcomes, as well as the contract for the independent test administrator
- h. A copy of the most recently completed, and the prior year's ACICS Campus Accountability Reports along with the complete back-up documentation. This must include information to support enrollment, graduate, and withdrawal numbers and placement information such as student name, program of study, graduation date, job title, employer name, and employer telephone numbers
- i. A copy of the current Campus Effectiveness Plan along with the progress reports and/or prior year's campus effectiveness plan
- j. Board of directors and administrative staff meeting minutes
- k. Faculty meeting minutes
- l. Documentation of in-service training sessions held and the schedule for upcoming session
- m. Schedule and documentation of community resources utilized for each program (organized by program)
- n. A copy of the Certificate of Attendance at an ACICS Accreditation Workshop for the chief on- site administrator or self-study coordinator

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2. Official Documents

- a. Corporate Charter
- b. Articles of Incorporation, and Certificate of Incorporation or other appropriate documentation of legal structure and ownership of the institution and a chart outlining the ownership structure
- c. Certificate of good standing; relative to an institution's corporate statute and/or legal identity
- d. State license and authorization to award degrees (if applicable)
- e. Most recent state and VA compliance reports
- f. Documentation that the facilities are in compliance with local, state, and federal laws governing fire, safety, and sanitation
- g. Documentation that the institution is in compliance with copyright laws for instructional materials utilized
- h. U.S. Department of Education Program Participation Agreement and Eligibility and Certification Approval Report (if applicable)
- i. Reports from most recent reviews by agencies such as the U.S. Department of Education, Inspector General, and guarantee agency, as well as the institution's student financial aid compliance audit
- j. Third-party contracts with other educational institutions or contracts such as JTPA

3. Files

- a. Administrative staff personnel files that include updated ACICS data sheets
- b. Faculty personnel files that include updated ACICS data sheets, copies of administrative and student evaluations, and faculty development plans with documentation of their implementation

*NOTE: Student files will be selected randomly for review by team members.*

4. Inventories

- a. Library resource and reference materials including online materials (if applicable)
- b. Instructional equipment for all programs

5. Publications

- a. Most recent ACICS self-study or additional location application
- b. All current advertising and promotional literature, including scripts, copies of newspapers, magazines, brochures, and tapes of radio and television ads
- c. Student, faculty, and staff handbooks (if applicable)
- d. Current catalog with all addenda (if applicable)

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**From:** Quentin Dean <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/a57fc35fdb2b409982aeed3c044ed95d-qdean>  
**Sent:** 6/15/2015 4:40:23 PM -0400  
**To:** Anthony Bieda <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/3625966aa21b477ea17337561576fd9f-ABieda>  
**Subject:** Corinthian - Title IV funds

Tony,

I have not been able to identify the amount of Title IV funds the Department made available to Corinthian between July 2014 and April 2015. I could not find any figures I the securities and exchange commission.

The only figures I could find, which are publically available, indicate Corinthian Colleges received \$1.4 billion each year in Title IV funds before June 2014; the U.S. DOE issued Immediate \$16 million in funds in student financial assistance in June 2014; an additional \$35 million was made available to Corinthian in July 2014. I have not found any other figures yet.

Please find more information below:

## U.S. Department of Education Heightens Oversight of Corinthian Colleges

June 19, 2014

**Contact:** Press Office, (202) 401-1576, [press@ed.gov](mailto:press@ed.gov)

The U.S. Department of Education's Federal Student Aid (FSA) office has placed Corinthian Colleges Inc. on an increased level of financial oversight after the company failed to address concerns about its practices, including falsifying job placement data used in marketing claims to prospective students and allegations of altered grades and attendance.

"The Department's foremost interest is to protect students and make sure they are educated by institutions that operate in accordance with our standards," said U.S. Education Under Secretary Ted Mitchell. "We made the decision to increase oversight of Corinthian Colleges after careful consideration and as part of our obligations to protect hardworking taxpayers and students' futures."

Corinthian is the parent company of the Everest Institute, Everest College, WyoTech and Heald brands, which enroll 72,000 students nationwide who receive \$1.4 billion in federal financial aid money annually. All of Corinthian's campuses are now required to wait 21 days after submitting student enrollment data to draw down money for federal student aid. The Department remains in close contact with Corinthian executives to protect the interests of the

students enrolled at its various campuses.

FSA places higher education institutions on heightened financial oversight for a variety of reasons. The Department has requested data from Corinthian multiple times in the last five months to address inconsistencies in the company's job placement claims for graduates, but Corinthian officials have not turned over the documents. Since January, the Department has sent Corinthian five letters requesting data and other documentation required by law. The Department notified Corinthian of heightened monitoring on June 12, which the company acknowledged today in a [filing](#) with the Securities and Exchange Commission.

## U.S. Department of Education Accepts Operating Plan from Corinthian Colleges Inc.

Students Will Have Option to Complete Programs without Disruption

July 3, 2014

**Contact:** Press Office, (202) 401-1576. [press@ed.gov](mailto:press@ed.gov)

The U.S. Department of Education and Corinthian Colleges Inc. have agreed to an operating plan that provides students at the company's career colleges a chance to complete their education and protects taxpayers' investment while Corinthian works to either sell or close its campuses across the country in the next six months. The plan calls for an independent monitor that will oversee this process for all programs owned by Corinthian, including Everest, Heald and Wyotech campuses. "We have accepted an operating plan for Corinthian Colleges Inc. that will protect students' futures and fulfill the Department's responsibilities to taxpayers moving forward," U.S. Education Under Secretary Ted Mitchell said. "Ensuring that Corinthian students are served well remains our first and most important priority, and we will continue to work with Corinthian officials and the independent monitor on behalf of the best interests of students and taxpayers." On June 12, the Department's Federal Student Aid (FSA) office placed Corinthian on an increased level of financial oversight after the company failed to provide records concerning enrollment and job placement data required by federal law, and failed to fully address concerns about its practices, including faulty job placement data used in marketing claims to prospective students and allegations of altered grades and attendance. In order to ensure that Corinthian can still provide classes for its current students, the Department has agreed to release \$35 million in student aid to be used solely for education activities - all of which must be approved by the Department. Under the operating agreement, which is effective July 8, 2014, Corinthian has also agreed to the following:

- Corinthian's campuses will inform students of their options, and every campus will institute a plan so students can complete their programs without disruption, if they choose to do so. The operating plan will also immediately halt enrollment at schools that are operating under this teach-out provision and require additional notification and disclosures

for campuses that are being sold.

- Corinthian will only use federal student aid funds for normal daily operations, including student refunds, payroll expenses (including retention arrangements), accounts payable, interest and related fees, and related professional fees. Corinthian will not use federal funding to pay dividends, legal settlements of lawsuits or investigations, or debt repayments. Additionally, bonuses, severance payments, raises and retention agreements must be reported to the monitor and the Department at least two weeks prior to the creation of contractual obligations and are subject to the approval of the Department.
- Corinthian will hire an independent monitor - approved by the Department - that will have full and complete access to Corinthian personnel and budgets to ensure prudent financial management and see that taxpayer-funded federal student aid dollars are spent well. The monitor will also review teach-out plans and sales of schools, and ensure students have multiple ways to submit feedback and any complaints about the process.
- Corinthian will also make refunds available to students in a number of circumstances. Corinthian and the Department will work together with the assistance of the monitor to establish a reserve fund of at least \$30 million for Corinthian to pay those refunds.
- Corinthian will turn over all enrollment and job placement data required by federal law – and overdue to the Department since January - by July 15, 2014.

Corinthian enrolls 72,000 students nationwide, who receive \$1.4 billion in federal financial aid annually to support their educations and prepare them for careers.

EX-10.1 2 a14-15891\_1ex10d1.htm EX-10.1

**Exhibit 10.1**

### **Memorandum of Understanding**

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

As a condition for the release of the Immediate \$16 million (defined below) of student financial assistance funds under Title IV of the Higher Education Act of 1965, as amended (the amount of funds Corinthian has indicated is needed to meet necessary and appropriate expenses through June 27), the Department proposes this Memorandum of Understanding (the “MOU”) for the implementation of a Transition Plan (the “Plan”)



that will result in the sale of certain of the Corinthian institutions that are participants in the Title IV Programs (the "Institutions") and the teaching out of other Institutions owned by Corinthian, in an agreed upon manner and over an agreed upon period of time as set forth in this MOU.

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

### **Agreed Statement of Principles**

- Students will be given an opportunity to complete their education without material interruption, change or additional cost.
- Faculty and staff will be treated in a manner that causes minimal personal and financial disruption.
- The Plan will consider the value of the schools for students, employees, and taxpayers, and respect the interests of the government and Corinthian's federal and state law obligations (including fiduciary duties) and contractual obligations.

1

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

### **Immediate Funding**

- The Department's current HCM-1 disbursement method for Corinthian and the attendant 21-day disbursement delay will remain in effect unless further modified by the Department based upon continuing review of the Corinthian institutions or upon the signing of the Operating Agreement. The Operating Agreement will provide for appropriate continued disbursements of Title IV funds to permit Corinthian to fund its operations in the ordinary course and effectuate the principles of this MOU.
- Effective immediately, the Department will allow Corinthian to immediately draw down \$6.5 million of Title IV student aid funds for student rosters that it previously submitted and immediately draw down (consistent with the Department's ordinary course processing times) an additional \$9.5 million for student rosters that it will submit to the Department on or before June 27, 2014 (the "Immediate \$16 million").

2

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

#### **Appointment of Monitor**

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

agreement between Corinthian and the Department.

3

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

#### **Enrollment of New Students**

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

4

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

recertification for Title IV participation.

### **Sale of Schools**

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

### **Teach-out Schools**

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

- The Department reserves its statutory and regulatory authority over the Teach-out Schools.

**Coordination with States and Accreditors**

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

**Conclusion**

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

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

ACKNOWLEDGED AND AGREED:

CORINTHIAN COLLEGES, INC.

*/s/* Jack D. Massimino

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Jack D. Massimino

Chairman of the Board and

Chief Executive Officer

U.S. DEPARTMENT OF EDUCATION

/s/ Ted Mitchell

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Ted Mitchell

Under Secretary

As of last year, before Corinthian sold half its campuses to ECMC Group, **Corinthian had over 100 campuses across the country, operating its schools under the names Heald, Everest, and WyoTech.**<sup>3</sup> Its schools enrolled 72,000 students nationwide who received \$1.4 billion in federal financial aid annually.

NEXT CHALLENGE NEXT LEVEL

# NEXSEN PRUET

## Corinthian Colleges: Part Two - the "Perfect Storm"

### Blog: Consumer Financial Protection Bureau

April 29, 2015

Author:



[Brooks F. Bossonq](#)

Corinthian Colleges ("Corinthian") announced this past Sunday, April 26 that Corinthian was ceasing operations at its remaining physical campuses. This April 26 announcement specifically refers to the remaining 30 or so physical campuses that Corinthian continued to operate subsequent to the sale of over 50 of its campuses to ECMC Group last fall. The campuses sold to ECMC Group are not impacted by this announcement and continue to operate.

The Federal Student Aid Office of the U.S. Department of Education posted the following on its website: "On April 27, 2015, Corinthian Colleges announced that effective immediately, they were ceasing operations and instruction at their remaining 30 locations – including two satellite campuses – across the country. As a result of this precipitous closure, all remaining Everest, Heald, and Wyotech locations under the Corinthian brand have lost their eligibility to receive federal student aid funds from the Department. Students impacted by this closure may have the option of applying for a closed school loan discharge or transferring their earned credits to another institution and continuing their education."

Make no mistake about it, this shuttering of its remaining physical campuses by Corinthian is huge news. **16,000 students are left in limbo.** As noted in journalist M. Alex Johnson's April 27, 2015 CNBC article, "[i]n what's believed to be **the biggest shutdown in the history of higher education in the U.S.**, Corinthian Colleges said Sunday it's closing its remaining 28 for-profit schools effective immediately, kicking about 16,000 students out of school.">

Prior to Corinthian's announcement on April 26, I was working on a new blog entry to follow up my March 12 entry about the Consumer Financial Protection Bureau's enforcement case against Corinthian. In the new blog entry, I was planning to summarize where things stood or appeared to stand in the wake of the US Dept. of Education putting Corinthian on increased financial oversight last June, which was followed in short

order by Corinthian's agreement with the Dept. of Education for Corinthian to put a majority of Corinthian's campuses up for sale, followed by the CFPB's enforcement action in September, followed by Corinthian's sale of 50 plus campuses to ECMC Group. The subtitle for the new blog entry was going to be "Loose Ends" which sounds inappropriately frivolous in light of the April 26 announcement.

This April 26 announcement tells us exactly where things stand with respect to the remaining 30 or so physical campuses that Corinthian continued to operate into the spring of this year; up until this point--and subsequent to the sale of the other campuses to ECMC Group last year--the future for the campuses that Corinthian retained had been a big question mark. (As a quick aside, before we go on further, for any of the students who were studying at the campuses that Corinthian just ceased operating, the following is a link to a FAQ page that the U.S. Department of Education [Federal Student Aid office] just posted for students impacted by Corinthian's closure: <https://studentaid.ed.gov/about/announcements/corinthian/faq>).

So let's look at where things stood for Corinthian before the April 26 announcement. In my March 12 posting, I discussed how ECMC Group -- which is a student loan management / collection / guaranty agency -- acquired a number of Corinthian's schools last fall. ECMC Group created Zenith Education Group, Inc. to take over these campuses. Prior to this point, ECMC Group had never operated an institution of higher education.

As of last year, before Corinthian sold half its campuses to ECMC Group, **Corinthian had over 100 campuses across the country, operating its schools under the names Heald, Everest, and WyoTech.<sup>3</sup> Its schools enrolled 72,000 students nationwide who received \$1.4 billion in federal financial aid annually.**<sup>4</sup> However, and this is a critical "however," on June 19 of last year, the U.S. Department of Education posted an announcement that it had placed Corinthian "on an increased level of financial oversight after the company failed to address concerns about its practices, including falsifying job placement data used in marketing claims to prospective students and allegations of altered grades and attendance."<sup>5</sup>

Then, on September 16, the CFPB brought its action against Corinthian in U.S. District Court for the Northern District of Illinois (Case No. 14-7194).<sup>6</sup> My March 12 blog entry summarizes the more salient allegations in the Complaint, including the following [paraphrased]:

- **"[Corinthian's students] relied on private loans and aid provided by the federal government under Title IV to pay Corinthian's tuition and fees.**
- **Corinthian's business model is predicated on convincing consumers to obtain student financial aid to pay the high cost of tuition to enroll in its programs.**
- Corinthian referred internally to its students as having "[m]inimal to non-existent understanding of basic financial concepts," as well as poor or no credit history. Corinthian assisted these students in applying for federal financial aid, but even with the maximum amount of available federal aid, many prospective Corinthian students were not able to afford Corinthian's tuition. Corinthian referred to this shortfall as a "funding gap."
- Rather than reduce tuition to eliminate this gap, Corinthian marketed and promoted private student loans, known as Genesis loans, to its students. During the time period material to this complaint, Corinthian represented to its students that the Genesis loans were made by an independent third-party entity and that Corinthian did not have a financial interest in the loans.
- **When Corinthian marketed, promoted, and facilitated these student loans, Corinthian expected that most student-borrowers would default.**
- Despite the high default rate, Corinthian marketed, promoted, and facilitated the Genesis loan program because it could not rely solely on federal funding for 100% of its revenue. Federal law requires that no more than 90% of its revenue may come from federal financial aid provided under Title IV of the Higher Education



Act of 1965, 20 U.S.C. §§ 1070 et seq. (Title IV aid). Every Genesis loan dollar that Corinthian induced its students to borrow, in effect, allowed Corinthian to receive up to an additional nine dollars in Title IV aid. As a result, Corinthian had strong financial incentives to induce its students into taking out Genesis loans, even given students borrowers' high default rates."<sup>7</sup>

OK, does everyone understand this? Corinthian could not operate its colleges without its students obtaining financial aid—its business model specifically depended upon its students getting financial aid. However, as noted above, federal law requires that no more than 90% of a college's revenue may come from federal financial aid. Therefore, to address this 10% gap, Corinthian got its students to take out private loans from Corinthian—the so called Genesis loans—so that Corinthian could get around the federal law requirement that no more than 90% of its revenue come from federal financial aid. That's what the CFPB meant in its Complaint when it alleged that "[e]very Genesis loan dollar that Corinthian induced its students to borrow, in effect, allowed Corinthian to receive up to an additional nine dollars in Title IV aid." And all the while, according to the Complaint, "[w]hen Corinthian marketed, promoted, and facilitated these student loans, Corinthian expected that most student-borrowers would default." Which, if true, is pretty stunning when you stop and think about it. But upon default by a Corinthian student, Corinthian would still have already received the financial aid for that particular student.

The allegations in the Complaint relating to student loans were bad enough. But there were other allegations about Corinthian falsifying job placement data to prospective students, such as the following:

- "So when Corinthian advertises on its website, [www.mycareercounts.org/outcomes](http://www.mycareercounts.org/outcomes), "In 2012, over 69 percent of our 38,721 graduates found careers in their field of study," this really meant that 69 percent of Corinthian graduates found a job that lasted as little as one day.
- At Everest College's Decatur, Georgia campus, school employees created fictitious employers and reported students as having been placed with those fake employers. The school employees then had friends falsely verify the employment. This resulted in increasing placement rates by as much as 37% per program on reports that Corinthian gave to accreditors in 2009 and 2010.
- In another example, at Everest Institute's Mid-Cities, Texas campus in 2010, two career services employees coordinated with employers to improperly verify 251 placements, only 7 of which were confirmed upon later review."<sup>8</sup>

So as of last fall, we have this convergence of problems, or "perfect storm" as it were, as follows:

- (1) Corinthian had been misrepresenting job placement data to prospective students to get them to enroll;
- (2) Corinthian was getting students to take out private loans and qualify for financial aid knowing and, according to the CFPB's Complaint, expecting that many would default on both types of loans;
- (3) many of these students were subsequently having difficulty getting jobs in the fields they had studied for; and
- (4) as a result, many of these students were in fact defaulting on their student loans.

Meanwhile, as of last fall, the CFPB had instituted its enforcement action against Corinthian while, at the same time, Corinthian was facing action by state attorneys general in several states. And keep in mind that, under the Higher Education Act, it's the U.S. Department of Education which is responsible for ensuring the administration and oversight of billions of dollars in federal student aid that's disbursed each and every year.<sup>9</sup> Something had to give.

On November 20, 2014, the U.S. Department of Education posted an announcement about its support of ECMC Group's intent to purchase a majority of Corinthian Colleges.<sup>10</sup> In this announcement, the Department of Education noted that it had previously placed Corinthian "on an increased level of financial oversight" and, significantly, noted **the Department of Education's "responsibility, under the Higher Education Act, to ensure the "effective administration and oversight of the approximately \$150 billion in federal student aid that is disbursed each year."**<sup>11</sup> Prior to ECMC Group getting involved, I

imagine the Department of Education was indeed wondering how they were going to deal with the Corinthian situation given that, at the time, we were talking about a system with 72,000 students scattered across the country on over 100 campuses. With a few exceptions, that's larger than any public institution of higher learning in the country.

But ECMC Group did get involved and they did end up acquiring roughly half of Corinthian's campuses. Yet I wonder how that happened, how ECMC Group—a loan management / collection / guaranty company—is suddenly in the business of operating colleges when it has no prior experience doing that sort of thing. I certainly get it that the Department of Education, having the mandate to ensure the effective administration and oversight of all federal student aid, had to come up with a solution quickly to deal with and account for the over \$1 billion in federal financial aid annually that Corinthian was getting (we are talking about taxpayer dollars after all). In an April 15, 2015 article for Bloomberg Business, journalists Janet Lorin and Chris Staiti noted the following: "**Corinthian, owner of the Everest, Heald and WyoTech for-profit schools, collapsed last summer after the Education Department delayed its access to federal student aid. In November, the company agreed to sell half of its 107 campuses to Education Credit Management Corp., a nonprofit company specializing in debt collection, amid allegations that its schools falsified grades, attendance and job-placement rates. The sale effectively kept the schools open, so the government didn't have to reimburse students. Corinthian received \$1.4 billion in federal aid in 2013 alone.**"<sup>12</sup> I have to wonder whether, before agreement was reached on the sale to ECMC, the Department of Education first went to other private, for-profit college operating companies such as Bridgepoint Education, Inc. or Kaplan, Inc. to see whether they could or would take over Corinthian's campuses. These companies have experience running far flung, for-profit institutions of higher learning after all—experience that ECMC presumably didn't have. Or, did anyone consider creating a company to be managed by a consortium of other for-profit college companies? Was ECMC Group, through its new entity, Zenith Education Group, Inc., really the best fit for this job? Again, we're talking about taking over dozens of campuses with thousands of students. Needless to say, no question ECMC Group was an improvement over Corinthian's management—certainly in light of the April 26 announcement.

But the purchase by ECMC Group has not been without controversy. In a February 3, 2015 article for the Washington Post under the headline "Here's how a debt collector plans to turn around failing for-profit colleges," journalist Danielle Douglas-Gabriel noted that "[p]olicymakers and advocacy groups have been critical of the Education Department for blessing the sale of dozens of underperforming schools to a company with no background in teaching. Some argued that the department should have just closed the Corinthian campuses, which would have made borrowers eligible for a discharge of their federal loans."<sup>13</sup> But until recently, the Department of Education's position has been "right the ship" and keep the campuses open so the students enrolled can complete their studies. Of course a major motivation for the Department of Education in taking this position relates to the very large sums at stake when considering the potential discharge of thousands of federal student loans.

In its November 20, 2014 announcement, the Department of Education Under Secretary, Ted Mitchell, was quoted as saying "[t]housands of students can now rest assured that they will be able to pursue their education and have more stability in the midst of this school year...we are glad that Corinthian has reached an agreement with ECMC Group and believe that this transition will allow students to maintain progress toward achieving their educational and career goals and protect taxpayers' investment, while Corinthian moves out of the business. We are pleased to help students transition from a problematic for-profit company to a nonprofit that is committed to giving students a new start and more opportunities for success."<sup>14</sup> My guess is, in the fall of last year, the Department of Education was simply looking for someone to step up to the plate to help alleviate the huge problem that Corinthian had become. And ECMC stepped up to the plate. When you're talking about trying to keep dozens of campuses open and thousands of students in school, not to mention trying to avoid having to reimburse students huge sums, having someone step up to the plate whether they're an ideal fit or not, may be all that matters in a pinch.

Unfortunately, as we see now, subsequent to the sale of Corinthian's 50 plus campuses to ECMC, the ship could not be righted for the remaining campuses under Corinthian's control. But at least the students who

have incurred considerable debt pursuing their studies at these campuses can get some relief. But keep in mind there is considerable taxpayer money that's involved as a result of Corinthian closing these campuses and the resulting debt relief for its former students resulting from the closure. We'll be reading more about the fallout from Corinthian's campus closings in the days to come.

---

**From:** Quentin Dean <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/A57FC35FDB2B409982AEED3C044ED95D-QDEAN>  
**Sent:** 8/15/2014 10:54:07 AM -0400  
**To:** Albert C. Gray (agray@acics.org); Joseph Gurubatham <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/2839eec7707f4128a4de87103ed162f4-JGurubatham>; Jeff Olszewski (JOlszewski@acics.org)  
**CC:** Anthony Bieda <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/3625966aa21b477ea17337561576fd9f-ABieda>  
**Subject:** Corinthian Colleges SEC filing: "Corinthian Colleges tells investors it is facing a criminal probe"  
**Attachments:** Corinthian Colleges 8 K SEC filing, Aug 12, 2014.htm

Dear All,

On behalf of Tony, please find attached Corinthian Colleges 8-K SEC Filing, dated August 12, 2014. Please also find below an article from the Los Angeles Times "Corinthian Colleges tells investors it is facing a criminal probe". The Subpoena for documents from the U.S. Attorney's Office in Los Angeles is listed on page 18 -19 of the SEC filing.

[http://www.sec.gov/Archives/edgar/data/1066134/000110465914060150/a14-18886\\_18k.htm](http://www.sec.gov/Archives/edgar/data/1066134/000110465914060150/a14-18886_18k.htm)

Quentin

LA Times, Aug. 13, 2014

## **Corinthian Colleges tells investors it is facing a criminal probe**



Corinthian Colleges said last month that it would sell 85 of its 107 campuses and online programs. Above, the lobby of Corinthian's Everest College in Santa Ana in June. (Don Bartletti / Los Angeles Times)

By [Chris Kirkham](#) [contact the reporter](#)

Corinthian Colleges says a federal grand jury subpoena requests data on job placement and graduation rates

Corinthian Colleges' federal grand jury subpoena is the latest in a string of headaches for the company

Corinthian Colleges ready to 'defend its policies, practices and track record of serving students effectively'

After months of financial uncertainty and battles with regulators, Corinthian Colleges Inc. told investors Wednesday about the prospect of a criminal investigation by federal prosecutors.

The beleaguered Orange County for-profit college company said in a filing that it received a grand jury subpoena from the U.S. attorney's office in Los Angeles.



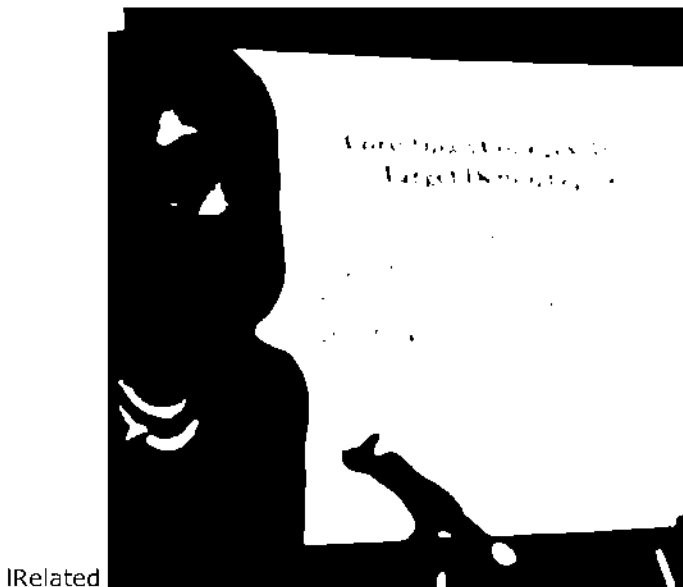
[Related story: Corinthian boosted figures to obtain federal funds](#)

Chris Kirkham

The subpoena requests a broad range of documents and records related to the company's job placement rates, graduation rates and marketing materials used to recruit students. The Santa Ana firm has previously received subpoenas and similar document requests from state attorneys general, the Securities and Exchange Commission and the federal Consumer Financial Protection Bureau, but Wednesday's announcement was the first to signal the possibility of a federal criminal inquiry.

The subpoena, issued Friday, is the latest in a string of headaches for Corinthian, which announced last month that it would sell 85 of its 107 campuses and online programs amid heightened scrutiny from the U.S. Department of Education.

A company spokesman, Kent Jenkins, said in a statement that Corinthian would cooperate with the request, but added that the company is prepared to "vigorously defend its policies, practices and track record of serving students effectively."



IRelated

#### Corinthian Colleges must disclose financial woes under agreement with California AG

Corinthian operates schools under the Everest College, WyoTech and Heald brand names. Nearly a quarter of the company's campuses are based in California — more than any other state.

The for-profit college industry has faced greater scrutiny from federal and state authorities in recent years, as attorneys general and federal investigators allege that some schools are aggressively targeting low-income students who are eligible for the maximum in federal aid.

The Obama administration in March proposed new rules for the industry and other vocational schools that are intended to weed out bad actors that leave students with enormous debts and few job prospects. Other companies have faced declining enrollments in recent years, but Corinthian's recent troubles far outweigh those of its peers.

Over the last year, Corinthian has been inundated with investigations by state and federal authorities into its business practices, including concerns that employees falsified job placement rates and student attendance records to retain access to federal student loans and grants — the lifeblood of company profits.

The U.S. Department of Education set its sights on Corinthian in January, requesting extensive data and documentation to justify the company's job placement rates. In June, the Education Department contended Corinthian had failed to provide the information as requested, and put a 21-day hold on the company's access to federal student aid.

The sanctions put Corinthian on the brink of collapse. Last year, the company received nearly 85% of revenue from federal loans and grants.

In a June regulatory filing announcing the financial penalties, the company told investors it might have to shut down without additional funds. Amid declining enrollments and problems with an internal student lending program, Corinthian had already been struggling with cash flow this year.

In early July, Corinthian agreed to sell of most of its schools and close a dozen of them in a deal with U.S. education officials.

Patrick Fitzgerald, a former U.S. attorney in Chicago, is serving as an independent monitor overseeing Corinthian's operations.

Corinthian is also facing a lawsuit filed by California Atty. Gen. Kamala Harris last October. Harris' office alleged a wide range of fraudulent behavior, including having financial arrangements with temp agencies to count students as being "employed." Job placement rates are a key marketing tool for recruiting new students, and are crucial to maintaining accreditation and access to federal aid.

That lawsuit is ongoing. Corinthian faced a similar lawsuit from the California Attorney General's office in 2007. The company settled the case for \$6.5 million, admitting no wrongdoing.

Jenkins, the Corinthian spokesman, said none of the ongoing investigations have proven "systemic wrongdoing or company-wide failure to comply with laws and regulations."

"There has been no finding by any court of law that Corinthian has failed to meet any of its legal or regulatory obligations to students," he added.

Felicia Gerard dropped out of an online bachelor's degree program at Everest University last month, after she said she couldn't get a straight answer about the company's future from more than a dozen academic advisors. Gerard had already graduated from an Everest associate's degree program last year, and said she reluctantly re-enrolled in the bachelor's program after learning her credits would not transfer to Arizona State or other nearby public colleges.

"They just refused to tell me what was going on," said Gerard, 29, of Mesa, Ariz. "They were just telling me things to shut me up and move me along, so they could get their money."

*[chris.kirkham@latimes.com](mailto:chris.kirkham@latimes.com)*

*Twitter: [c\\_kirkham](#)*

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Quentin Dean

Senior Regulatory Affairs Coordinator

Accrediting Council for Independent Colleges and Schools

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

[www.acics.org](http://www.acics.org) 202.336.6782 p 202.842.2593 f

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**Sent:** Friday, August 15, 2014 9:16 AM  
**To:** Quentin Dean  
**Subject:** Fwd: Career College Central Daily News 08/15/2014

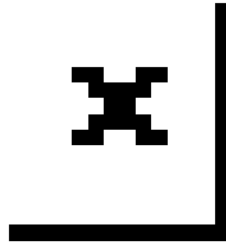
Corinthian criminal liability (see last story). Please retrieve SEC filing for Al, Joseph and Jeff. Thanks!

Sent from my iPad

Begin forwarded message:

**From:** "Career College Central Editor" <[editor@careercollegecentral.com](mailto:editor@careercollegecentral.com)>  
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**Subject:** **Career College Central Daily News 08/15/2014**  
**Reply-To:** "Career College Central Editor" <[editor@email.careercollegecentral.com](mailto:editor@email.careercollegecentral.com)>

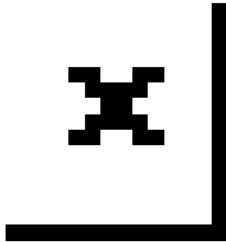
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Featured in Career College Central July/August 2014: Something Big Is Happening in Texas - By passing House Bill 5, the state hopes to expand higher education readiness for all students.

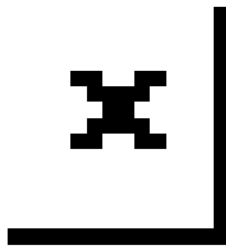
### **July/August 2014 Issue of Career College Central**

In the July/August 2014 issue of Career College Central editor Kevin Kuzma writes: Pushing for Apprentices - Backed by \$600 million in competitive grants, the Obama administration's new apprenticeship initiative could impact all of higher education. This and more.

### **Corinthian Colleges Tells Investors It Is Facing a Criminal Probe**

Corinthian Colleges Inc. told investors Wednesday about the prospect of a criminal investigation by federal prosecutors; subpoena requests a broad range of documents and records related to the company's job placement rates, graduation rates and marketing materials used to recruit students.

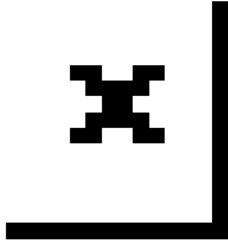
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8-K 1 a14-18886 18k.htm 8-K

**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): **August 12, 2014**

**Corinthian Colleges, Inc.**

(Exact name of registrant as specified in its charter)

**Delaware**  
(State or other jurisdiction  
of incorporation)

**0-25283**  
(Commission  
File Number)

**33-0717312**  
(I.R.S. Employer  
Identification No.)

**6 Hutton Centre Drive, Suite 400, Santa  
Ana, California**  
(Address of principal executive offices)

**92707**  
(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 7.01 Regulation FD Disclosure.**

Corinthian Colleges, Inc. (the “Company,” “Corinthian,” “we,” “us” or other similar terms) is providing the following update to the regulatory matters, commitments and contingencies, and certain other matters described in its Quarterly Report on Form 10-Q for the quarterly period ended March 31, 2014. This disclosure reflects certain updates that have occurred since such date, including ongoing discussions and interactions between the Company and the Department of Education (“ED”), as well as notices and correspondence with state licensing agencies, accrediting agencies, veterans administration agencies, attorneys general, the Department of Justice and other regulatory authorities.

**Update Regarding Department of Education, Accreditation Agency, State Licensing Agency and other Education Regulatory Matters.***ED Actions — Program Reviews; ED Review of Matters Related to Administrative Capability; Memorandum of Understanding and Operating Agreement*

From time to time certain of our institutions have been the subject of ED program reviews, which begin with site visits at the relevant locations. ED then prepares a program review report and the institution has the opportunity to respond. After the institution responds, ED issues a final program review determination, which may be appealed. The Company currently has open program reviews at the following stages: (i) Everest College Phoenix (“ECP”) has received program review reports and provided written responses regarding the site visit ED conducted at ECP in 2008, but has not yet received a final determination for the 2008 program review; and (ii) ED has conducted site visits at the Company’s campuses in Largo, FL in August 2012, Pompano Beach, FL in September 2012, Renton, WA in September 2012, Salinas, CA in June 2013, Southfield, MI in June 2013, Stockton, CA in July 2013, Long Beach, CA in August 2013, Orlando (North) in August 2013 and Portland, OR in September 2013, but has not yet issued program review reports with respect to any of those site visits. The Company will continue to cooperate with ED in its ongoing reviews.

As previously reported, in April 2010 we received ED’s program review report related to the site visit for ECP which occurred in August 2008. The report maintains that ECP failed to make students aware of the total amounts of financial aid for which they were entitled, failed to accurately inform students of the program costs, and delayed disbursements of Title IV funds. The report also contains findings regarding inadequate documentation, verification and availability of records for ED review, and the failure to make certain disbursements. In the report, ED characterizes certain of these findings as misrepresentations by ECP to its students, as a breach of fiduciary duty and as evidencing an intentional evasion of the 90/10 requirements. We disagree with these characterizations and have provided written responses to the program review report in two submissions to ED in 2010. We will continue to cooperate with ED in its review.

ED will review all responses to program review reports and ultimately issue final determination letters setting forth its final findings, as well as the actions it intends to take based on those findings. If ED were to make significant findings of non-compliance against any of the Company’s institutions in any final determination letters regarding ongoing program reviews, it

could result in the imposition of significant fines, penalties or other liabilities, including, without limitation, an action on the limitation, suspension or termination of the institution's participation in Title IV programs, any of which could have a material adverse effect on the Company's business, results of operations or financial condition.

Significant violations of Title IV Program requirements by us or any of our institutions could be the basis for a proceeding by ED to limit, suspend, or terminate the participation of the affected institution in the Title IV Programs. Generally, such a termination extends for 18 months before the institution may apply for reinstatement of its participation. Except as described below, to our knowledge there is no proceeding pending to fine any of our institutions or to limit, suspend, or terminate any of our institutions' participation in the Title IV Programs. Any such action that substantially limits our schools' participation in the Title IV Programs could have a material adverse effect on our business, results of operations, cash flows, and financial condition.

In January 2014, the Company received a letter from ED regarding several matters. First, ED approved a long-pending merger of several of the Company's OPEIDs. The program participation agreement for the merged institution is provisional. Additionally, the letter approved new provisional program participation agreements for the following institutions (including their related additional locations and online operations), all of which were in process of recertification: Everest College, San Bernardino, CA; Everest Institute, Pittsburgh, PA; Everest College, Henderson, NV; WyoTech, Fremont, CA; WyoTech, Daytona Beach, FL; Everest Institute, Brighton, MA; Everest Institute, San Antonio, TX; Everest College Phoenix, Phoenix, AZ; and Everest College, Salt Lake City, UT. ED also noted that the provisional program participation agreements for Everest College, Newport News VA and Everest Institute, Cross Lanes, WV had expired, and indicated that it would continue those institutions' participation in the Title IV Programs on a month-to-month basis. It also noted that it had received recertification applications regarding nine institutions (including their related additional locations) whose program participation agreements were scheduled to expire in March 2014, and one institution (including its additional locations) whose program participation agreement expires in September 2015, and is continuing to review the recertification applications.

ED also approved new programs at five institutions that were previously self-certified and had already disbursed financial aid to students. However, ED denied many pending new program approvals for certain of the institutions listed above that were in the process of recertification, and indicated that all Company institutions must now request ED's approval for establishing eligibility of any new locations and programs and wait for ED's decision prior to disbursing any Title IV funds to students attending such new locations and programs. ED indicated that it was denying new program approvals, and requiring pre-approval for new programs and locations, because of ED's conclusions that the Company had admitted to falsifying placement rates and/or grade and attendance records at various institutions and because of ongoing investigations. The Company disputes ED's characterization of the Company's admission of wrongdoing. On the contrary, the Company has identified only isolated instances in the past four years in which Company employees have violated Company policy by incorrectly reporting placement results or altering student attendance records. The Company investigated those matters when it became aware of them, took disciplinary action against the employees involved, and reported the results to applicable regulatory authorities. The Company



believes that isolated deviations from policy by a small number of employees do not reflect on the Company as a whole.

ED also requested extensive information from the Company about placement results and attendance and grade changes to be able to ascertain that the Company and its institutions have the requisite administrative capability to ensure compliance with Title IV requirements. The Company subsequently received additional letters from ED in April and May, which, among other matters, expanded the scope of the information requests. Since its receipt of the first letter in January 2014, the Company expended substantial resources in making rolling production of responsive documents and data to ED.

On June 12, 2014, the Company received a letter from ED in which ED noted outstanding documentation and data that the Company had yet to provide, and asked questions regarding the data and documents provided to date. The June 12 letter also added additional information requests and sought action with respect to many of the requested items. In addition to the foregoing information requests with respect to historical matters, the June 12 letter also required the Company to provide additional information to ED, including (i) monthly updates regarding certain student information and disclosures, including as to placements, (ii) disclosure within 10 days of the Company's receipt of notification with respect to certain categories of adverse regulatory, accreditor or business actions, should they occur in the future, and (iii) immediate notice of the Company's intent to close or sell any location, among other matters. In the June 12 letter, ED also informed the Company that it has transferred all Company schools from Advance Payment to Heightened Cash Monitoring 1 (HCM1), effective immediately, as a result of the extended time the Company had taken to provide requested documents and data. ED also imposed an additional stipulation delaying drawdown of Title IV funds for a period of 21 days.

In subsequent communications with ED, the Company committed to redouble its efforts to provide the requested information and provided a timetable within which it expected to do so. To accelerate document production, the Company re-organized the project, increased executive-level oversight and assigned additional employees to the effort.

On June 22, 2014, the Company and ED mutually agreed upon a memorandum of understanding (the "Memorandum" or "MOU") 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 most of the Company's schools and the teach-out of certain other schools, together with oversight of the Company's ongoing operations. The Memorandum provided that while Corinthian would remain on HCM1 status, ED would allow the Company 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.

On July 3, 2014, the Company and its wholly- and partially- owned subsidiaries, on the one hand, and ED on the other hand, entered into an Operating Agreement, implementing the Memorandum described above. As set forth in the recitals to the Operating Agreement, the guiding principles followed by the Company and ED in preparing the Operating Agreement were to provide for a plan that would (i) provide the Company's students an opportunity to complete their education without material interruption, change or additional cost; (ii) treat the Company's

faculty and staff in a manner that causes minimal personal and financial disruption; and (iii) consider the importance of the Company's responsibilities to 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. On July 7, 2014, the Company filed a Current Report on Form 8-K with the SEC in which it provided extensive details regarding the Operating Agreement.

On July 17, 2014, pursuant to the Operating Agreement, ED selected, and the Company retained, Patrick Fitzgerald of Skadden, Arps, Slate, Meagher & Flom LLP to serve as an Independent Monitor (the "Monitor") of the Company in accordance with the Operating Agreement. In connection with the retention of the Monitor, the Company and ED entered into a First Amendment to Operating Agreement whereby certain functions that were originally contemplated to be performed by the Monitor would instead be performed directly by ED: (i) monitoring the sales process for Company schools, and (ii) reviewing the compensation arrangements with or payments to the Company's Chief Executive Officer and certain other senior executives of the Company.

With regard to production of documents requested by ED in its January 2014 letter, the Company has delivered to ED in electronic or paper format the equivalent of more than 1.2 million pages of responsive data, and has expended substantial resources in doing so. From June 13, 2014 to July 15, 2014, the Company produced substantial additional documents to ED. On July 15, the Company sent a letter to ED outlining its response to several areas where ED had indicated it believed it had not received all documents requested. In the July 15 letter, the Company indicated that it had identified very few items that had not been provided, and asked ED to confirm that the Company had substantially completed the production.

On July 23, 2014, the Company received a letter from ED asserting that the Company's document production to ED on July 15, 2014 was incomplete. In its letter, ED noted that while it appreciated the Company's efforts to explain its rationale for the scope of the information provided, it disagreed with a number of the claims made by the Company in its July 15 letter and with the Company's overall assertion that the Company had substantially completed the production due by July 15, 2014. ED provided examples of where it felt the scope of the Company's information provided was inadequate, and with certain of those examples stated that such examples would appear to be a serious and significant violation of the Company's document delivery obligations under the July 3, 2014 Operating Agreement with ED.

On July 29, 2014, the Company provided a detailed response to ED's July 23 letter, and has discussed this matter several times with ED personnel telephonically. On August 8, 2014, the Company provided additional documents to ED as it had promised to do in its July 29 letter. The Company takes its document productions obligations seriously and is continuing to expend substantial resources to comply with ED's requests. ED has remained open to continuing such discussions, but has also advised the Company that Title IV funds may be withheld from future Company drawdowns to the extent ED believes the Company has not provided all of the data that ED is seeking. The Company is not able to predict when or whether ED will be satisfied with the Company's document production efforts or whether Title IV funds will be withheld by

ED from the Company, and if withheld, how much would be withheld or what the duration of such withholding of Title IV funds might be. However, since the July 23 letter, the Company has received two disbursements of Title IV funds under the Operating Agreement totaling approximately \$42 million, with the most recent disbursement received on August 6, 2014.

On July 24, 2014, the Company received a letter, including a purported fact sheet (the “ED Fact Sheet”), from ED regarding ED’s Office of Federal Student Aid’s intent to deny the application for recertification of Everest Institute in Cross Lanes, West Virginia, along with its additional location in Eagan, Minnesota (collectively, “Everest Cross Lanes”) to continue to participate in the student financial assistance programs authorized pursuant to Title IV. Both the Cross Lanes and the Eagan campuses ceased enrolling new students after the Operating Agreement was signed in July 2014 and are in the process of being taught out. The July 24 ED Fact Sheet asserted that the Company violated Title IV requirements by misrepresenting placement rates for its Everest location in Decatur, GA, which was an additional location of the Cross Lanes institution until it was taught out during the fiscal year ended June 2013. The July 24 ED Fact Sheet also stated that ED concluded that the Everest Cross Lanes institution lacks administrative capacity to act as a fiduciary of federal student financial assistance funds and that ED will not recertify the school to participate in these programs after the expiration of its current program participation agreement, which expired in December 2013 but has been extended on a month-to-month basis. The July 24 ED Fact Sheet further stated that ED believes the Company has made inaccurate statements regarding its overall placement rate in its Report on Form 10-K filed with the SEC because of alleged placement inaccuracies in the Decatur campus and elsewhere in 2013. Pursuant to the Operating Agreement, ED has provided the Company with the opportunity to receive an informal review of this intended denial for at least 14 days in advance of a final decision by ED.

On July 31, 2014, the Company provided a detailed response to ED’s July 24 ED Fact Sheet, contesting ED’s conclusions regarding the Everest Cross Lanes’ administrative capability and seeking continued eligibility for its students at the Cross Lanes and Eagan campuses while those campuses are being taught out. Additionally, the Company noted in its response to ED that in its Annual Report on Form 10-K for the year ended June 30, 2013, the Company had included an Explanatory Note clarifying that the Company completed the teach-out of the Decatur campus during fiscal year 2013 and that the information in the Company’s Form 10-K for that fiscal year, including placement rates for the Company’s graduates, excluded the Decatur campus. Pursuant to the Operating Agreement, if ED denies recertification of these campuses, the Company must provide each student at the affected campuses with the student’s choice of continuing such student’s program of study at the school or withdrawing from the school and receiving a Full Refund (as defined in the Operating Agreement). As of July 31, 2014, the Eagan and Cross Lanes campuses had combined enrollment of approximately 160 students.

*Accrediting Agency Action — Probation, Show Cause Orders and other Oversight.*

The Higher Education Act (the “HEA”) requires accrediting agencies recognized by ED to review many aspects of an institution’s operations in order to ensure that the education or training offered is of sufficient quality to achieve, for the duration of the accreditation period, the stated objectives of the education or training offered. Two aspects of an institution’s operations reviewed by national and programmatic accrediting agencies are the completion and job

placement rates of our graduates. Our national accreditors, some specialized programmatic accreditors and some state regulatory agencies require our colleges to achieve minimum retention and placement rates to remain in compliance with their standards.

Under the HEA, recognized accrediting agencies must conduct regular reviews of the institutions they accredit. In addition to periodic accreditation reviews, institutions undergoing substantive changes, including a change of ownership, may be required to be reviewed by their accrediting agency. Accrediting agencies also monitor institutions' compliance during the term of their accreditation. If an accrediting agency believes that an institution may be out of compliance with accrediting standards, including the retention and placement rates, it may place the institution on probation or a similar warning status or direct the institution to "show cause" why its accreditation should not be revoked. Probation, warning status or show cause orders afford the institution the opportunity to respond before the institution loses accreditation. The institution may demonstrate that the concern is unfounded, that it has taken corrective action to resolve the concern, or that it has implemented an ongoing plan of action which is deemed appropriate to resolve the concern. The accrediting agency may then vacate the probation, warning status or show cause order, continue the probation, warning status or show cause order or seek additional information through reports required of the institution. If the agency's concerns are not resolved, it may act to withdraw accreditation from the institution. Institutions on probation, warning status or under show cause orders remain accredited while they are on probation, warning status or under show cause orders. Being on probation, warning status, show cause, or reporting status may cause an accreditor to deny an institution permission, or otherwise delay approval, to open and commence instruction at new locations or to add new programs. However, institutions can generally continue to enroll new students, and students at the affected institutions remain eligible to receive federal student financial aid, during periods on warning, show cause or probation.

An accrediting agency may also require the institution to supply it with supplemental reports in order for the agency to monitor one or more specific areas of the institution's performance, typically completion or graduate placement outcomes. This is commonly referred to as being on "reporting" status. Failure to demonstrate compliance with accrediting standards in any of these instances could result in enhanced scrutiny under a probation, warning or show cause order, and, if not resolved, ultimately a loss of accreditation. As of July 31, twenty-one of our campuses were on reporting status with their respective accrediting agencies (in addition to the system-wide employment verification reporting imposed by ACCSC as noted below). The required reports relate primarily to the completion, retention, and/or placement rates of the institutions' students. In certain of these cases, the periodic supplemental reports are required only with respect to particular programs at an institution, and not to the institution's overall completion or placement rates. We are working to improve these retention and placement rates in the identified programs at these schools.

As of July 31, 2014 none of our institutions were on probation or show cause. However, on July 31, 2014, the Company received a letter from the Accrediting Commission of Career Schools and Colleges ("ACCSC"), the institutional accrediting agency for forty of our campuses, notifying the Company that it was issuing a "Warning" to five Everest campuses in Illinois because of a letter such campuses received from the Illinois Board of Higher Education ("IBHE") ordering them to cease and desist from sales, advertising, marketing and enrollment

activities (for further information on IBHE's letter, see description below under the heading "*State Agency Actions*"). Under ACCSC's rules, a "Warning" replaces what ACCSC used to call "show cause." Because ACCSC requires accredited institutions to maintain compliance with applicable state requirements, ACCSC is requiring the five Illinois Everest campuses to submit to ACCSC (i) copies of the schools' response to the letter from IBHE, (ii) copies of all correspondence from IBHE regarding the matter, including any final action taken, (iii) any modifications to teach out plans, and (iv) an explanation of the financial impact of IBHE's directive to cease enrollments. The letter also notes the potential negative impact such Warning status might have on two other Everest campuses that are the "main" campuses for two of the Illinois campuses if they fail to demonstrate on-going compliance with state requirements. While the Illinois Everest campuses are on Warning, ACCSC will not consider substantive changes, such as new programs or locations, for the affected campuses.

In addition to the campuses on warning and reporting status noted above, the Company received a letter dated March 31, 2014 from the ACCSC. In that letter, ACCSC notes media reports about the Company, our disclosures regarding the CFPB investigation, the lawsuit by the California Attorney General's Office, the multi-state Attorney General Investigation led by the Iowa Attorney General's office, the January 2013 letter from ED regarding pending applications and request for information, and various other correspondence between the Company's schools and ACCSC. The letter notes that, following review of those matters, ACCSC had voted to (i) place the Company's system of schools on employment verification reporting, (ii) continue review of the materials and responses submitted by the Company, and (iii) not consider any substantive changes, changes of location, or additions of programs or campuses for any Company school accredited by ACCSC until further notice. ACCSC noted that the Company had provided extensive information with regard to these matters. Upon review of these matters, ACCSC determined that a third-party review of placement results of the Company's ACCSC-accredited schools for the 2013 reporting year was warranted to provide the Company with an opportunity to demonstrate with supporting documentation that its schools are meeting their obligations to students and accurately reporting placement of students in accordance with ACCSC standards. Based on this requirement, the Company retained an independent third-party auditor to attempt to secure verification from the employer or graduate for at least 25% of the graduate placement data at each ACCSC-accredited Company school submitted in each school's 2013 ACCSC annual report. The third-party auditor has completed its placement verification work and has submitted its report to ACCSC. The Company and its schools will continue to cooperate with ACCSC's review of the Company's schools' compliance with accreditation standards.

On June 27, 2014 and July 11, 2014, the Company's Everest College Phoenix ("ECP") institution received letters from the Higher Learning Commission ("HLC"), its institutional accrediting agency, regarding the Company's recent Memorandum and Operating Agreement with ED. The June 27, 2014 letter requested information about ECP's ability to continue to support campus operations and new student enrollments while a sale is pending. ECP provided such information. HLC's July 11 letter indicated that most of the information submitted provided reasonable assurance that the college had sufficient financial and human resources to support ongoing operations, but sought additional information and requested the college to suspend recruiting activity until the Company had provided, and HLC had considered, such

additional information. HLC indicated that it would consider whether to allow new enrollments in August 2014.

If any of our campuses were to lose their accreditation, the Company would continue to generate revenues from continuing students, but would consider teaching out these campuses as they would be significantly competitively disadvantaged compared to other schools where students are eligible to receive federal student financial aid. During any teach-out process, the Company's revenue would decline more rapidly than operating expenses and the Company would expect to incur operating losses at those campuses. The Company could also expect to incur increased bad debt expense if students no longer had access to federal financial aid. Additionally, if the Company were to lose accreditation at one or more of its schools to which it has ascribed value for accreditation as part of purchase accounting, the Company would test the amounts it had allocated to such assets for impairment and would take an impairment charge, if necessary.

#### *State Agency Actions*

As noted above, on July 28, 2014 the Company received a letter from the IBHE expressing concern about five Illinois Everest campuses, based on public documents (including the Company's Operating Agreement with ED), regarding the continued Title IV eligibility of the Company and its institutions following the end of the six month period that began July 8, 2014. IBHE further stated its view that permitting new enrollments in the Company's Illinois campuses would be an unacceptable risk to students because such students would not have graduated by the end of such six month period. Accordingly, IBHE ordered the Company's Everest College campuses in Illinois to cease all sales, advertising, marketing and enrollment activities. One of the Company's Illinois campuses had already ceased enrolling students and was in the process of being taught out before receipt of the IBHE letter. The Company disagrees with the actions taken by IBHE, but has ceased enrollment of students in the Illinois campuses while it is contesting IBHE's notification letter. Pursuant to the Company's Operating Agreement with ED, all but one Everest College campus in Illinois had been designated as "Sale Schools" that the Company agreed to make a good faith effort to sell to new owners. If not reversed, the action taken by IBHE could negatively affect the sales process for the Illinois schools and could result in the Company teaching out the affected Illinois campuses.

Additionally, the Company has received letters from the Iowa College Student Aid Commission and the Minnesota Office of Higher Education demanding that the Company's online operations cease recruiting and enrolling new students in those states. The Company has ceased enrolling online students in both states, and the Company is in the process of teaching out its Eagan, MN ground campus and is no longer enrolling new students in that campus.

#### *Veterans Administration*

In June and July 2014, the Company received letters from several state approving agencies for veterans education, each expressing its concern regarding the Company's financial stability based upon public documents (including the Company's filings with the U.S. Securities

and Exchange Commission (the "SEC"). The Virginia State Approving Agency for Veterans Education and Training, the Florida Department of Veterans' Affairs, the New York Division of Veterans' Affairs and the Illinois State Approving Agency for Veterans Education each suspended new enrollments of veterans and other benefits-eligible persons in all approved courses offered by the Company's campuses in their respective states. The California State Approving Agency for Veterans Education took similar action, but suspended certification of veterans benefits for both new and continuing students in approved courses offered at the Company's California campuses. Each such agency further stated that failure to adequately address its concerns regarding the Company's financial stability would result in the withdrawal of approval to train veterans and other benefits-eligible persons. The Company disagrees with the actions taken by these state veterans agencies, and is working with each of these state agencies to lift the respective suspensions and avoid the withdrawals of approval. The suspensions and possible withdrawals of approval to train veterans, if not reversed, could negatively affect the sales process for the Company's sales schools in the affected states.

#### *Guaranty Agency Program Reviews*

Under the now defunct Federal Family Education Loan ("FFEL") Program, which has now been entirely replaced with the Federal Direct Loan ("FDL") program, nonprofit and state guaranty agencies were established to guarantee student loans made by lenders and perform certain administrative and oversight functions under the FFEL program. Under the FFEL program, ED provided reinsurance to the guaranty agencies. The Health Care and Education Reconciliation Act of 2010 ended the FFEL program effective June 30, 2010, and all federal student loans since July 1, 2010 have been made through the FDL program. Despite the end of the FFEL program, however, guaranty agencies are still involved in guaranteeing the existing FFEL loan portfolios against default and will continue in this role until all FFEL loans are paid.

Guaranty agencies perform occasional program reviews at schools to ensure that schools are meeting all regulatory requirements and guarantor policies in the FFEL program. Fourteen guaranty agency program review site visits were conducted in our institutions during fiscal year 2013 and early fiscal 2014, and all such reviews have now been satisfactorily completed.

#### *Inquiries into the Company's Compliance with the 90/10 Rule*

As part of their respective continuing investigations of the Company, both the SEC and ED have made the Company aware that they are examining the Company's historical compliance with the provision of the HEA commonly referred to as the "90/10 Rule." Under this rule, a private, for-profit institution, such as each of the Company's U.S. institutions, would cease being eligible to participate in Title IV programs if, on a cash accounting basis, more than 90% of its revenue was derived from Title IV programs. The Company has historically employed a number of operating initiatives that serve broad business goals, while also enhancing the Company's ability to comply with the 90/10 Rule by increasing the percentage of the Company's revenue not derived from Title IV programs, including the following:

1. Setting tuition and fees for the Company's programs at levels that are competitive with market prices generally, while also maintaining at least a 10% "gap" between tuition charges and the average student's available Title IV funds that must be funded by non-Title IV sources in order to maintain compliance with the 90/10 rule.

2. Working with third party financing sources to provide loan programs to enable students who have exhausted all available government-sponsored or other aid and are ineligible for private loans from other financial institutions to borrow a portion of their tuition and other educational expenses at our schools if they or a co-borrower meet certain criteria. These loan programs have required the Company to pay a discount fee to the origination and servicing providers of the loans as a reserve against future defaults on these loans. The Company has historically referred to these types of loans as "discount loans," since the Company incurred a portion of the default risk related to these students' loans by taking a discount on the disbursement from the third party. Adopting programs into our existing U.S. institutions that do not qualify for federal student financial aid, including programs acquired as part of the Company's QuickStart acquisition.
3. Merging institutions, or OPEIDs, simplifies and centralizes reporting and compliance efforts, including through a more unified accreditation schedule, fewer Title IV compliance audits, and simplified reporting obligations for the affected campuses. Additionally, merging institutions that have a higher percentage of funds derived from Title IV programs with other institutions that have a lower percentage of funds derived from Title IV programs also helps the combined institution continue to comply with the 90/10 Rule.
4. Recruiting students who qualify for military tuition assistance, workforce investment and private financing.
5. Receiving ACICS accreditation for the Company's Canadian schools as additional locations of certain Florida schools. The Company believes accreditation of the Canadian schools by ACICS provides inherent benefits to students by the campuses demonstrating compliance with accreditation standards regarding educational quality and student outcomes, as well as by undergoing initial and ongoing institutional review by the accrediting agencies. Additionally, under applicable ED rules, the non-Title IV revenue of students attending Canadian additional locations of our U.S. schools qualifies as non-Title IV revenue for the relevant institutions if the programs are "accredited by an accrediting agency recognized by the Secretary" of Education, such as ACICS.

The Company received a letter from ED in May 2014 that sought information about the Company's compliance with ED's standards of financial responsibility, including information relating to the Company's compliance with its debt covenants, its current financial status, Genesis loan funds, and its Canadian Everest campuses. With regard to the Canadian campuses, ED sought information related to the inclusion for 90/10 compliance purposes of non-Title IV revenue for students attending programs in Canada that have been accredited as additional locations of U.S. Everest campuses. The Company provided extensive documentation and answers to ED's question. ED has not told the Company that it has any concerns, or has reached any adverse conclusions, about the regulatory appropriateness of including non-Title IV revenue from foreign additional locations of U.S. institutions for 90/10 compliance purposes. However, if ED were to conclude that such non-Title IV revenue could not, for whatever reason, be included as non-Title IV revenue in the 90/10 calculations of U.S. institutions, it would have a material adverse effect on such institutions' compliance with the 90/10 rule, including for past award years. Additionally, the SEC has informed the Company that it is investigating the adequacy of the Company's disclosures of the relationship of its Canadian campuses to its U.S. Everest campuses for 90/10 compliance purposes.



## Update Regarding Commitments and Contingencies

In the ordinary conduct of its business, the Company and its subsidiaries are subject to lawsuits, demands in arbitration, investigations and other claims, including, but not limited to, lawsuits and claims involving current and former students, employment-related matters, business disputes and regulatory demands. In some of the lawsuits and arbitrations pending against the Company, including some matters not disclosed below, the plaintiffs seek certification of the matter as a class action or collective action in order to represent other similarly-situated persons. Except as disclosed below, none of the matters currently pending against the Company in which plaintiffs seek class certification has yet been certified as a class action or collective action. There can be no assurance that the ultimate outcome of any of the matters threatened or pending against the Company, including those disclosed below, will not have a material adverse effect on the Company's financial condition or results of operations.

### *False Claims Act Qui Tams*

The False Claims Act allows private citizens, called "relators," to institute civil proceedings alleging violations of the False Claims Act. These *qui tam* cases are generally sealed by the court at the time of filing. The only parties initially privy to the information contained in the complaint are the relator, the federal government, and the presiding court.

On October 3, 2007, the Company was notified that a *qui tam* action had been filed in the U.S. District Court for the Central District of California by a former employee (the "relator") on behalf of himself and the federal government. The case was captioned *United States of America, ex rel. Steven Fuhr v. Corinthian Colleges, Inc.* The Company subsequently learned of two other *qui tam* actions filed against the Company captioned *United States of America, ex rel. Nyoka Lee and Talala Mshuja v. Corinthian Colleges, Inc., et al.*, and *United States of America, ex rel. Stephen Backhus v. Corinthian Colleges, Inc., et al.*, filed in the United States District Courts for the Central District of California and the Middle District of Florida, respectively. These *qui tam* actions alleged violations of the False Claims Act, 31 U.S.C. § 3729-33, by the Company for allegedly causing false claims to be paid, or allegedly using false statements to get claims paid or approved by the federal government, because of alleged Company violations of the HEA regarding the manner in which admissions personnel are compensated. The *Lee* complaint also alleged causes of action for common law fraud, unjust enrichment and payment under mistake of fact against the Company, Ernst & Young LLP (the Company's Independent Registered Public Accounting Firm), and David Moore, Jack Massimino, Paul St. Pierre, Alice Kane, Linda Skladany, Hank Adler and Terry Hartshorn (all of whom are current or former directors of the Company). On March 4, 2009, the Company received written notices that the U.S. Department of Justice had declined to intervene in, or take over, these *qui tam* actions, and the United States District Courts in which the cases were filed unsealed the complaints. Although the government declined to intervene in these actions, the relators may continue to pursue the litigation on behalf of the federal government and, if successful, receive a portion of the federal government's recovery. Additionally, upon a showing of good cause, the government has the right to intervene in the actions at a later time. The *Backhus* complaint has since been voluntarily dismissed and, on August 3, 2009, the U.S. District Court issued an order dismissing the *Fuhr* complaint with prejudice. That dismissal was appealed, but has since been voluntarily abandoned and dismissed by the relator in that case. The *Lee* complaint was dismissed with prejudice by the U.S. District

Court on December 4, 2009. The *Lee* dismissal was also appealed, and, on August 12, 2011, the Ninth Circuit Court of Appeal affirmed the district court's dismissal but remanded with instructions to permit the relators to amend the complaint. On December 15, 2011, the first amended *Lee* complaint was filed in U.S. District Court alleging violations of the False Claims Act, 31 U.S.C. § 3729 against the Company, Ernst & Young LLP, David Moore and Jack Massimino. The Company moved the U.S. District Court to dismiss the amended *Lee* complaint, and, on April 12, 2013, the District Court dismissed with prejudice the action in its entirety. In June 2013, the court also granted the Company's motions for attorneys' fees and sanctions and awarded the Company approximately \$1.0 million in attorneys' fees to be paid by relators' counsel and his law firm. The relators have appealed the dismissal and the sanctions award to the U.S. Ninth Circuit Court of Appeal.

Additionally, the Company has been notified by the U.S. Department of Justice that it is investigating allegations that the Company violated the False Claims Act by, among other things, manipulating attendance records at various campuses for the purpose of retaining Title IV funds for students no longer in attendance. The government is also investigating alleged violations of the False Claims Act relating to recruiting and financial aid practices. The Company is cooperating with the government's investigation. On September 27, 2013, three *qui tam* complaints underlying the government's investigation were partially unsealed to us. The Company was already aware of the existence of one of the complaints, *U.S. ex. rel. Marion v. Heald Colleges, LLC and Corinthian Colleges, Inc.*, which was filed in the Northern District of California in April 2012 and concerns the Salinas, California campus of Heald College. Additional *qui tam* lawsuits may have been, and may in the future be, filed against the Company where we are either unaware of such filings or have been ordered by the presiding court not to discuss or disclose the filing of such lawsuits.

#### *Securities and Derivative Litigation*

On August 31, 2010, a putative class action complaint captioned *Jimmy Elias Karam v. Corinthian Colleges, Inc., et al.* was filed in the U.S. District Court for the Central District of California. The complaint is purportedly brought on behalf of all persons who acquired shares of the Company's common stock from October 30, 2007 through August 19, 2010 against the Company and Jack Massimino, Peter Waller, Matthew Ouimet and Kenneth Ord, all of whom are current or former officers of the Company. The complaint alleges that, in violation of Section 10(b) of the Securities Exchange Act of 1934 (the "Act") and Rule 10b-5 promulgated thereunder by the SEC, the defendants made certain material misrepresentations and failed to disclose certain material facts about the condition of the Company's business and prospects during the putative class period, causing the Company's common stock to trade at artificially inflated prices at the time when plaintiffs purchased their stock. The plaintiffs further claim that Messrs. Massimino, Waller, Ouimet and Ord are liable under Section 20(a) of the Act. The plaintiffs seek unspecified amounts in damages, interest, attorneys' fees and costs, as well as other relief. On October 29, 2010, another putative class action complaint captioned *Neal J. Totten v. Corinthian Colleges, Inc., et al.* was filed by the same law firm that filed the *Karam* matter described above in the U.S. District Court for the Central District of California. The *Totten* complaint was substantively identical to the *Karam* complaint. Several other plaintiffs petitioned the Court to appoint them to be the lead plaintiffs. On March 30, 2011, the Court appointed the Wyoming Retirement System and Stichting Pensioenfonds Metaal en

Technieklead as lead plaintiffs, and Robbins Geller Rudman & Dowd LLP as counsel for lead plaintiffs, in the consolidated action. Lead plaintiffs thereafter filed a second amended consolidated complaint, and the Company moved to dismiss the second amended consolidated complaint. On January 30, 2012, the U.S. District Court granted the Company's motion to dismiss, with leave to amend. On February 29, 2012, the plaintiffs filed a third amended complaint in U.S. District Court, and, on March 30, 2012 the Company and the individual defendants filed a motion to dismiss. On August 20, 2012, the U.S. District Court granted the Company's and the individual defendants' motion to dismiss, with prejudice. The plaintiffs have appealed that dismissal to the U.S. Ninth Circuit Court of Appeals. In late July 2014, the plaintiffs filed an *ex parte* application with the District Court asking it to indicate its willingness to entertain a Rule 60(b) motion seeking relief from the final District Court judgment upon remand from the Court of Appeals. The Company has opposed the defendants' *ex parte* application and will continue to defend itself and its current and former officers vigorously.

On June 20, 2013, a putative class action complaint captioned *Frank Erickson, Individually and On Behalf of All Others Similarly Situated v. Corinthian Colleges, Inc., et al.* was filed in the U.S. District Court for the Southern District of New York. The complaint is purportedly brought on behalf of all persons who acquired shares of the Company's common stock from August 23, 2011 through June 10, 2013, against the Company and Jack Massimino, Robert Owen and Kenneth Ord, all of whom are officers of the Company. The complaint alleges that, in violation of Sections 10(b) and 20(a) of the Act and Rule 10b-5 promulgated thereunder by the SEC, the defendants made certain material misrepresentations and failed to disclose certain material facts about the condition of the Company's business and prospects during the putative class period, causing the Company's common stock to trade at artificially inflated prices at the time when plaintiff purchased his stock. The plaintiff seeks unspecified amounts in damages, interest, attorneys' fees and costs, as well as other relief on behalf of a class of similarly situated persons. In October 2013, the court granted the Company's and the individual defendants' motion to transfer the case to the Central District of California. In December 2013, the plaintiff filed a First Amended Complaint in the Central District of California. The Company believes the complaint is without merit, has filed a motion to dismiss the case, and intends to vigorously defend itself and its officers and directors against these allegations.

In November 2013, a shareholder derivative complaint captioned *Chaile Steinberg, derivatively on behalf of Corinthian Colleges, Inc., v. Jack Massimino, et al.*, was filed in the United States District Court for the Central District of California against all of the members of the Company's Board of Directors, plus Ken Ord, Bob Botic and Beth Wilson, all of whom are current officers of the Company, and against the Company as a nominal defendant. The derivative complaint is based on factual allegations similar to those alleged in the federal securities complaints identified above, plus the lawsuit by the California Attorney General described below. The complaint asserts causes of action for breach of fiduciary duty, waste of corporate assets and unjust enrichment. The individual defendants believe this matter is without merit, and the Company intends to defend the matter vigorously, including by moving the court to dismiss the matter for failure satisfy the demand futility requirement of Delaware law. This matter has been stayed pending the court's ruling on the motion to dismiss in the *Erickson* case described above.

### *Student Litigation*

On May 28, 2008, a putative class action demand in arbitration captioned *Rivera v. Sequoia Education, Inc. and Corinthian Colleges, Inc.* was filed with the American Arbitration Association. The plaintiffs are nine current or former HVAC students from the Company's WyoTech Fremont campus. The arbitration demand alleges violations of California's Business and Professions Code Sections 17200 and 17500, fraud and intentional deceit, negligent misrepresentation, breach of contract and unjust enrichment/restitution, all related to alleged deficiencies and misrepresentations regarding the HVAC program at these campuses. The plaintiffs seek to certify a class composed of all HVAC students in the Company's WyoTech Fremont and WyoTech Oakland campuses over the prior four years, and seek recovery of compensatory and punitive damages, interest, restitution and attorneys' fees and costs. The Company never operated any HVAC programs at the Company's WyoTech Oakland campus during its ownership of that campus. The arbitrator ruled that the arbitration provision in the former students' enrollment agreement is not susceptible to class-wide resolution. On November 22, 2011, a California state court judge refused to confirm the arbitrator's clause construction decision and remanded the matter to the arbitrator for further consideration. The Company appealed the state court order, and, in October 2013, the California Court of Appeal vacated the trial court's order and remanded the matter to the trial court with orders to enter judgment confirming the arbitration award. The plaintiffs sought review of the California Court of Appeal's decision by the California Supreme Court, but that petition for review was denied. Plaintiffs have now filed individual arbitration demands with the American Arbitration Association. The Company believes these individual matters are without merit and intends to vigorously defend itself against these allegations.

The Company and its subsidiaries are defendants in a number of individual student arbitration demands. The Company intends to defend itself and its subsidiaries vigorously in all of these matters.

### *Employee Litigation*

On September 13, 2011, an action captioned *Michael Harrington, individually and on behalf of all persons similarly situated, v. Corinthian Schools, Inc., et al.*, was filed in California's Alameda Superior Court. A virtually identical action with the same caption was filed by different plaintiff's counsel on September 15, 2011, in California's Orange County Superior Court. The plaintiff is a former admissions representative at the Company's Fremont and Hayward campuses and the two actions allege violations of California's Business and Professions Code Section 17200 and the California Labor Code for alleged failure to pay for all hours worked, purported denial of meal periods, and alleged failure to pay wages upon termination. The Alameda complaint has since been voluntarily dismissed. Another putative class action by an admissions representative employed at our Anaheim campus was filed in December 2013, alleging unpaid wages, unpaid meal and rest breaks, unpaid overtime and double time, and payroll reporting violations. The plaintiff in the *Harrington* matter has moved for certification of a class of current and former admissions representatives who are or were employed at the Company's California campuses owned by its Corinthian Schools, Inc. and Sequoia Education Inc. subsidiaries from September 15, 2007 to the present. The Company believes the allegations are without merit and intends to vigorously defend itself.

In October 2013, an action captioned *David Ratto, on behalf of himself and all others similarly situated, v. Corinthian Schools, Inc., et al.*, was filed in California's Alameda Superior Court. The plaintiff is a former instructor at the Company's Fremont campus. The action alleges violations of California's Business and Professions Code Section, Labor Code and Industrial Welfare Commission Wage Orders for alleged failure to pay straight time, minimum and/or overtime wages for all hours worked, failure to provide all meal periods, failure to authorize and permit all paid rest periods, failure to timely furnish accurate itemized wage statements, violation of Labor Code §203, incurrence of penalties pursuant to Labor Code §§2698, et seq., and unfair business practices. While the scope of the putative class is not clear, the matter appears to seek certification of a class of current and former instructors who have worked at the Company's California campuses over the relevant statute of limitations period. The Company believes the allegations are without merit and intends to vigorously defend itself.

#### *Regulatory Matters*

On October 19, 2010, the Company became aware of news stories which reported that the Florida Attorney General's Office (the "FL AG's Office") had begun an investigation into certain private sector education companies in Florida, including the Company, seeking information on potential misrepresentations in financial aid, recruitment and other areas. On October 21, 2010, the Company received a subpoena from the FL AG's Office seeking a wide range of documents from January 1, 2006 to the present. The Company's attorneys have met with representatives of the FL AG's Office multiple times and the Company has provided voluminous materials in response to the subpoena. Additionally, the Company has filed a motion to quash portions of the subpoena and for a protective order with respect to certain confidential and proprietary information. The Company expects to continue to provide reasonable cooperation to the FL AG's Office.

On April 29, 2011, the Company's Everest Institute campuses in Brighton and Chelsea, Massachusetts received civil investigative demands from the Massachusetts Attorney General's Office (the "MA AG") seeking (i) information about past students who have enrolled in each institution, (ii) the identity of recruiters, (iii) recruiting and enrollment documents, (iv) documentation related to analyses of delinquency, default, drop out, refund, loan forgiveness or reduction, placement, student income, and/or any student's ability to repay loans, and (v) cohort default and graduation rates. The Company cooperated extensively with the MA AG's investigation. Notwithstanding that cooperation, on April 3, 2014 the MA AG filed a civil complaint against the Company and one of its subsidiaries alleging the Company had engaged in unfair recruiting practices, made misleading representations regarding a wide variety of matters about its schools, enrolled students who could not benefit from the education, created subsidized loan programs the Company should have known students would not be able to repay, made false or misleading representations about financial aid and debt collection practices, and engaged in other allegedly wrongful business practices under Massachusetts law. The complaint seeks permanent injunctive relief, restitution, civil penalties, costs and attorneys' fees, and such other relief as the court may order. The Company intends to vigorously defend itself against these allegations.

On April 11, 2011 the Company's Everest Institute in Jonesboro, Georgia was sent a subpoena from the Atlanta office of ED's Office of Inspector General (the "OIG") requesting

documents related to the Jonesboro campus's employment and placement rates reported to its accrediting agency, as well as correspondence with the accrediting agency. The Company has become aware that this matter is being supervised by an Assistant United States Attorney (the "AUSA") for the Northern District of Georgia. In January 2014, the Company received a new Civil Investigation Demand (the "Jonesboro CID") from the U.S. Attorney's Office for the Northern District of Georgia related to allegations that the Company, and/or its campuses in Decatur and Jonesboro, Georgia, and/or their affiliated schools, may have submitted, or caused to be submitted, false claims to the ED. The Jonesboro CID requires the Company to provide answers to written interrogatories and documents to the federal government. The questions and document requests appear to relate to placement data, admissions representative compensation, grade changes, and attendance changes at the Jonesboro and Decatur campuses. The Company does not know whether a *qui tam* action has been filed under seal or whether the United States Attorney's Office has made a determination about whether to file a False Claims Act lawsuit in this matter. The Company has already provided a substantial volume of documents to the OIG pursuant to the original subpoena, and has met with the OIG and the AUSAs supervising this matter. The Company expects to continue to cooperate with the OIG and the AUSAs' requests.

In May 2011, along with other private sector education companies, the Company received a subpoena from the New York Attorney General's Office (the "NY AG") seeking information on potential issues related to financial aid, admissions, students, securities and other areas. The Company is cooperating with the NY AG's requests for information.

In December 2011, after other private sector education companies had received similar requests, the Company received a civil investigative demand from the Illinois Attorney General's Office (the "IL AG") seeking information on potential issues related to financial aid, admissions, students and other areas. The Company has obtained protection of its confidential and sensitive business information and is cooperating with the IL AG's reasonable requests for information.

In April 2012, the Company was served with a Civil Investigative Demand ("CFPB CID") from the U.S. Consumer Financial Protection Bureau ("CFPB"). The CFPB CID stated that its purpose is to "determine whether for-profit postsecondary companies, student loan origination and servicing providers, or other unnamed persons, have engaged or are engaging in unlawful acts or practices relating to the advertising, marketing, or origination of private student loans." The CFPB CID contained extensive interrogatories and document production demands related to the Company's involvement with student loans and many other aspects of the Company's business. The Company objected to the inquiry by filing a petition with the CFPB to set aside or modify the CFPB CID, but voluntarily provided documents and other information to the CFPB while the petition was pending. In September 2013, the CFPB withdrew its prior CFPB CID and issued a new CFPB CID to the Company covering substantially the same matters as the prior CFPB CID. The Company also objected to the second CFPB CID by filing another petition to modify or set aside the new CFPB CID, but continues to voluntarily cooperate while the petition is pending.

In December 2013, the Company received a letter from the CFPB notifying the Company that, in accordance with the CFPB's discretionary Notice and Opportunity to Respond and Advise ("NORA") process, the CFPB's Office of Enforcement is considering recommending that the CFPB take legal action against the Company (the "NORA Letter"). The NORA Letter states

that the staff of the CFPB's Office of Enforcement (the "Staff") expects to allege that the Company violated the Consumer Financial Protection Act of 2010, 12 U.S.C. §5536. The NORA Letter also states that if such action is brought the CFPB may seek injunctive and monetary relief against the Company. The Company made a NORA submission, which is a written statement setting forth the reasons why the Company believes the CFPB should not take legal action against it. The Company understands that a NORA notice from the Staff is intended to ensure that potential subjects of enforcement actions have the opportunity to present their positions to the CFPB before an enforcement action is recommended or commenced. Following the Company's NORA submission in January 2014, the CFPB has requested additional documents and information from the Company, and the Company has provided extensive documents and written answers to CFPB's inquiries. The Company continues to believe that its acts and practices relating to student loans are lawful.

During the quarter ended December 31, 2012, the Company received an investigative subpoena from the California Attorney General's Office (the "CA AG's Office") captioned "In the Matter of the Investigation of For-Profit Educational Institutions," seeking business records and responses to interrogatories related to the Company's cohort default rates, the identity of the Company's California security holders, the placement rate of graduates, completion times, graduation rates, advertisements and admissions, the announcement of the Company's intention to sell certain campuses, enrollment processes, financial aid processes, call center policies and practices, lead generation, and other matters. The Company provided extensive cooperation to the CA AG's Office. Nevertheless, in October 2013, the CA AG filed a civil complaint against the Company and various of its subsidiaries (followed by a First Amended Complaint on February 19, 2014, adding new allegations but no new causes of action), alleging that the Company had run advertisements for programs it does not offer, used military seals without authorization, committed securities fraud by reporting a nationwide job placement rate that was allegedly false, and violated California's consumer protection statutes by allegedly misrepresenting job placement results of its graduates. The Complaint seeks temporary and permanent injunctive relief, ancillary relief, restitution, civil penalties, disgorgement of profits and compensation, damages, costs and attorneys' fees, including costs of the investigation, and such other relief as the court may order. On July 3, 2014 the CA AG's Office filed a supplemental complaint against the Company and various of its subsidiaries, adding allegations to the First Amended Complaint that the Company is required to make student disclosures regarding financial condition and the sale of campuses beyond what ED requires in the Operating Agreement. The Company voluntarily revised websites and continued open communications with students regarding the current situation. The court denied the CA AG Office's motion for a temporary restraining order regarding disclosures and the hearing for a preliminary injunction was subsequently cancelled. The Company intends to continue vigorously defending itself against the CA AG's lawsuit.

In January 2013, the Company received a request from the Wisconsin Department of Justice (the "WI AG's Office") for information and documents regarding the Company's Milwaukee, WI campus that has been taught out. The request seeks records regarding the Company's students enrolled at the Milwaukee campus since August 2009, including the enrollment process and outcomes achieved by the students, documents related to employers, externships, placement, completion, graduation, loans, marketing, advertisements, communications with state regulators and accrediting agencies, employees during the period, and other matters. On July 24, 2014, the WI AG's Office sent a notice of intent to bring an enforcement action against the Company for purported violations of state consumer protection

laws. The WI AG's Office agreed to meet with the Company to discuss the allegations prior to filing suit. The Company is providing reasonable cooperation to the WI AG's Office.

On July 8, 2013, the Company received a civil investigative demand from the Minnesota Attorney General's Office (the "MN AG") seeking information on potential issues related to financial aid, admissions, students and other areas. The Company understands the MN AG is conducting inquiries into several other private sector colleges as well. The Company has obtained protection of its confidential and sensitive business information and is cooperating with the MN AG's reasonable requests for information.

In January 2014, the Company was notified by the Iowa Attorney General's office that it is leading an investigation by thirteen states (Arkansas, Arizona, Connecticut, Idaho, Iowa, Kentucky, Missouri, Nebraska, North Carolina, Oregon, Tennessee, Washington and Pennsylvania) into the Company's business practices. The Company has received Civil Investigative Demands (the "Multistate CIDs") from most of those states that are substantially similar. Three additional states attorney general have since joined the multi-state investigation: Colorado, New Mexico and Hawaii, bringing the total number of states to sixteen. The Iowa Attorney General's office indicated that it will be the primary point of contact with the Company on behalf of all of the states involved in the investigation. The Multistate CIDs seek documents and answers to interrogatories related to the students recruited from the various states; organizational information; tuition, loan and scholarship information; lead generation activities; enrollment qualifications for students; complaints; accreditation; completion and placement statistics; graduate certification and licensing results; the identities of former employees; and student lending activities, among other matters. The Company is aware that several other companies in the for-profit education sector have received civil investigative demands similar to the Multistate CIDs. The Company intends to cooperate with the inquiry.

On July 8, 2014, the Company received a letter from the Bureau for Private Postsecondary Education ("BPPE"), which regulates California's private postsecondary educational institutions, regarding the Company's QuickStart programs, the majority of which are offered through Everest College Phoenix. BPPE noted that it had not received an Application for Approval to Operate from QuickStart, which approval is required unless QuickStart qualifies for an exemption. BPPE ordered that QuickStart cease operations and submit evidence of compliance within 14 days of the date of the letter. On July 22, 2014, the Company, through its counsel, responded to BPPE's letter outlining QuickStart's position that it qualifies for an exemption from the licensure requirement. The Company has also filed an application for a Verification of Exempt Status with BPPE in order to memorialize the exemption.

#### *SEC Investigation*

In June 2013, the Company received correspondence and subpoenas from the SEC indicating that the SEC is conducting an investigation of the Company. The SEC has requested the production of documents and communications that, among other things, relate to student information in the areas of recruitment, attendance, completion, placement, defaults on federal loans and on alternative loans, as well as compliance with ED financial requirements, standards and ratios (including the effect of certain borrowings under the Company's credit facility on the



Company's composite score, and 90/10 compliance), and other corporate, operational, financial and accounting matters. The Company is cooperating with the SEC in its investigation.

*Subpoena for Documents from the U.S. Attorney's Office*

On August 8, 2014, the Company received a grand jury subpoena for documents from the United States Attorney's Office in the Central District of California. The subpoena seeks documents and records relating to matters including job placement representations, graduation rates, transferability of credits for the Company's students, advertisements and marketing materials, and representations regarding financial aid, military connections, student loans, and defaults by Corinthian's students, as well as related statements to investors and disclosures in the Company's public filings with the SEC. The Company is evaluating the subpoena and intends to cooperate fully with the request.

*Evaluation of Possible Outcomes*

In addition to the proceedings and other matters described above, the Company is or may become a party to pending or threatened lawsuits related primarily to services currently or formerly performed by the Company. Such cases and claims raise difficult and complex factual and legal issues and are subject to many uncertainties and complexities, including, but not limited to, class action certification, governmental intervention, regulatory or administrative agency involvement, the facts and circumstances of each particular case or claim, the jurisdiction in which each suit is brought, and differences in applicable statutory and common law.

**Liquidity Update**

As previously reported by the Company, depending on the timing of the Company's planned asset sales and its ability to further reduce operating costs, the Company will need to obtain additional sources of liquidity to fund its operations and to implement the agreements contemplated by the Operating Agreement. To do so, the Company will 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 the Company will be able to obtain any such additional needed liquidity on a timely basis, on terms acceptable to it, or at all. Any withholding of Title IV funds by ED, or further restrictions on funding or operations by accrediting agencies, state agencies, or other funding sources, would only exacerbate the Company's existing liquidity constraints.

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.

August 12, 2014

/s/ Jack D. Massimino

Jack D. Massimino  
Chairman and  
Chief Executive Officer

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**From:** Anthony Bieda <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/3625966AA21B477EA17337561576FD9F-ABIEDA>  
**Sent:** 6/23/2014 9:33:29 AM -0400  
**To:** Quentin Dean <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/a57fc35fdb2b409982aeed3c044ed95d-qdean>  
**Subject:** FW: Corinthian Strikes Deal with Department.

See if you can snag the SEC disclosure and send copies to me, Al, Joseph. 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

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**From:** Joseph Gurubatham  
**Sent:** Monday, June 23, 2014 9:23 AM  
**To:** Albert C. Gray; Anthony Bieda  
**Subject:** Fwd: Corinthian Strikes Deal with Department.

Dear Al and Tony;

I don't know if we had received this update.

Joseph

Sent from my iPhone

Begin forwarded message:

**From:** Juanita Gurubatham <jGurubatham@accsc.org>  
**Date:** June 23, 2014, 8:11:47 AM EDT  
**To:** Joseph Gurubatham <jgurubatham@acics.org>  
**Subject: Fwd: Corinthian Strikes Deal with Department.**

FYI

Sent from my iPhone

Begin forwarded message:

**From:** Christopher Lambert <chris.lambert@accsc.org>  
**Date:** June 23, 2014 at 8:09:00 AM EDT  
**To:** Michale McComis <McComis@accsc.org>, Karen Marcinski <kmarcinski@accsc.org>, Anne Santalla <asantalla@accsc.org>, Corey Rosso <rosso@accsc.org>, Juanita Gurubatham <jGurubatham@accsc.org>  
**Subject: Corinthian Strikes Deal with Department.**

SANTA ANA, Calif., June 23, 2014 (GLOBE NEWSWIRE) -- Corinthian Colleges, Inc. (COCO) announced today that it has reached a memorandum of understanding with the U.S. Department of Education (the "Department") that maintains uninterrupted daily operations at its schools, until the Company and the Department finalize a more detailed transition plan. Corinthian currently serves about 72,000 students at 107 campuses and online.

Corinthian and the Department agreed upon a Memorandum of Understanding ("MOU") under which Corinthian will immediately receive \$16 million in federal student aid funds earned through enrollment, avoiding an immediate cash shortfall that will allow its students to continue their educational programs as planned. Under the terms of the MOU, Corinthian and the Department will enter into an Operating Agreement that will allow Corinthian to proceed with its plan to pursue strategic alternatives for its operations, including the sale and teach-out of schools in a manner that will best protect the interests of students, faculty and staff, ensure the integrity of federal student aid funds and preserve the value of the schools. The Department and Corinthian have agreed to finalize the details of the transition plan in an Operating Agreement by Tuesday, July

1, 2014. For more information, see the 8-K issued by the Company today.

"Throughout several days of intensive discussions with the Department, our goal has been to protect the interests of our students, 12,000 employees, taxpayers and other stakeholders," said Jack Massimino, Corinthian Chairman and Chief Executive Officer. "This agreement helps achieve that goal. We worked collaboratively with the Department to reach consensus, and we will continue to do so as we finalize and implement the detailed transition plan."

Under the MOU, Corinthian will identify and engage an independent compliance and business monitor acceptable to the Department. The monitor will have full access to Corinthian's financial and operating records and information and report to the Department on Corinthian's progress in the implementation of the transition plan contemplated by the MOU.

Corinthian will continue to seek new owners for most of its campuses with the goal of entering into definitive sales agreements with one or more third parties for such campuses within approximately six months, and will proceed in an orderly fashion with the "teach-out" of schools that are under-performing or whose continued participation in the Title IV student aid programs has been terminated by the Department. During the teach-out process, no new students will be enrolled at the affected schools, but all current students will be able to complete their instructional programs or transfer to another institution.

Sent from my iPad.

---

**From:** Jessica Menjivar <MICROSOFTONLINE/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/1275F7D2-2B3C-4127-A83B-45D2C3956332>  
**Sent:** 3/15/2011 2:11:55 PM -0400  
**To:** Anthony Bieda <ABieda@acics.org>; Albert C. Gray <agray@acics.org>; Joseph Gurubatham <JGurubatham@acics.org>; Tom Wickenden <TWickenden@acics.org>  
**CC:** Quentin Dean <qdean@acics.org>  
**Subject:** Corinthian expects enrollments to drop more

# Corinthian expects enrollments to drop more

*Associated Press, 03.14.11, 11:41 AM EDT*

SANTA ANA, Calif. -- Trade school chain **Corinthian Colleges Inc.** said Monday that it expected new student enrollments to shrink in its fiscal third quarter because of a tuition increase and stricter admissions practices put in place as government scrutiny of for-profit school companies increased.

The company now expects enrollments to fall 21 to 23 percent in the three months ending March 31, compared to guidance issued on Feb. 1 of a 15 to 17 percent decline.

Corinthian shares popped 27 cents, or 5.9 percent, to \$4.81, however, as the company backed its previous earnings and revenue guidance. It still expects earnings of 20 to 22 cents per share on revenue of \$462 to \$472 million for the first three months of 2011. Still, shares have dropped 73 percent over the past 52 weeks.

Analysts surveyed by FactSet forecast, on average, earnings per share of 20 cents and sales of \$470.2 million.

The Santa Ana, Calif., company also said the rate at which its students were defaulting on their loans was improving, and that it was no longer at risk of losing its access to government-backed financial aid for its students. Some of Corinthian's schools had been in danger of being cut off from that student loan source because of their high loan default rates. The bulk of Corinthian's revenue comes from federal financial aid.

That danger was why Corinthian said it was raising tuition in February, which has weighed on its enrollments. Since tuition is higher but federal financial aid is capped, students must contribute more of their own savings or find private loans. Corinthian says that's helped bring it in line with the government's "90/10" rule, which says that a school cannot draw more than 90 percent of its revenue from federal financial aid.

Corinthian said its average two-year default rate for students who began paying back their loans in 2010 will be 9 to 12 percent, a big improvement from the estimated 21.9 percent rate for students who began paying back loans in 2009.

The government currently determines which schools' students are eligible for aid based on loan default rates over two years. That will change to a three-year rate in 2014. Corinthian said it thinks its three-year rate has also improved.

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**Jessica Menjivar**

Communications Assistant

ACICS| Accrediting Council for Independent Colleges & Schools

750 First Street NE, Suite 980

Washington, DC 20002

T 202.336.6780

F 202.842.2593

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---

**From:** Quentin Dean <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/a57fc35fdb2b409982aeed3c044ed95d-qdean>

**Sent:** 6/12/2015 5:07:51 PM -0400

**To:** Anthony Bieda <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/3625966aa21b477ea17337561576fd9f-ABieda>; Susan Greer <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/c539aa149ae54c71a8d2bc2d86525db6-sgreer>; Joseph Gurubatham <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/2839eec7707f4128a4de87103ed162f4-JGurubatham>; Katy Fisher <kfisher@acics.org>; Terron King <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/ecc7fd59f77e45b5905f0c554cff080f-tking>; Shameka Erby <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/55bcf3398617485d8351bc5b9c76b501-serby>; Ian Harazduk <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/653bda8a64144114820bfcfbf53b7514e-IHarazduk>

**Subject:** Department of Education Program Review at Globe University

Dear Team:

The Department of Education has scheduled an on-site Program Review for Globe University (Globe) the week of June 22-26, 2015. This review will assess Globe's administration of the Title IV, HEA programs in which it participates. US. DOE requests ACICS's confidentiality concerning this review and cooperation regarding their request for information.

Please let us know by C.O.B. Wednesday, June 17, the status of ALL Globe University/Minnesota School of Business Campuses:

In preparation for this review please provide the following information:

11. Is ACICS currently conducting a review/audit or does it plan to conduct a review/audit in the near future? Sue
2. Has ACICS imposed any monitoring actions (e.g., routine financial reporting, status of improvement plans, staff development plans, etc.). Katy, Terron
3. Does ACICS require the institution to take attendance? Tony/Quentin
4. Does ACICS mandate a minimum number of hours that the student must complete to be eligible to graduate or test for a license? If so, please provide details regarding the minimum requirements. Tony/Quentin

5. Does ACICS mandate a specific refund policy? If so, please describe the policy.  
Tony/Quentin
6. Has ACICS received student or staff complaints? If so, please provide a copy of the most recent reports. Shameka
7. Has the school been approved to provide distance learning? If so, what time period does their approval cover? Ian?

Please let me know if you need additional information.

Thanks,

Quentin

Quentin Dean

Senior Regulatory Affairs Coordinator

**Accrediting Council for Independent Colleges and Schools**

750 First Street, NE Suite 980 Washington, DC 20002

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**From:** Anthony Bieda  
**Sent:** Wednesday, June 10, 2015 10:21 AM  
**To:** Quentin Dean  
**Subject:** FW: Program Review at Globe University  
**Importance:** High

Please prepare a preliminary response, based on our prior responses, and let's review.

Also please enter this request into our log.

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

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**From:** Susan Greer  
**Sent:** Tuesday, June 09, 2015 8:13

PM  
**To:** Anthony Bieda  
**Subject:** FW: Program Review at Globe University  
**Importance:** High

Tony

Are you still taking the lead on responding to these requests? If so, you may want to remind Niana.

Sue Greer

Vice President – Accreditation Operations

202-336-6789

**From:** Niana Moore  
**Sent:** Monday, June 08, 2015 10:44 AM  
**To:** Susan Greer  
**Subject:** FW: Program Review at Globe University  
**Importance:** High

See email below

**From:** Barger, Clare [<mailto:Clare.Barger@ed.gov>]  
**Sent:** Monday, June 08, 2015 10:40 AM  
**To:** Niana Moore  
**Cc:** info  
**Subject:** Program Review at Globe University  
**Importance:** High

Dear Ms. Moore and the Accrediting Council for Independent Colleges and Schools:

This letter confirms that the U.S. Department of Education has scheduled an on-site Program Review for Globe University (Globe) the week of June 22-26, 2015. This review will assess Globe's administration of the Title IV, HEA programs in which it participates. We request ACICS's confidentiality concerning this review and cooperation regarding our request for information.

In preparation for this review could you please provide the following information for Globe:

1. Is ACICS currently conducting a review/audit or does it plan to conduct a review/audit in the near future? Suc
2. Has ACICS imposed any monitoring actions (e.g., routine financial reporting, status of improvement plans, staff development plans, etc.). Katy, Terron

3. Does ACICS require the institution to take attendance? Tony/Quentin
4. Does ACICS mandate a minimum number of hours that the student must complete to be eligible to graduate or test for a license? If so, please provide details regarding the minimum requirements. Tony/Quentin
5. Does ACICS mandate a specific refund policy? If so, please describe the policy. Tony/Quentin
6. Has ACICS received student or staff complaints? If so, please provide a copy of the most recent reports. Shameka
7. Has the school been approved to provide distance learning? If so, what time period does their approval cover? Ian?

Please send your response by June 19, 2015 by e-mail to [clare.barger@ed.gov](mailto:clare.barger@ed.gov).

Thank you in advance for your prompt attention to this matter. Prior to submitting your response please review the attached document concerning the submission of Personal Identifiable Information (PII).

Clare Barger

Senior Institutional Review Specialist

U.S. Department of Education

500 West Madison Street, Room 1576E

Chicago, IL 60661

P: 312.730.1595

F: 312.730.1520

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Fax: (651) 332-8001  
[globeuniversity.edu/about-us](http://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 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.

Financially  
(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



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**From:** Quentin Dean <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/a57fc35fdb2b409982aeed3c044ed95d-qdean>  
**Sent:** 6/19/2015 1:06:37 PM -0400  
**To:** Anthony Bieda <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/3625966aa21b477ea17337561576fd9-f-ABieda>  
**Subject:** RE: Department of Education Program Review at Globe University

Tony,

Please find below the draft response to Ms. Barger for the Departments Schedule onsite program review of Globe University:

Dear Ms. Barger:

Regarding the U.S. Department of Education's scheduled on-site program review of Globe University (Globe), please find below responses to your questions:

**1. Is ACICS currently conducting a review/audit or does it plan to conduct a review/audit in the near future?**

ACICS conducted a renewal grant visit to Globe University, Moorhead, MN (ACICS ID Code 00023885) on May 19 2015.

ACICS conducted a Higher Credential Quality Assurance visit to Globe University, Minneapolis, MN (ACICS ID Code 00023928) in October 2014.

ACICS has no planned visits (reviews/audits) of Globe University campuses in the near future.

**2. Has ACICS imposed any monitoring actions (e.g., routine financial reporting, status of improvement plans, staff development plans, etc.).**

The following Globe University Institutions had programs below the Council's **retention standard** and development of a program improvement plan was required:

(ACICS ID Code 00023928) Globe University, Minneapolis, MN

(ACICS ID Code 00010898) Globe University, Woodbury, MN

(ACICS ID Code 00041665) Globe University – Appleton, Grand Chute, WI

(ACICS ID Code 00023885) Globe University – Moorhead, MN

(ACICS ID Code 00031992) Globe University – Wausau, Rothschild, WI

(ACICS ID Code 00024695) Globe University – Middleton, WI

(ACICS ID Code 00024029) Globe University – Eau Claire, WI

(ACICS ID Code 00028404) Globe University – Madison East, WI

(ACICS ID Code 00034396) Globe University – Green Bay, Bellevue, WI

(ACICS ID Code 00024131) Globe University, Sioux Falls, SD

The following Globe University Institution had programs below the Council's **placement standard** and development of a program improvement plan was required:

(ACICS ID Code 00010898) Globe University, Woodbury, MN

The following Globe University Institution had programs below the Council's **licensure standard** and development of a program improvement plan was required:

(ACICS ID Code 00034396) Globe University – Green Bay, Bellevue, WI

Globe University is currently not required to submit any quarterly financial reports to the Council.

**3. Does ACICS require the institution to take attendance?**

ACICS does not require an institution to take attendance, unless it is a policy of the institution as described in its catalog.

**4. Does ACICS mandate a minimum number of hours that the student must complete to be eligible to graduate or test for a license? If so, please provide details regarding the minimum requirements.**

ACICS publishes averages and standard deviations for program length and requires an explanation if a program falls outside of one standard deviation of those averages.

ACICS also requires institutions to provide the preparation necessary for students to successfully complete licensure examinations, if licensure is required to obtain employment in the field in the state in which the institution is located. If that licensing agency requires a minimum number of hours to test, then ACICS requires that the program must provide those hours.

**5. Does ACICS mandate a specific refund policy? If so, please describe the policy.**

ACICS requires the following in Section 3-1-433 of the *Accreditation Criteria*: “The institution must have a fair and equitable refund policy that is applicable to all students and that is published in the institution’s catalog. Specific federal or state policies may apply.”

The link to this document is: <http://www.acics.org/contact/content.aspx?id=2512>.

**6. Has ACICS received student or staff complaints? If so, please provide a copy of the most recent reports.**

ACICS does not have any open complaints against Globe University.

**7. Has the school been approved to provide distance learning? If so, what time period does their approval cover?**

Below is the Distance Education information for Globe University, Woodbury, MN (Main Campus) and its nine branch campuses. They all share the same grant of accreditation expiration date 12/31/2018.

ACICS ID	Institution Name	Approved for Distance Education?	%	Distance Education since

00010898	Globe University - Woodbury, MN (Main)	Yes	<100%	
00028404	Globe University - Madison East, Madison, WI	Yes	<100%	
00023928	Globe University - Minneapolis, MN	Yes	<100%	
00024029	Globe University - Eau Claire, MN	Yes	<100%	
00024131	Globe University - Sioux Falls, SD	Yes	<100%	
00024695	Globe University - Middleton, MN	Yes	<100%	
00024832	Globe University - La Crosse, WI	Yes	<100%	
00031992	Globe University - Wausau, Rothschild, WI	Yes	<100%	
00034396	Globe University - Green Bay, Bellevue, WI	Yes	<100%	
00041665	Globe University - Appleton, Grand Chute, WI	Yes	<100%	

Please let me know if you need additional information.

Regards,

**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](http://www.acics.org) - 202.336.6781 - p - 202.842.2593 - f

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**From:** Barger, Clare [<mailto:Clare.Barger@ed.gov>]  
**Sent:** Monday, June 08, 2015 10:40 AM  
**To:** Niana Moore  
**Cc:** info  
**Subject:** Program Review at Globe University  
**Importance:** High

Dear Ms. Moore and the Accrediting Council for Independent Colleges and Schools:

This letter confirms that the U.S. Department of Education has scheduled an on-site Program Review for Globe University (Globe) the week of June 22-26, 2015. This review will assess Globe's administration of the Title IV, HEA programs in which it participates. We request ACICS's confidentiality concerning this review and cooperation regarding our request for information.

In preparation for this review could you please provide the following information for Globe:

1. Is ACICS currently conducting a review/audit or does it plan to conduct a review/audit in the near

future?

2. Has ACICS imposed any monitoring actions (e.g., routine financial reporting, status of improvement plans, staff development plans, etc.).
3. Does ACICS require the institution to take attendance?
4. Does ACICS mandate a minimum number of hours that the student must complete to be eligible to graduate or test for a license? If so, please provide details regarding the minimum requirements.
5. Does ACICS mandate a specific refund policy? If so, please describe the policy.
6. Has ACICS received student or staff complaints? If so, please provide a copy of the most recent reports.
7. Has the school been approved to provide distance learning? If so, what time period does their approval cover?

Please send your response by June 19, 2015 by e-mail to [clare.barger@ed.gov](mailto:clare.barger@ed.gov).

Thank you in advance for your prompt attention to this matter. Prior to submitting your response please review the attached document concerning the submission of Personal Identifiable Information (PII).

Clare Barger

Senior Institutional Review Specialist

U.S. Department of Education

500 West Madison Street, Room 1576E

Chicago, IL 60661

P: 312.730.1595

F: 312.730.1520

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March 14, 2016

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

*\*Preferred*

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 **March 25, 2016**. 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](mailto:abieda@acics.org).

Sincerely,

Anthony S. Bieda  
 Vice President of External Affairs



March 14, 2016

ID Code 20658  
ID Code 11325  
ID Code 18945  
ID Code 11130

VIA E-MAIL ONLY

Mr. Dean Gouin  
President and CEO  
Westwood College  
7406 Technology Way, Suite 400  
Denver, CO 80237

Dear Mr. Gouin:

This letter is a request for updated information regarding the lawsuit against Westwood College Campuses in Illinois brought by the State Attorney General.

Please provide the Council with an update by **March 25, 2016**. Until this matter is 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](mailto:abieda@acics.org).

Sincerely,

Anthony S. Bieda  
Vice President of External Affairs