

KENDALL COLLEGE STUDENT HANDBOOK & ACADEMIC CATALOG 2011-2012

900 N. NORTH BRANCH ST. CHICAGO, IL 60642

KENDALL.EDU



Kendall College
RIVERWORKS CAMPUS • CHICAGO

The information in this document was the best available at the time of release. Kendall College endeavors to present an accurate view of the policies, programs, facilities, fees, and personnel of the College in this document. However, Kendall College reserves the right to alter any policies, programs, facilities, and fees described herein without notice or obligation. Changes in personnel may be made subsequent to publication. This document is updated regularly, and usually published annually, through the Office of the Dean of Students and the Office of the Registrar. It can also be found on the Kendall College website and the "My Kendall" intranet.

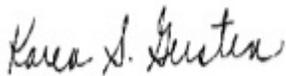
Message from the President

Welcome to Kendall College. At Kendall, we're committed to helping cultivate student passions into the skills, knowledge, and values they need to be successful professionals.

Kendall students have a variety of learning opportunities in classrooms both online and on campus, through our community and industries, and if they choose, around the world. Through these varied learning experiences, students learn as they do; whether they are learning in a functioning kitchen or dining room, through living case studies where they work with actual businesses, or by observing young children in classroom settings, Kendall students don't just learn about their areas of study: they experience what their intended professions really involve.

Kendall students also benefit from being part of an international network of schools, Laureate International Universities. As part of this network, Kendall can provide opportunities for study abroad, master classes, and faculty exchanges. Through the Laureate network, Kendall can offer unique opportunities for international understanding and exposure.

This handbook and catalog outlines our programs and describes our courses. The Kendall College community is special in its design, its programs of study, and its commitment to professional preparation. Enjoy learning about our programs, and most importantly, enjoy learning at Kendall!



Karen Gersten
President

General Information

Emergency Numbers

- Fire and Police 911
- City of Chicago Non-Emergency and Information Helpline 311

Campus Directory

- **Main Number** **(866) 667-3344**
- Academic Success Center (312) 752-2236
- Academic Advising (312) 752-2036
- Business Office (312) 752-2024
- Career Services (312) 752-2012
- Computer Lab/IT Dept..... (312) 752-2548
- Financial Aid Office..... (866) 803-9988
(312) 752-2216
- Library (312) 752-2530
- Receptionist/Concierge..... (312) 752-2116
- Office of the Registrar (312) 752-2030
- Residence Life..... (312) 752-2182
- Security..... (312) 752-2445
- Student Affairs (Dean’s Office) (312) 752-2286
- Student Life Coordinator (312) 752-2584

Basic Floor Plan

- **8th Floor** – President’s Office, Provost, Dean of Students, Senior Administration, Admissions, Financial Aid, Office of the Registrar, Business Office, Enrollment
- **7th Floor** –Classrooms, Events, Marketing
- **6th Floor** – Library, Academic Success Center, Classrooms
- **5th Floor** – Auditorium, Demo Kitchen, Wine Room, Test Kitchen, Hyatt Hospitality Suite
- **4th Floor** – Computer Classrooms, Computer Lab, Culinary Faculty Offices, Adjunct Faculty Center, Center for Teaching and Learning, IT Department, Board Room
- **3rd Floor** – Banquet Hall, Cafeteria, Quick Service Restaurant, Cafeteria Kitchen, Dining Room, Dining Room Kitchen, Garde Mange Kitchen, Kraft R&D Kitchen, Lounge, Pastry Kitchens (1,2,3)
- **2nd Floor** – Academic Advising, Career Services, Coffee Bar, , Faculty Offices, Fitness Center, KC Store, Residence Life, Student Life and Leadership, Student Lounge
- **1st Floor** – Lobby, Security, Block One Kitchens, Storeroom, Loading Docks, the Riverwalk at Kendall College

Contents

MESSAGE FROM THE PRESIDENT	I
GENERAL INFORMATION	II
EMERGENCY NUMBERS.....	II
CAMPUS DIRECTORY	II
BASIC FLOOR PLAN	II
WELCOME TO KENDALL COLLEGE	1
STUDENT RESPONSIBILITY.....	1
EQUAL OPPORTUNITY AND ANTI-HARASSMENT POLICY.....	1
ACADEMIC CALENDAR	2
HISTORY.....	4
SCHOOL SEAL	5
SCHOOL SONG - ALMA MATER.....	6
MISSION	6
ACCREDITATION, CERTIFICATION, AND APPROVALS.....	6
CORPORATE STRUCTURE AND OFFICERS	7
BOARD OF DIRECTORS	7
FACULTY AND ADMINISTRATION	7
ADMISSIONS	10
GUIDELINES FOR ADMISSION	10
ADMISSIONS POLICIES	11
MATRICULATION AND STATUS	15
ACADEMIC POLICIES	17
CLASS ATTENDANCE	17
GRADING—LETTER GRADES	17
GRADING—NON-LETTER GRADES	17
GRADE POINT AVERAGE COMPUTATION	18
ACADEMIC FORGIVENESS	18
ACADEMIC PROGRESS: ACADEMIC GOOD STANDING, WARNING, PROBATION, AND SUSPENSION	19
ACADEMIC GRIEVANCE PROCEDURE.....	20
DEFINITION OF CREDIT.....	21
NON-STANDARD ACADEMIC CREDIT	21
FINAL EXAMINATIONS.....	23
FOREIGN LANGUAGE COMPETENCY.....	23
TRANSCRIPTS	23
REQUIREMENT OF INT 110 INTRODUCTION TO INTEGRATIVE STUDIES—IN DEGREE PROGRAMS.....	24
COURSE SELECTION	25
REGISTRATION.....	25
TUTORIALS OR INDEPENDENT STUDIES.....	25
COURSE AUDITS.....	25
COURSE REPEATS.....	26
COURSE SECTION CHANGES	26
SUBSTITUTIONS AND WAIVERS	26
KENDALL INTEGRATIVE CAPSTONE PROJECT.....	26
FINE DINING COURSE SELECTION	27

COVERAGE OF EVENING DINING ROOM SERVICE BY HOSPITALITY STUDENTS	27
STUDY ABROAD	27
SPANISH LANGUAGE PLACEMENT	27
INTERNSHIP POLICY	28
ADDING, DROPPING, OR WITHDRAWING	29
GRADUATION	31
HONORS AND AWARDS	32
DEAN’S HONOR LIST.....	32
SCHOOL OF BUSINESS	32
CULINARY STUDENTS	32
HOSPITALITY MANAGEMENT STUDENTS.....	32
EDUCATION STUDENTS	33
ALL STUDENTS.....	33
HONOR SOCIETIES.....	33
GRADUATION HONORS	34
CODE OF ACADEMIC INTEGRITY	35
WHERE TO GET HELP IN UNDERSTANDING THE PRINCIPALS AND PRACTICE OF ACADEMIC INTEGRITY	35
STATEMENT OF ACADEMIC INTEGRITY	35
ACADEMIC GUIDELINES.....	35
COMMENTS	36
IMPLEMENTATION.....	37
MEDIATION	38
APPEAL PROCESS	38
STUDENT JUDICIAL POLICIES & PROCEDURES	40
EXPLANATION OF JUDICIAL PROCESS	40
STANDARDS OF CONDUCT	41
DISCIPLINARY SANCTIONS.....	42
ACADEMIC AFFAIRS AND STUDENT SERVICES.....	45
JOHN A. MILLER ACADEMIC SUCCESS CENTER	45
CAREER SERVICES.....	46
LIBRARY.....	47
ACADEMIC ADVISING.....	49
INTERNATIONAL STUDENT OFFICE.....	49
THE OFFICE OF THE REGISTRAR	49
OFFICE OF STUDENT LIFE AND LEADERSHIP	51
COUNSELING	51
PARKING AND TRANSPORTATION	52
ID/MEAL PASSES/PRINT CARD	52
DINING AND CAFETERIA INFORMATION.....	53
HOUSING.....	54
STUDENT ORGANIZATIONS AND CLUBS	54
BUSINESS OFFICE	57
BILLING AND TUITION PAYMENTS	57
TUITION AND FEES	59

OFFICE OF FINANCIAL AID TERMS AND CONDITIONS.....	62
INTRODUCTION.....	62
FEDERAL PELL GRANTS.....	62
FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT	62
FEDERAL DIRECT LOAN PROGRAM	62
UNDERGRADUATE STUDENTS: DIRECT LOAN MAXIMUMS.....	63
LOAN DEFERMENT	64
ANNUAL LOAN LIMITS VS. LIFETIME AGGREGATE LOAN LIMITS	64
FEDERAL DIRECT PARENT LOANS FOR UNDERGRADUATE STUDENTS	65
PRIVATE EDUCATION LOANS	65
TRUTH IN LENDING ACT	66
STATE GRANT AID.....	66
FEDERAL PERKINS LOAN	66
FEDERAL WORK STUDY	66
FINANCIAL AID APPLICATION PROCESS	67
FINANCIAL AID DEADLINES	67
FINANCIAL AID NOTIFICATIONS	67
STUDENT ELIGIBILITY REQUIREMENTS.....	67
OVERLAPPING FINANCIAL AID	68
VERIFICATION POLICY	68
FINANCIAL AID ANNUAL AWARD YEAR DEFINITION.....	68
ENROLLMENT POLICY.....	69
ADJUSTMENTS TO FINANCIAL AID	69
FEDERAL RETURN OF TITLE IV FUNDS	69
EXAMPLES OF TITLE IV CALCULATIONS.....	70
WITHDRAWAL FROM A TERM.....	70
OVERAWARD OF FEDERAL AID	71
FINANCIAL AID DISBURSEMENT PROCESS AND REQUESTS FOR EXCESS FUNDS	71
STUDY ABROAD OR STUDY AT ANOTHER INSTITUTION	71
SATISFACTORY ACADEMIC PROGRESS STANDARDS (EFFECTIVE DATE 07.01.2011)	72
CAMPUS REGULATIONS AND POLICIES	75
STUDENT RIGHTS AND RESPONSIBILITIES.....	75
RELATIONSHIPS BETWEEN INDIVIDUAL EMPLOYEES AND STUDENTS	75
STANDARDS OF DRESS	75
SCHOOL OF BUSINESS DRESS CODE	76
CAMPUS SECURITY	76
UNFORESEEN EMERGENCIES	77
EMERGENCY NOTIFICATION SYSTEM.....	78
SMOKING POLICY.....	78
INFORMATION SYSTEMS	79
COMPUTING FACILITIES.....	79
PRINTING AND COPYING	79
TECHNICAL SUPPORT	79

ADDITIONAL KENDALL COLLEGE POLICIES	80
REQUIRED DISCLOSURE REPORTING	80
FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)	80
STUDENTS WITH DISABILITIES.....	82
ALCOHOL POLICY	83
DRUG POLICY.....	83
ACCEPTABLE USE POLICY FOR INFORMATION TECHNOLOGY (IT)	84
ACADEMIC PROGRAMS.....	86
GENERAL EDUCATION PROGRAM.....	87
THE BACHELOR OF ARTS GENERAL STUDIES CORE	87
THE ASSOCIATE OF APPLIED SCIENCE GENERAL STUDIES CORE.....	89
THE SCHOOL OF BUSINESS	90
BACHELOR OF ARTS IN BUSINESS CONTENT	90
CONCENTRATIONS.....	91
MAJOR REQUIREMENTS	93
GENERAL EDUCATION REQUIREMENTS	94
COMBINED ONLINE AND SATURDAY BUSINESS BACHELOR OF ARTS PROGRAM	95
BACHELOR OF ARTS IN FOODSERVICE MANAGEMENT CONTENT.....	96
CONCENTRATIONS.....	97
MAJOR REQUIREMENTS.....	98
GENERAL EDUCATION REQUIREMENTS	99
COMBINED ONLINE AND SATURDAY FOODSERVICE MANAGEMENT BACHELOR OF ARTS PROGRAM	100
THE SCHOOL OF CULINARY ARTS	102
THE MISSION OF THE SCHOOL OF CULINARY ARTS	102
BACHELOR OF ARTS IN CULINARY ARTS.....	102
CULINARY NUTRITION CONCENTRATION	105
ASSOCIATE OF APPLIED SCIENCE IN CULINARY ARTS.....	106
ACCELERATED ASSOCIATE OF APPLIED SCIENCE IN CULINARY ARTS	108
ASSOCIATE OF APPLIED SCIENCE IN BAKING & PASTRY	110
CERTIFICATE IN BAKING & PASTRY	112
CERTIFICATE IN PROFESSIONAL COOKERY	114
CERTIFICATE IN PERSONAL CHEF & CATERING.....	115
THE SCHOOL OF EDUCATION.....	118
MISSION OF THE SCHOOL OF EDUCATION.....	118
BACHELOR OF ARTS IN EARLY CHILDHOOD EDUCATION (ECE)	118
B.A. IN EARLY CHILDHOOD EDUCATION, NON-CERTIFICATION.....	121
CONCENTRATIONS.....	122
ILLINOIS TYPE 04 TEACHER CERTIFICATION PREPARATION (POST-BACCALAUREATE).....	123
THE SCHOOL OF HOSPITALITY MANAGEMENT.....	126
WEEKDAY PROGRAM CONTENT.....	127
COMBINED ONLINE AND WEEKEND HOSPITALITY BACHELOR OF ARTS PROGRAM	131

COURSE DESCRIPTIONS	134
COURSE NUMBERING SYSTEM.....	134
ACCOUNTING (ACC)	134
BAKING & PASTRY (BPA).....	134
BAKING & PASTRY CERTIFICATES (BPC).....	137
BIOLOGY (BIO).....	138
BUSINESS (BUS).....	138
CAPSTONE PROJECT (CAP).....	141
COLLEGE DEVELOPMENTAL STUDIES (COL).....	142
COMMUNICATION (COM)	142
COMPUTER INFORMATION SYSTEMS (CIS).....	142
CULINARY ARTS (CUL).....	143
ECONOMICS (ECO)	154
EARLY CHILDHOOD EDUCATION (EDU).....	155
ENGLISH (ENG).....	162
FOODSERVICE MANAGEMENT (FSM).....	163
GEOGRAPHY (GEG)	165
HISTORY (HIS)	165
HOSPITALITY MANAGEMENT (HOS/HMI).....	165
HUMANITIES (HUM).....	175
INTEGRATIVE STUDIES (INT)	176
LITERATURE (LIT).....	176
MANAGEMENT (MGT).....	177
MARKETING (MKG).....	179
MATHEMATICS (MTH)	180
PERSONAL CHEF & CATERING AND PROFESSIONAL COOKERY CERTIFICATES (PCC).....	181
PHILOSOPHY (PHL)	182
POLITICAL SCIENCE (PSC).....	182
PSYCHOLOGY (PSY).....	182
SCIENCE (SCI)	184
SOCIOLOGY (SOC)	185
SPANISH (SPN)	185
SPEECH (SPE)	186
TOPICS COURSES	186

Welcome to Kendall College

Student Responsibility

It is the student's responsibility to be familiar with the information presented in this handbook and catalog and to know and observe all regulations and procedures relating to the program he or she is pursuing. In no case will a regulation be waived or an exception be granted because a student pleads ignorance of or contends that he or she was not informed of the regulations and procedures. Responsibility for following all policies and meeting all requirements and deadlines for degree programs rests with the student.

Equal Opportunity and Anti-Harassment Policy

Kendall College is committed to maintaining an educational and work environment that is free of discrimination. Admission, employment, housing, and all other institutional decisions are made to ensure that all persons associated with the College receive fair and equal treatment and that there is no discrimination based on race, color, religious creed, age, disability, sex, national origin or ancestry, marital status, sexual orientation, genetic information, veteran status, or any other category covered by law. The Dean of Students has been appointed to coordinate institution-wide efforts to comply with this policy.

In keeping with this commitment to equality and fairness, Kendall College will not tolerate harassment of students or employees on College property by anyone, including any student, staff member, faculty member, co-worker, vendor, or any third party. Harassment includes unwelcome conduct, whether verbal, physical, or visual, that is based on a person's protected status, such as sex, color, race, religion, creed, ancestry, national origin, age, physical or mental disability, marital status, sexual orientation, or other protected group status. The College will not tolerate any harassing conduct that affects tangible benefits of education or employment that interferes unreasonably with an individual's educational or working environment. Such harassment may include, for example, jokes about another person's protected status, or kidding, teasing, or practical jokes directed at a person based on his/her protected status.

Sexual harassment deserves special mention. Unwelcome sexual advances, requests for sexual acts, and other physical, verbal, or visual conduct based on sex constitute sexual harassment as follows:

- When submission to the conduct is an explicit or implicit term or condition of education or employment.
- When submission to or rejection of the conduct is used as the basis for an educational or employment decision.
- When the conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive working or educational environment.

Sexual harassment is conduct based on sex, whether directed toward a person of the opposite or same sex, and may include (but is not limited to) "kidding" or "teasing," "practical jokes," jokes about obscene printed or visual material, and physical contact such as patting, pinching, or brushing against another person's body.

All College students and employees are responsible for helping to avoid harassment.

Anyone who feels that he/she has experienced or witnessed harassment should notify the Dean of Students. Students or employees may choose/request to report to a person of the employee's same sex. The College forbids retaliation against anyone who reports harassment, assists another person in

making a harassment complaint, or who cooperates in a harassment investigation. The College's policy is to investigate all harassment complaints thoroughly and promptly. To the fullest extent practicable, the College will keep the complaints and the terms of their resolution confidential. If an investigation confirms that a violation of the policy has occurred, the College will take corrective action, including discipline, up to and including immediate termination of employment and/or expulsion.

Academic Calendar

Fall Quarter 2011

- Registration begins Mon, Apr 25
- Payment Plan - first payment due Fri, Sep 23
- Orientation - new students Fri, Sep 30 or Mon, Oct 3
- Classes begin for all students Wed, Oct 5
- Last day to add or drop a class / Last day for 100% refund Wed, Oct 12
- Last day to withdraw from a course with a 90%refund (new students) Wed, Oct 19
- Last day to withdraw from a course with an 80%refund (cont students) Wed, Oct 19
- Payment Plan - second payment due Fri, Oct 21
- Last day to withdraw from a course with an 80%refund (new students) Wed, Oct 26
- Midterm Evaluation Wed, Nov 9
- Payment Plan - third (final) payment due Fri, Nov 18
- Last day for academic withdrawal (10-week courses) Mon, Nov 21
- New student registration begins (winter) Mon, Nov 28
- Graduation Application deadline for March 2012 Fri, Nov 25
- Thanksgiving Vacation Wed-Sat 23-26
- Last day of classes Sat, Dec 17
- Final Exams Mon-Wed, Dec 19-21
- Term Ends Wed, Dec 21
- **Final grades due at noon..... Mon, Dec 26**

Winter Quarter 2012

- Registration begins Wed, Nov 16
- Payment Plan - first payment due Fri, Dec 16
- Orientation - new students Thu, Jan 5
- Classes begin for all students Mon, Jan 9
- College Closed- MLK Holiday Mon, Jan 16
- Last day to add or drop a class / Last day for 100% refund Tue, Jan 17
- Payment Plan - second payment due Fri, Jan 20
- Last day to withdraw from a course with a 90% refund (new students) Mon, Jan 23
- Last day to withdraw from a course with an 80% refund (cont students) Mon, Jan 23

- Last day to withdraw from a course with an 80% refund (new students) Mon, Jan 30
- Payment Plan - third (final) payment due Fri, Feb 17
- Last day for academic withdrawal (10-week courses) Thu, Feb 23
- Graduation application for June 2012 Fri, Feb 24
- Last day of classes Mon, March 19
- Final Exams Tue-Thu, Mar 20-22
- Term Ends Thu, March 22
- **Final grades due at noon Mon, March 26**

Spring Quarter 2012

- Registration begins Wed, Nov 16
- Payment Plan - first payment due Fri, March 16
- Orientation - new students..... Thu, April 5
- Classes begin for all students Mon, April 9
- Last day to add or drop a class / Last day for 100% refund Mon, April 16
- Payment Plan - second payment due Fri, April 20
- Last day to withdraw from a course with a 90% refund (new students) Mon, April 23
- Last day to withdraw from a course with an 80% refund (cont students) Mon, April 23
- Last day to withdraw from a course with an 80% refund (new students) Mon, April 30
- Graduation application for September 2012 Fri, May 18
- Payment Plan - third (final) payment due Fri, May 18
- Last day for academic withdrawal (10-week courses) Thu, May 24
- College Closed- Memorial Day..... Mon, May 28
- Last day of classes Mon, June 18
- Final Exams Tue-Thu, June 19-21
- Term Ends Thu, June 21
- Commencement Sun, June 24
- **Final grades due at noon Mon, June 25**

Summer Quarter 2012

- Registration Begins TBA
- Payment Plan - first payment due Fri, June 15
- Orientation - new students Thu, Jul 5
- Classes begin for all students Mon, Jul 9
- Last day to add or drop a class / Last day for 100% refund Mon, Jul 16
- Payment Plan - second payment due Fri, Jul 20
- Last day to withdraw from a course with a 90% refund (new students) Mon, Jul 23

- Last day to withdraw from a course with an 80% refund (cont students) Mon, Jul 23
- Last day to withdraw from a course with an 80% refund (new students) Mon, Jul 30
- Midterm Evaluation (10-week courses) Fri, Aug 10
- Payment Plan - third (final) payment due Fri, Aug 17
- Last day for academic withdrawal (10-week courses) Thu, Aug 23
- Graduation application for December 12 Fri, Aug 24
- College Closed - Labor Day Mon, Sep 3
- Last day of classes Mon, Sep 17
- Final Exams Tue-Thu, Sep 18-20
- Term Ends Thu, Sep 21
- **Final grades due at noon Mon, Sep 24**

Academic Holidays

- Thanksgiving Vacation Wed-Sat, 23-26
- College Closed – Martin Luther King Mon, Jan 16
- College Closed – Memorial Day Mon, May 28
- College Closed – Labor Day Mon, Sep 3

History

In 1934, Kendall College was founded by two Scandinavian Methodist seminaries as a junior college called The Evanston Collegiate Institute (ECI). The mission of ECI was to provide access to an education that equipped students with competitive professional skills. The first ECI class of 34 students entered in September 1934.

In 1950, the name was changed to Kendall College to reflect the financial generosity of the Kendall family. In 1976, the focus of Kendall College expanded to a four-year baccalaureate degree granting institution. Despite the change, Kendall College remained committed to integrating academic and work experience, using engaging teaching methods, and providing a dedicated faculty.

In 1985, the School of Culinary Arts was launched beginning with an Associate of Applied Sciences (A.A.S.) degree. As interest in the program grew, Kendall College added an Accelerated Associate degree, certificate programs, and a Bachelor of Arts in Culinary Arts. The A.A.S in Baking and Pastry and the A.A.S. in Culinary Arts degrees at Kendall College are accredited by the American Culinary Federation Education Foundation Accrediting Commission (ACFEFAC). The addition of the School of Culinary Arts sharpened the Kendall focus on professional excellence as graduates became highly successful business people, entrepreneurs, and industry leaders. In fact, Chicago Michelin Guide Restaurants recently ranked Kendall College the No. 1 Chicago program for preparing students for culinary arts careers.(ORC International – 2011 Survey). See www.kendall.edu for more information.

Building on the success of the culinary program, a Bachelor of Arts in Hotel and Restaurant Management was launched in 1987. Revised into a Bachelor of Arts in Hospitality Management in 2005, the program focus broadened to teach the art and science of hospitality management. The program also formed a strategic partnership with the internationally acclaimed Les Roches School of Hotel Management. This partnership established exchange programs with Les Roches campuses in Switzerland and Spain and expanded international internship opportunities. In 2010, the School of Hospitality Management

entered into an academic cooperation with the Glion Institute of Higher Education, ranked among the top three hotel schools for an international career (Taylor Nelson Sofres industry research study 2007).

While business programs at Kendall College began in the 1970s, a new business curriculum was launched in 2007 to build on the College reputation for excellence and professionalism. Through a combination of theory, analytic frameworks, and situation-based learning, the business program grounds students in the fundamentals of management while developing skills of professional intuition.

The two-year Early Childhood Education program was first offered when Kendall was a junior college, and later expanded as Kendall developed into a four-year institution. In 1994, Kendall launched an Illinois State 04 Teacher Preparation Certification Program, a Bachelor of Arts in Early Childhood Education, and a non-certification Bachelor of Arts program. Today, the School of Education is the largest school at Kendall and has established Kendall College as a leader in the Early Childhood Education field. The School of Education also facilitated the entrance of Kendall College into online delivery of coursework.

For 70 years (1934–2004), the College was located on a single square block in the city of Evanston, one block away from Northwestern University. Faced with aging facilities offering limited room for expansion, Kendall College took radical steps to ensure a viable future. In 2003, the College acquired the Riverworks site in downtown Chicago. In January 2005, construction on the state-of-the-art facility was completed, and the entire College was moved to the downtown Chicago location.

The move downtown represented a rebirth for the College and has allowed Kendall to serve a much broader community. With immediate access to the wealth of Chicago businesses, restaurants, hospitality venues, schools, internship opportunities, and rich culture, Kendall now integrates world-class resources with a personal touch and caring environment. The new location, dynamic programs, international ties, and growing reputation have resulted in the largest student body in College history.

The history of Kendall College reflects consistent attention to students and helping them achieve their dreams. With the successes of the culinary, hospitality, business, and early childhood education programs, the focus of the institution continued the evolution from an historical emphasis on liberal arts education to a professional and career-oriented institution. This steady enhancement and evolution now blends a strong general education foundation, innovative and relevant classroom learning, and direct experience in the career world.

Throughout the history of Kendall College, the institution has capitalized on service, access, and innovation to inspire and nurture student passions for professional leadership and success. With nearly 2,400 current students, Kendall continues to refine and sharpen the focus, seeking new ways to serve students and the broader community.

School Seal

The colors of Kendall's seal are red and white, the official College colors. The motto on the seal, expressed by the Latin words *EMITTE LUCEM ET VERITATEM*, means *Send forth light and truth*.

The shield is divided by a chevron into three parts. In the upper left is an anchor cross, symbolic of the early Christians and found in the catacombs of Rome. In the upper right is a representation of a star, symbolic of light and truth. In the lower part of the chevron is a Viking ship, symbolic of the American-Scandinavian origin of the College. The ship is often found in Christian symbolism as well.

The entire shield is set in a field of lines radiating to all points of the compass. The points of the compass represent the international character of Kendall College's student body.

School Song - Alma Mater

(Sung to Beethoven's 9th Symphony or Joyful, Joyful We Adore Thee)

Kendall College, alma mater.
Guardian of the truth and right
When dark doubts and fears beset us,
You remain our beacon light.
Wisdom, will to high endeavor,
Heart's deep yearning, all in thee
Are fulfilled as we go forward
Pledged to serve humanity.

Mission

Kendall College cultivates students' passions into rewarding professions through rigorous learning experiences in the classroom, local communities, and the world.

Kendall Focus

- Commitment to preparing professionals who contribute to the vibrancy of their communities
- Inspiration of students' creativity, responsible global citizenship, and environmental and social stewardship
- Campus-wide dedication to diversity through curriculum and access
- Supportive, student-centered environment focused on academic excellence
- Comprehensive assessment of institutional effectiveness, student learning, and graduate success

Accreditation, Certification, and Approvals

- Kendall College is accredited by the Higher Learning Commission and a member of the North Central Association of Colleges and Schools (NCA), www.ncahlc.org, 1-312-263-0456.
- Kendall College is authorized to operate and offer degrees by the Illinois Board of Higher Education, 431 East Adams, Second Floor, Springfield, IL 62701; 217-782-2551.
- The A.A.S. in Culinary Arts and the A.A.S. in Baking & Pastry in the School of Culinary Arts are accredited by the American Culinary Federation Education Foundation Accrediting Commission.
- The Early Childhood Education program in the School of Education is approved by the Illinois State Board of Education for Type 04 Illinois Teacher Certification (birth through grade 3).
- Kendall College is approved to train veterans and eligible persons Under Title 38, United States Code.

Contact the Office of the Registrar to review copies of Kendall College accreditation or approvals.

Corporate Structure and Officers

Board of Directors

- Paula Singer (Chairperson), President and CEO — Laureate Global Products & Services
- Al Capitanini, President — Italian Village Restaurants
- James Eisenberg, Chairman — XDX Innovative Refrigeration Chairman Emeritus — Vienna Sausage Manufacturing Co.
- Tony Foreman, President and Co-Founder — Foreman Wolf
- David Kipley, President and CEO — Construction Methods, Inc.
- Carol L. Kizer, CCE, RD, FMP and HAAC Hospitality Management Chair Emeritus — Columbus State Community College
- Lee McGee, CFO/Treasurer — Restructure Holdings, Inc. (A Sterling Capital Portfolio Co.)
- Robert R. Roehrich, President/CEO – Rocky Vista University
- Arie A. J. van der Spek, Senior Vice President – Laureate Hospitality Education Worldwide

Faculty and Administration

Full-Time Faculty

- Dina Altieri, A.B.S., Culinary Institute of America; B.A., Johnson State College
- Michael Artlip, A.A.S., Kendall College
- Sheila Bartle, Ph. D., Loyola University
- Massimo Bosco, M.B.S., Webster University
- Belinda Brooks, B.S., Roosevelt University
- Paula Brown, M.P.H., M. A. University of Illinois, Northeastern Illinois University
- Benjamin Browning, A.A.S., Grand Rapids Community College
- Pierre Checchi, C.A.P., Ecole St. Anne; P.E.T., Ecole St. Nazarine
- Frank Chlumsky, B.A., Northeastern Illinois University
- Michel Coatrieux, C.A.P., Ecole Hotelier Biarritz
- Edward Copeland, B.S., Chicago Teachers College (now Chicago State University)
- Dana Cox, B.A., Dominican University
- John Frech, M.B.A., Loyola University of Maryland
- Walter Freund, A.A.S., Kendall College
- Steve Grand Pre
- Marsha Hawley, M.Ed., Loyola University
- Heidi Hedeker, M.S.W. , University of Chicago
- Loren Hildebrand, M.S., De Paul University
- Melina Kelson, B.A., Ithaca College
- Mark Kwasigroch
- Mary Lane, M. Ed., University of Illinois at Urbana-Champaign
- Meredith Lee, M. Ed., DePaul University
- Chris Letchinger, M.B.A., Southern Methodist University

- Marc Magiera, B.A., Kendall College
- Theodore Mandigo, M.B.A., Loyola University
- Sapna Mangal, M.B.A., University of Houston
- Siddharth Mangalore, M.B.A., Walden University
- Kinyata McGee-Swope, Ed. D., Walden University
- Thomas Meyer, A.A.S., Kennedy King College
- Jim Morski, M.A., DePaul University
- Phil Mott, M.B.A., University of Chicago
- Christopher Quirk, B.A., University of Wisconsin-Madison
- Aurora Reinke, M.I.B.S., University of South Carolina
- Randi Russert, M.A., DePaul University
- Peggy Ryan
- Kevin Schrimmer, A.O.S., Culinary Institute of America
- Elaine Sikorski, B.S., Dominican University
- Pamela Stoner, B.A., Kendall College
- John Stranick, A.A.S., Kendall College
- Phuong Thai-Garcia, M.A., University of California, Los Angeles
- Paul Tinaglia, A.O.S., Culinary Institute of America
- Sue Tinnish, Ph.D., Benedictine University
- Erika Webb, B.A., Moody Bible Institute
- John Zimmerman, Ph. D., Loyola University

College Leadership

- Karen Gersten, Ed.D., President
- Gwen Hillesheim, Ed.D., Provost
- Tom Ehrhardt, M.B.A., Vice President of Marketing
- Stephanie Tomino, M.B. A., Director of Human Resources
- Ryan Bartelmay, M.F.A., General Education Department Chair
- Paul Busceni, Ed.D., Dean, School of Education
- Jeffrey Catrett, M.M.H., Dean, School of Hospitality Management
- Michelle Coussens, M.B.A., Dean, School of Business
- Christopher Koetke, C.E.C., C.C.E., M.B.A., Executive Director, School of Culinary Arts
- Kimberly Skarr, J.D., Dean of Students
- Renee Zonka, M.B.A., C.E.C., R.D., C.H.E., Dean, School of Culinary Arts

Administration

- Cheryl Boncuore, Academic Director of Distance Learning
- Douglas Deforge, Regional Director of Enrollment Management
- Iva Freeman, Director of Library Services
- Roald Henderson, Campus Director of Administration and Financial Operations

- Jena Henson, Director of Housing and Residence Life
- Amy Herrick, Director of Academic Advising
- Jeanette Konieczka, Admissions Manager
- Phil Little, Facilities Director
- Monika Lotter, Director of Dining Room and Event Services
- Christopher Miller, Director of Financial Aid
- Erin Shelley, Director of Academic Success Center
- Alex Underwood, Registrar
- Helena Vasilopoulos, Executive Assistant to the President
- Stacy Vlahakis, Director of Institutional Research
- Vacant, Director of Career Services
- Vacant, I.T. Manager
- Vacant, Director of Student Life and Leadership

Admissions

Guidelines for Admission

Students who apply to Kendall College are evaluated on individual merit and on the basis of probable success. Cumulative grade point average (GPA), standardized test scores, personal statements, and admissions interviews are among the methods of evaluation. Special consideration is given to adult students who are returning to school. To determine official GPAs, the College must receive an official institution transcript directly from the institution or the organization housing the institution's records. Admissions interviews are required either in person or on the phone to help determine the admission decision.

All applicants must submit the admissions application with completed Personal Statement and a \$50 nonrefundable application fee.

Academic Entry Requirements

The following are required for admission to Kendall:

- Official high school transcript with graduation date and unweighted cumulative GPA of at least 2.0 on a four-point scale, or
- Official documentation of passing GED scores, or
- Official college transcript with at least 12 earned semester credits or 18 earned quarter credits (with a cumulative GPA of at least 2.0)
- ACT score of 18 or SAT three-part score of 1350, for applicants who graduated from high school within five years of the intended start date. Students who did not take the ACT or SAT exam may be required to take a placement exam prior to admission to determine appropriate course placement.

All applicants are required to submit official transcripts from all post-secondary education institutions attended. To be eligible for transfer credit, official transcripts must be received by the end of the first quarter of coursework.

Applicants may be contingently admitted based on unofficial transcripts. Students who are contingently admitted may begin classes but must provide official transcripts no later than the end of the first term of study. Failure to complete the admissions file with official transcripts which confirm admissions requirements by the end of the first term will result in suspension from the College with no tuition refund. Financial aid will not be disbursed until official documents that confirm admissions requirements have been met are on file.

Applicants for the Illinois Type 04 Teacher Certification Preparation (post-baccalaureate) program must submit college transcripts documenting completion of a baccalaureate degree from a regionally accredited institution.

A student who is not able to provide any of the aforementioned academic documents because the official high school transcripts are not available due to a situation beyond the student's control (e.g., destruction of school/records, closure of school without maintenance of student records) should:

- Submit a signed statement to the Enrollment Advisor documenting date of graduation and circumstances surrounding the unavailability of the records, and
- Provide independent verification of record unavailability (e.g., article, letter from school)

When these documents are received and approved by the Office of Admissions and the Office of the Registrar, they will stand in place of official academic documents for purposes of admissions and financial aid. The student may be asked to take a placement exam to determine course placement.

Statements made and documents supplied by Kendall applicants and students must be complete and accurate. The College will not tolerate any misrepresentation by a student or applicant of past or current academic programs, degrees, or professional accomplishments. If unexplained discrepancies appear between statements or documents provided to Kendall and information obtained otherwise, except in the case of misspellings and other such inadvertent errors, applicants may be denied admission and enrolled students may be dismissed.

Admissions Policies

Provisional Acceptance

Students who do not meet the College's published admissions standards may be offered provisional acceptance to the College. The provisional acceptance period is one quarter in length. During this time, students must successfully complete the Bridge to College program, which offers workshop-based instruction designed to prepare students for success at the college level. The bridge program earns no credit toward the degree; therefore, students are not eligible for financial aid during their bridge quarter. The cost of the bridge program is \$150.

Students who successfully complete the bridge program during the provisional acceptance period will be offered admission into the College's academic programs. The workshop coursework will be applied to the students' academic transcript as non-credit bearing, pre-college courses at time of full matriculation. The \$150 bridge program fee will be credited to their first quarter tuition balance. Students who do not successfully complete the bridge program during the provisional acceptance period will not be offered admission to the College.

Policy on Transfer Credit

The Office of Admissions determines the amount of transfer credit for which a student is eligible once official transcripts have been received. Unofficial evaluations may be conducted based on unofficial transcripts. All transcripts received become the official property of Kendall College and will not be returned or issued to the student or to another institution. Evaluations will be kept in the student's academic file.

Kendall accepts transfer credits from colleges and universities accredited by agencies recognized by the United States Department of Education, Council on Higher Education Accreditation (CHEA), College Level Examination Program (CLEP), DANTES Subject Standardized Tests (DSST), and Advanced Placement (AP). The College may accept courses with a grade or grade point average value of "C" or 2.0 or better. Remedial or developmental courses will not be accepted in transfer. Because of the changing nature of Kendall's fields of study, transfer credit for major requirements may not be valid beyond a certain date. Specific questions regarding transferability of major requirements should be addressed to the Office of Admissions.

Transfer courses are recorded as credit earned and are not computed into the student's GPA at Kendall or the student's enrollment status for any given term. Kendall credits are recorded in quarter hours. Semester hours are multiplied by 1.5 to calculate equivalency to quarter hours. Transfer credit is evaluated in relationship to the desired degree program. Only credit which is applicable to the degree program requested will be accepted in transfer.

General Education requirements and electives will be assessed by the Office of the Admissions. Major requirements will be assessed by the Office of the Admissions in consultation with the Program Dean or Chair. The total amount of transfer credit will not exceed 150 quarter hours in a baccalaureate program

and does not supersede the residency requirement of 45 hours. The residency requirement for the Culinary Arts Certificate programs is 24 hours.

To be eligible for transfer credit, official transcripts must be submitted to the Office of the Admissions by the end of the student's first quarter of study. Students requesting the transfer of courses taken after matriculation at Kendall must obtain the approval of the Office of the Registrar before registration. Those courses not approved will not be guaranteed as transferable to the Kendall degree program.

Kendall also accepts non-standard academic credit in the form of external proficiency examinations, credit for experiential learning, and examinations for proficiency credit. Interested students should see the Office of the Registrar for additional information.

Non-Native English Speakers

All students who are non-native English speakers must demonstrate English proficiency prior to acceptance to the College. Kendall's Test of English as a Foreign Language (TOEFL) standards are 71 for the Internet-based test or 525 for the paper-based test. International applicants may also submit ACT scores (18 English) or SAT scores (450 verbal) or the IELTS Examination (Band 5.5 or higher) to prove English proficiency. English proficiency waivers may be granted to students who have previously studied in institutions where English is the language of instruction or have completed extended courses of study in specific international education systems. Non-native English speakers should also see Foreign Language Competency policy in the Academic Policies section of this handbook and catalog.

International Students

Kendall is authorized under federal law to enroll nonimmigrant students.

International students must include the following with a completed application: final official high school and/or college transcripts, translated to English, as well as an un-translated copy. Cumulative unweighted GPA must be equivalent to 2.0 or above when translated to the US grading system.

Transcripts must also be evaluated professionally by a credential evaluation service. The Office of Admissions will provide the address of possible service providers.

To qualify for a student visa to enter the United States, international students must also provide proof of access to the minimum required funds needed to pay for the first year of tuition and living expenses, as follows:

- Students in the School of Business must provide proof of access to at least \$26,000.
- School of Hospitality Management Programs must provide proof of access to at least \$32,000.
- Students in the School of Culinary Arts must provide proof of access to at least \$38,000.

Beginning with the Winter 2012 academic term; the minimum required funds are:

- Students in the School of Business must provide proof of access to at least \$27,000.
- School of Hospitality Management Programs must provide proof of access to at least \$34,000.
- Students in the School of Culinary Arts must provide proof of access to at least \$38,000.

As required by the US Government, financial documentation must be in the form of a bank statement or letter from a bank indicating the specific amount or that the amount is in excess of the minimum amount required of liquid funds available for the student's expenses. When an international student submits all necessary documentation and is accepted for admission, Kendall College will issue the I-20 Form and any appropriate support documentation required to apply for a student visa.

Students-At-Large (Visiting Students)

A student-at-large is a student who wishes to enroll but who is not actively seeking a degree or academic certificate. Such students may be admitted by submitting a Student-At-Large Application (available from the Office of Enrollment), as well as an official high school transcript with graduation date and unweighted cumulative GPA of at least 2.0 on a four-point scale or official college transcript with at least 12 earned semester credits or 18 earned quarter credits (with and a cumulative GPA of at least 2.0).

Interested candidates should contact the Office of Enrollment for details on this documentation. Students-at-large may complete up to 12 quarter hours of coursework for transfer into one of Kendall's degree programs. Such students seeking enrollment into CUL 114 (Sanitation) are not required to submit proof of high school graduation, as it is a non-credit class, but they are required to submit the aforementioned application.

Admission under student-at-large status is entirely within the discretion of the Office of Admissions and the appropriate Program Dean. These students are not eligible for standard financial aid programs.

Exceptions to the 12-credit-hour limit may be granted to students covered by articulation agreements that stipulate higher numbers of credit hours. Additional exceptions to the 12-hour limit are at the discretion of the Program Dean up through a cumulative maximum of 20 credit hours.

Former Students

Formerly enrolled Kendall students wishing to return after an absence of four or more consecutive quarters must submit official transcripts of any colleges attended subsequent to Kendall and must complete the application process, including the \$50 application fee and submission of official documents necessary to meet academic entry requirements, if not already present in the student file. Students who left Kendall not in good academic standing, either probation or suspension, must also complete an academic appeals process. Information on this process can be obtained through the Office of the Registrar or the Academic Advising Department. Students who were expelled from Kendall for disciplinary reasons may not be eligible for readmission to the school. Students in this situation should discuss their appeals for readmission with the Dean of Students.

Service Members Opportunity College

Kendall College participates in the Service Members Opportunity College (SOC) program, providing enlistees in the Army or Army Reserve with deferred admission following completion of two, three, or four years of service entitling them to GI Bill/College fund benefits. Applications for educational benefits are available from the Office of the Registrar.

Health and Immunization

Tuberculosis and Background Checks

All students are required to read the "Guidelines for Tuberculosis (TB) Clearance and Background Checks for School of Education Students" located on SoE Resources.

Clinical Practice

Illinois State law requires that all student teachers have a current TB test for student teaching. Candidates will be required to obtain and submit an updated TB clearance after applying for Clinical Practice, if a TB clearance has not been administered within one year of the first Clinical Practice experience. Keep in mind that each site/school may have slightly different requirements for student

teachers, and may require a more recent TB test. Student teachers should discuss this with the site/school as soon as possible in the placement process.

Field Experience

Each site/school may have slightly different requirements for classroom “observers”/“volunteers” regarding proof of immunizations, TB clearance, and background checks. It is important to discuss this with the site/school soon in the placement process. Specifically, students should ensure that they:

- Understand their rules for what an “observer”/“volunteer” is required to provide regarding proof of immunization, TB clearance, and background checks
- Have records to prove immunization to the diseases the site/school requires
- Have proof of immunization and TB clearance records that show the correct type(s) of immunization for each disease required
- Have up-to-date TB clearance (some site/schools require clearance within the past year, others require clearance within the past six months)
- Have the required background check

Mandatory Health Insurance Policy

Kendall College is committed to the health and welfare of all its students, and consequently requires all students who are enrolled in 6 or more credit hours to have health insurance. Students who do not provide proof of insurance will be enrolled in the College’s Student Health Insurance Plan. Students who have their own health insurance and wish to opt-out must complete a Student Health Insurance Waiver Statement. Failure to complete the waiver will result in a student being enrolled and charged the Health Insurance Plan fee. Insurance details and rates are located on the Kendall College website at www.Kendall.edu.

Students in the online School of Education program are excused from the Mandatory Health Insurance Policy requirement, but can enroll in the program by contacting the Business Office at 312-752-2024.

Matriculation and Status

Admission

When the admission process is complete, students will be admitted, admitted under specified conditions, contingently admitted, or denied admission. Admissions standards and required documentation are covered in the Admissions section above.

Readmission

Students who have not registered for classes for four or more consecutive quarters and are seeking readmission must meet the academic requirements in place at the time of readmission. For additional information, refer to “Former Students” in the Admissions section of this handbook and catalog.

Associate Degree Graduates Continuing to Baccalaureate Degree

Students who are admitted to and successfully complete an associate degree program may continue and earn a baccalaureate degree in the same field if such a baccalaureate program is being offered or in a related field if a crossover program exists.

This continuation, however, should begin with the academic term following the term in which the associate degree is completed. Students who complete their degrees and do not return in the next academic term must follow the requirements in place at the time of their return. Students wishing to complete a baccalaureate degree in a field other than that of their associate degree program must meet the requirements from the handbook and catalog in use at the time of their entry into baccalaureate study.

Students should see their Academic Advisors to discuss continuing their studies.

Transfers within the College

Students who are interested in transferring between programs at the College should consult with their Academic Advisors to determine eligibility, plan their courses through the new program, and develop new plans for graduation. Students must complete a new online application if transferring schools or credential level; students transferring within the same school or level must complete a Change of Major Form with their Academic Advisor and meet with specific College departments to finish the process.

Student Status

Student classifications for degree students are defined as follows:

- Freshman Standing 0-44.9 Quarter Hours
- Sophomore Standing 45-89.9 Quarter Hours
- Junior Standing 90-134.9 Quarter Hours
- Senior Standing 135 or more Quarter Hours

For purposes of financial aid, students in the culinary certificate programs are enrolled at the freshman level.

- **Part-time Status.** Part-time students are enrolled for less than 12 quarter hours for the term. Part-time students who wish to obtain most financial aid or maintain in-school status for their student loans must enroll for at least 6 quarter hours.

- **Full-time Status.** Full-time students are enrolled for 12 or more quarter hours for the term. For academic purposes, students participating in approved internships are also considered to be full-time students. Please note that this definition of full-time study for internship periods is for academic purposes only. Full-time enrollment status is always defined as 12 or more credits for financial aid purposes.
- **Overload Status.** Students are in overload status if they take more than 19 quarter hours in a given quarter. Students who wish to take additional credits constituting an overload status must have the approval of their Academic Advisor. To enroll in more than 24 quarter hours, students must have the approval of the appropriate Dean or Program Chair. Students in overload status will also be assessed tuition charges beyond the full-time tuition rate.

Academic Policies

Class Attendance

Students are responsible for regular class attendance and for following the attendance policy of each course in which enrolled. Instructors outline their specific attendance policies for that course in the course syllabus.

Grading—Letter Grades

Definitions of letter grades are as follows:

- **A – Excellent.** *Genuinely outstanding work.* Calculated in GPA as 4 points.
- **B – Good.** *Superior work.* Calculated in GPA as 3 points.
- **C – Met Requirements.** Work meets all course requirements in an acceptable manner. Calculated in GPA as 2 points.
- **D – Unsatisfactory.** Work below “C” level that meets most course requirements. Calculated in GPA as 1 point.
- **F – Failure.** *Failure in the course.* This grade is assigned by instructors to students who attended throughout the term, but did not complete the coursework satisfactorily. This grade is calculated in GPA as 0 points and does count as credits attempted for maximum timeframe.
- **W – Withdrawal.** *Official withdrawal from the course after add/drop.* This grade cannot be assigned by an instructor, but is the result of a student submitting a written withdrawal via the Academic Advisor to the Registrar within the established time frame. This grade is not calculated in GPA, but does count as credits attempted for maximum timeframe.
- **X – No Show.** This grade is assigned by instructors to students who fail to begin attendance in a course for which they have registered and failed to drop. This grade is not calculated in GPA and does not count as credits attempted for maximum timeframe.
- **R – Retake.** This grade is assigned by instructors to students who put forth a great deal of effort but did not complete the coursework satisfactorily. This grade is not calculated in the GPA but does count as credits attempted for the maximum timeframe. Students must retake and complete the course within three academic quarters; if the student fails to retake the course within that timeframe, the grade will convert to an “F.”
- **N – Fail/Excessive Absences.** *Not Completed.* This grade is assigned by instructors to students who attempted the course but stopped attending before the end of the term and did not officially withdraw. The grade of “N” is considered to be an “unearned F.” This grade is calculated as an “F” in GPA and does count as credits attempted for maximum timeframe.
- **AU – Audit.** This grade option must be arranged by the student within the first week of classes and may not be utilized for culinary coursework. This grade is not calculated in GPA and does not count as credits attempted for financial aid eligibility or for maximum timeframe.

Grading—Non-Letter Grades

Satisfactory/Unsatisfactory

- S – Successful Completion
- U – Unsuccessful Completion

Satisfactory/unsatisfactory grades are given in certain course requirements.

Additionally, a student may elect to take one course per term on a satisfactory/unsatisfactory basis to a maximum of 20 hours for a bachelor's degree (12 hours for an associate degree). Required coursework in the student's major area of study may not be taken under this option. Satisfactory/unsatisfactory courses are not counted toward the residency requirement or calculated into the student's GPA. Any student wishing to take a course on the satisfactory/unsatisfactory basis must have approval from his/her instructor and must submit the completed Pass/Fail Course Authorization form to the Office of the Registrar prior to the beginning of the quarter. The instructor will then be required to give the student a final grade of either an "S" or a "U."

Incomplete/Default Grades

A student qualifies for an incomplete grade only if:

- All work is completed through 60% of the quarter
- Work through that time period is at least "C" level
- Student can document one of the following: certified physical or emotional illness or death of an immediate family member

It is the student's responsibility to contact his or her instructor and to document condition certified illness or death in the family prior to the date on which final grades are due at the end of the quarter in which the course took place. The student and instructor should agree, in writing, to the work that is to be completed and to the timeframe allowed for completion of the work.

Under most circumstances, this timeframe should be limited to five weeks into the following term. When this is not possible (due to laboratory needs, etc.), the completion deadline should never extend beyond the last day of classes of the following term, except when the documented problem qualifying the student for the incomplete extends into the next term.

The instructor awards the student an incomplete grade on the grading roster and changes the grade when and if the work is completed according to the agreement. Incomplete classes do not impact GPA until a letter grade is entered. Incomplete work must be completed during the following quarter or the grade will be changed to an "F."

For some courses that extend over multiple quarters or where final work is not graded until the successive quarter (e.g., internships), a grade of "IP" (In-Progress) or "GP" (Grading in Progress) may be assessed until the grade for the course is finalized, not to exceed one additional academic quarter.

Grade Point Average Computation

GPA is computed at the end of each term. Grades of "A," "B," "C," "D," "F," and "N" for courses taken at Kendall are used in computing a GPA and have grade-point values of 4, 3, 2, 1, 0, and 0, respectively. For each course taken, the grade-point value is multiplied by the quarter-hours credit for the course. These products are added together and then the sum is divided by the total of the quarter-hours credit for the courses used. A term GPA is computed from those courses taken that term at Kendall. A cumulative GPA is calculated each term for all courses taken in total at Kendall. Transfer credit is not included in GPA calculations.

Academic Forgiveness

Students may replace non-passing grades in their cumulative GPA by re-taking the courses. Courses that are currently being offered can be replaced by retaking the same course in a subsequent term. Additional information is located in the "Course Repeats" section of this handbook and catalog (see "Course Selection.")

For courses that are no longer offered, students can appeal to the Office of the Registrar for a substitution forgiveness. These courses must:

- Fulfill the degree requirement for which the non-passing grade was assigned
- Be an approved substitution by the Program Dean or Director of General Education
- Be approved previous to enrollment in the subsequent course

For all forgiveness courses, the higher grade is flagged with an “R” and the requisite number of credit hours and is used to calculate the student’s GPA. The lower grade is listed without the number of credit hours and is not factored into the student’s GPA.

Academic Progress: Academic Good Standing, Warning, Probation, and Suspension

Students are considered in Good Academic Standing if they maintain a cumulative GPA of 2.0 or above.

Students who fall below a cumulative GPA of 2.0 will be placed on Academic Warning for the following term. Students on Academic Warning will be required to sign a Performance Contract with their assigned Academic Coach no later than the first week of the start of the next term. The Contract will require students to meet weekly with their Coach and to earn grades which will increase cumulative GPA to the 2.0 requirement by the end of the Academic Warning quarter. In addition, all Academic Warning students must work closely with their Academic Advisor to lay out a plan for academic success during the probationary quarter.

Students placed on Academic Warning should make every possible effort to improve their grades in order to avoid the automatic academic suspension. Kendall College will do everything possible to ensure success and to assist in the process of improving academic performance, but ultimate success is up to the student.

If a student placed on Academic Warning fails to earn a cumulative GPA of at least 2.0 during the subsequent term of enrollment or fails to maintain the stipulations of his or her Performance Contract, he or she will be academically suspended. Additionally, students admitted conditionally will be academically suspended if they do not meet the conditions of their admission.

A student may appeal an Academic Suspension. To assist with this process, students may consult the Director of the Academic Success Center or another non-teaching member of the College staff for impartial advice on how to make appeals and petitions and resolve academic grievances. The Academic Advising Department or the Office of the Registrar can direct a student to an appropriate staff member for help with the appeals process.

All appeals to the Academic Status Committee must be in writing and directed to the Director of Academic Advising. Students with appropriate explanations for failing to meet the grade requirement must take responsibility for documenting (in writing) this explanation and getting it to the Committee in advance of the scheduled hearing date and time (usually the Friday before classes begin for the new term). Students appealing for readmission should incorporate into their documentation a plan for improving academic performance. Any appeal of an Academic Suspension must be submitted to the Director of Academic Advising before the next scheduled meeting of the Academic Status Committee. Students should contact the Director of Academic Advising for more information regarding the Academic Status Committee. Appeals from an Academic Suspension are not subject to the Academic Grievance Procedure and, in all cases, decisions of the Academic Status Committee are final.

Students approved by the Academic Status Committee for readmission will be placed on Level II Probation. These students are granted one academic term to retain academic good standing. Students will be required to meet with an Academic Coach and complete all requirements outlined by the Academic Status Committee. A student on Level II Probation who fails to earn a cumulative GPA of at

least 2.0 during the subsequent term of enrollment or fails to maintain the stipulations of his or her Performance Contract, will be permanently academically suspended from the College without chance for appeal.

Students on Academic Warning or Probation will be allowed to register for courses pending Academic Advisor approval, but will not be considered actively enrolled until all final grades have been posted from their warning term. Students who do not successfully complete the terms of their Performance Contract or meet the minimum grade requirements will be suspended and removed from all future coursework.

Students whose academic performance was impacted by significant documentable circumstance are able to appeal their suspension to the Academic Status Committee with approval of the Director of Academic Advising and Registrar.

Academic Grievance Procedure

Students may consult the Dean of Students for impartial advice on how to appeal, petition, and resolve academic grievances that do not involve academic integrity. For more information on academic integrity grievances, students should refer to the Code of Academic Integrity in this handbook and catalog.

A student may be accompanied during any portion of this grievance process by a parent or family member, or by legal counsel, any of whom may give advice to the student during the process but may not, as a general rule, represent or speak for the student. A parent, family member, Student Advocate, or legal counsel may also ask questions or may respond to questions posed by the instructor, program coordinator, respective Academic Dean, or Academic Status Committee and may speak on behalf of a student if such official finds it is appropriate under the circumstances. If the student plans to bring legal counsel, the student must notify the Registrar in writing 48 business hours (excluding weekends) in advance of the meeting to provide an opportunity for the College to have its own legal counsel present. The grievance process is not a legal process and consequently, the rules of the legal process do not apply.

A student should follow these steps to resolve academic grievances:

1. Within 10 business days of being notified of the act giving rise to the grievance, the student should request a discussion of the grievance with the instructor or group involved. The instructor or group shall, within five class days of the request, discuss it with the student, notify the student why the decision or action was taken, reaffirm or modify the action, and notify the appropriate Academic Dean in writing of any modification in the original decision or action.
2. If the student is not satisfied after step (1), the student may, within five business days, request a discussion of the grievance with the Academic Dean. The Dean shall, within five business days of the request, discuss with the student and the instructor or group why the decision or action was taken and reaffirm or modify the action and notify the student in writing of the decision within five days of the meeting.
3. If the student is not satisfied following step (2), the student may, within five business days, submit a written petition to the Academic Status Committee (the "Committee") through the Committee Chair or the Dean of Students. The petition should state clearly the details of the student's grievance and request. Within 10 business days of the petition, the Chair will convene the Committee to hear presentations from both sides and make a decision binding on both parties. The student will be notified in writing of the Committee's decision within five days of the meeting.
4. If the student is not satisfied after following step (3), the student may, within five business days, file a written request with the Provost to review the Committee's written decision. The decision may be reviewed only for an error in the process or procedure or to consider new evidence that

was not available at the time of the Committee's meeting. The Provost shall determine if the error or new evidence would change the Committee's decision. The Provost shall affirm or modify the decision consistent with those determinations and notify the student and appropriate Dean in writing of the decision within 10 days of the student's request. In all cases, the decision of the Provost is final.

Definition of Credit

Kendall schedules courses by quarters, and the quarter hour is the standard unit of credit. One-quarter hour of credit is given for satisfactory work in one 50-minute period of class instruction per week per quarter and for every four hours of lab time per week per quarter.

Non-Standard Academic Credit

Academic credit will be granted to students who demonstrate academic competencies through one or more of the following methods:

- External Proficiency Tests
- Credit for Experiential Learning
- Credit by Proficiency Examination

Kendall limits the number of credits earned through the means described below to 48 quarter hours of credit. These credits are awarded as transfer credit and do not apply to program residency requirements for graduation.

External Proficiency Tests

The College awards credit for the following external proficiency tests:

- Advanced Placement (AP)
- College Level Exam Program (CLEP)
- Proficiency Exam Program (PEP)
- Dantes Subject Standardized Tests (DSST)
- US Armed Forces Institute (USAFI)

Specific scores required to receive credit are available in the Office of Admissions. Credit will be awarded only upon admission to the College. Only credit that is applicable toward the degree being sought and that would be acceptable in transfer will be accepted.

Students wishing to receive credit for any examinations previously taken should request that test results/transcripts be sent directly to the Office of Admissions by the testing institutions. The Office of Admissions will then determine whether the test results can be accepted for academic credit.

Credit for Experiential Learning

Kendall College recognizes that college-level learning can take place through experiences obtained outside of the traditional college classroom. Students may apply for credit if they have a minimum GPA 2.5 and if the credit:

- Is given for an area of knowledge traditionally granted college credit, which would qualify in course-by-course transfer to Kendall, and
- Is aligned with associated program and course outcomes, and

- Represents verifiable college-level learning, and
- Is needed by the student for progress toward graduation.

All applications for this type of credit must be approved by the appropriate Program Dean. As this type of credit may not be permitted for all classes in a given program, students should work with their Academic Advisors to determine the courses for which this credit may be eligible. There is a cost associated with obtaining this type of credit, and it must be paid in advance of the credits posting to the transcript. Additional information and Experiential Learning Credit applications are available from the Academic Advising Department. All applications must be turned into the Office of the Registrar. Students should not turn in applications and supporting materials directly to the Academic Dean. The maximum number of credits that can be awarded for Experiential Learning is 32 quarter hours.

Credit by Proficiency Examination

Kendall recognizes the ability of some students to supplement prior learning with self-study that will enable them to prove mastery of a subject area through an examination process. Students who have gained such mastery, or who have enough self-discipline to gain such mastery outside of the classroom, may be able to obtain college credit through an examination or demonstration procedure.

When appropriate, the College may provide a student with an opportunity to prove his or her mastery through an examination prepared by Kendall College. The following restrictions apply to such an examination.

- Kendall-written examinations may not be given in any area where there is a CLEP examination that tests the same learning, with the exception of Computer Science. When questionable, this decision will be made by the Registrar.
- A student may not receive credit for learning in a course for which credit has already been granted.
- A student must be enrolled in a degree-granting program of study at Kendall to be eligible.
- A student may not receive credit by examination for learning that is used as a foundation for another course for which the student has already received credit. When questionable, this decision will be made by the Registrar.
- The examination requested must be in a subject area in which Kendall College has an expert as a part of its full-time faculty.
- The credit to be earned must be applicable toward the student's current major. If the student is enrolled in an associate program, the credit may also be applicable to an intended baccalaureate degree.

If a student wishes to seek credit by examination using a Kendall-written examination, the student must work with his or her Advisor to complete the following steps:

1. Consult with their Academic Advisor regarding the process and approvals necessary.
2. Obtain and complete a Credit by Proficiency Examination (CPE) Request Form from their Academic Advisor or the Office of the Registrar.
3. Seek the signature of the Registrar, who must verify qualifications listed above.
4. Receive the signature of the faculty member who will proctor the test. The appropriate Dean will contact the student when the examination is approved so that the student can retrieve the CPE Request Form.
5. Return the CPE Request Form to the Office of the Registrar, along with a receipt from the Cashier showing payment of the CPE Application Fee.

6. The student and the faculty member set a time and date for the examination.
7. Once the examination is given, the faculty member evaluates the student's demonstrated learning against the course learning objectives. The faculty submits a CPE Score Results Form to the Office of the Registrar indicating whether the credit should be granted. Notification is sent to the student and the student's Academic Advisor.
8. If credit is granted, the student is billed the appropriate CPE Fee as described in the "Tuition and Fees" section of this handbook and catalog. Payment of the fee must be received before the credit is posted to the student's transcript.

Final Examinations

Students may be excused from a final exam only in cases of serious circumstances, such as illness, and then only if permission for absence is granted by the instructor in advance of the exam. This permission may be arranged by phone, but confirming letters must be sent. If the student meets the criteria for an incomplete, an "I" grade will be entered. If not, the grade will be initially entered without the final exam grade and then updated to the higher grade when the final exam is completed. See the "Incomplete/Default Grades" section above for more information on eligibility for an incomplete grade. Students should refer to course syllabi for any additional restrictions.

Foreign Language Competency

The School of Culinary Arts requires students to complete Spanish coursework or show competency in Spanish. For Spanish Placement please see the "Course Selection" portion of this handbook and catalog.

The Schools of Business and Hospitality require students to complete eight hours of Foreign Language or show competency as a native speaker.

For native Spanish speakers, refer to the "Spanish Placement" section in the "Course Selection" portion of this handbook and catalog. Non-Spanish, non-English speakers can apply for a waiver of the Language Requirement by showing proof of language competency, including:

- Documentation of five years of instruction in a language other than English
- External examinations accepted as part of the Non-Standard Academic Credit policies

Students wishing to apply for a waiver must contact their Academic Advisor and provide sufficient documentation for a waiver form to be completed and approved by the Program Dean or Director or full-time Spanish Instructor.

Waiver of the language courses or requirements does not constitute earned credit in the academic program or count toward the residency requirement. Students may be required to earn additional credits in elective coursework.

Transcripts

A transcript is a record of all the courses for which the student has registered and received grades while at Kendall College. Transfer credits from other colleges accepted by Kendall as applying toward degree or certificate requirements will also appear on the transcript.

A student who wishes to have a transcript sent to another college or outside entity must obtain a Transcript Request Form from the Office of the Registrar. The following policies apply to transcript requests:

- The request must be made in writing. Because of the highly confidential nature of student records, the student's signature is required. As such, transcript requests made by phone or email are not acceptable.

- A request may be faxed if it is accompanied by a credit card number (and expiration date) to cover the processing fee.
- All of the student's financial obligations to the College must be met prior to transcript release.
- Additional student holds, including missing proof of high school graduation, will preclude transcripts from being released. Transcripts will ordinarily be issued within a few days of request.

Requirement of INT 110 Introduction to Integrative Studies—in Degree Programs

This course is required of all incoming degree program students. Three exceptions are:

- Students have an earned bachelor or associate degree or [recognized international equivalent](#) from an accredited institution.
- Students matriculate with three or more Tier One courses applied to transfer credit. Tier One courses are outlined in the General Education section of this handbook and catalog. Students enter under a formal transfer agreement requiring four or fewer academic quarters for bachelor's degree completion.
- Students are transferring from a sister institution within the Laureate International Universities network either as a temporary exchange student or as a permanent transfer student with at least two years of transfer credit.

Course Selection

Registration

Kendall College recognizes that students hold the primary responsibility for their education and program choices. The Academic Advisors assist students by providing information that can inform their academic decision-making. It is the obligation of students to know and observe all of the regulations that apply to their program. Advisors assist, but final responsibility rests with the students.

Registration periods are outlined in the Academic Calendar. Every student is expected to register, with the approval of their Advisors, during the designated registration periods.

Before registering for classes, students should check their student portal to ensure that they are clear of any holds that could inhibit course registration.

Courses are filled on a first-come, first-served basis. There are also specific deadlines after which registration is considered late and penalized with a fee. Consequently, there is benefit to early registration.

Students are able to register for courses online after consultation with their Academic Advisor. Student registration choices made online are subject to change by the administration pending review of course prerequisites, corequisites, and proper course sequencing. Students registering online take full responsibility for student standing, progress toward degree, tuition and fees, and other policies outlined in the student handbook and catalog.

Tutorials or Independent Studies

Tutorials

Tutorials are small independent study sections of approved courses offered outside of the established course schedule and sequencing.

All tutorials must be approved by the Provost on recommendation of the Program Dean or Chair. Tutorials can be requested by students when a course required for graduation is not offered during the current term schedule, but which students need to complete during the current term for graduation. General education courses generally cannot be taken as tutorials. Courses that are under-enrolled may be offered as tutorials by the College.

Students taking courses on a tutorial basis will be required to complete assignments and exams and to maintain a minimum number of contact hours with the course instructor as outlined in the tutorial syllabus.

Independent Study

An Independent Study course is designed by the instructor and the student to pursue advanced studies in a specific area. Independent studies are typically not listed in this [handbook and catalog](#). Students must have a minimum GPA of 3.25 to qualify, and must have at least junior standing; sophomore standing is required in the School of Culinary Arts. Students should see their Advisor to enroll.

Course Audits

Course Audits are available to students who wish to take a section of a course without receiving academic credit or a standard grade. Students may choose to audit a course only with the approval of the course instructors and their Academic Advisor. Core program courses may not be audited.

Students who choose to audit courses will be charged the auditing student rate for the hours audited. Audited hours do not apply toward credits attempted, and subsequently do not apply toward a student's full-time status.

Course Repeats

Students may retake a course, and both grades appear on their transcript. The higher grade is flagged with an "R" with the requisite number of credit hours and is used to calculate the GPA. The lower grade is listed but not factored into GPA. Additional information on Academic Forgiveness is provided in the "Academic Policies" section of this handbook and catalog.

Course Section Changes

Students enrolled in a course that has two or more sections may change sections during the first week of the term if space is available. To change sections, students must consult their Academic Advisor to complete the required form and receive an updated course schedule.

Substitutions and Waivers

Academic requirements such as general education courses and concentration requirements may only be waived by the appropriate Dean and then only by documenting the reason for the waiver. Students should work with their Academic Advisors if it is necessary to substitute for a requirement. All exceptions must be brought to the appropriate Dean for approval.

Kendall Integrative Capstone Project

The Kendall Integrative Capstone project is a two-quarter team project assigned to a group of students comprised of representatives of the School of Business, School of Hospitality Management, and School of Culinary Arts. As the capstone activity of these programs, it requires the undivided and uninterrupted attention of the student over the two terms.

To enroll in CAP/HOS 495 and 496, the student must have achieved senior standing, which implies that the capstone program will be taken in the last available Fall-Winter or Spring-Summer block in the student's course of studies.

Students must enroll in CAP/HOS 495 and 496 in successive quarters. Any student who fails to enroll in CAP/HOS 496 in the quarter immediately after CAP/HOS 495, or who for any reason withdraws from CAP/HOS 496, will be required to start the sequence over, enrolling once again in CAP/HOS 495. Similarly, any student who fails CAP/HOS 495 must wait for the next Fall or Spring start of CAP/HOS 495 to begin the two-course cycle again.

Students may not be enrolled simultaneously in CAP/HOS 495 or CAP/HOS 496 and internship or be absent from the Chicago area or otherwise enrolled in on-line courses exclusively while registered for either capstone quarter.

Documented and consistent failure to contribute equitably to the group effort may lead to failure of either CAP/HOS 495 or CAP/HOS 496 with the result that the student must start over in CAP/HOS 495 with a new group. Group dynamic concerns or inadequate individual contribution must, however, be brought to the attention of the assigned faculty members as soon as these behaviors are noted by the group, in order to provide the offending student with the opportunity to explain his/her case and redress the perceived inability to get along or contribute equitably.

Fine Dining Course Selection

Course selection for the Fine Dining set of courses (CUL 140, CUL 257, CUL 258, CUL 296) in the School of Culinary Arts is done via a lottery system. Students should be available between the hours of 8:00 am to 11:00 pm Monday through Friday and noon to 11:00pm on Saturdays. During the first week of the term, students will be given specific dates and times of their course assignments.

Coverage of Evening Dining Room Service by Hospitality Students

During the quarter in which they have registered for HOS 103, Hospitality Management students must be available from 3:00 pm to 11:00 pm during the entire quarter. The administration reserves the right to balance the number of students in the two sections which each run for half of the quarter.

Study Abroad

Several academic programs have study abroad options. Students who wish to study abroad should contact their Academic Advisor as early as possible in their program of study and no less than two quarters previous to their intended quarter(s) abroad.

Students must be in good academic standing and have earned 32 quarter hours at Kendall College to be eligible to study abroad.

Academic Advising will give students an estimate of how study abroad will impact their degree plan and begin them on the process of completing the required Study Abroad Authorization Form. Students are responsible for completing all portions of the form, including submitting required paperwork with the Business Office and Office of Financial Aid, and for ensuring that final official transcripts of their program of study are sent from the host institution to the Office of the Registrar.

Spanish Language Placement

Students with prior Spanish experience may request to take a Spanish placement test by contacting their Academic Advisor or Spanish Instructor. Students may be asked to take this test in the first period of a new term if a Spanish instructor determines that a student may have been enrolled in an inappropriate level. Three different levels are offered:

- Spanish 111 is designed for students who have never studied Spanish or who have little prior knowledge of the language. For example, Spanish 111 is likely appropriate for students who completed one to two years of high school Spanish with difficulty, or students who completed one to two years of Spanish many years ago. Native or fluent heritage Spanish speakers may not take this course. It focuses on communication in the present tense. Topics include greetings, likes/dislikes, questions, descriptions of people, weekend/school/daily activities, and cultural learning.
- Spanish 112 is designed for students who have completed Spanish 111 at Kendall with at least a "C" or a first term Spanish course at a different college. Spanish 112 is also likely appropriate for students who have successfully completed two years of high school Spanish. Native or fluent heritage Spanish speakers may not take this course. It focuses on communication in the present tense and introduces the past tense. Topics include food, invitations, employment, vacations, daily routine, emotions, and cultural comparisons.
- Spanish 113 is designed for students who have completed Spanish 112 at Kendall with at least a "C" or a second-term Spanish course at a different college. Spanish 113 is also likely appropriate for students who have successfully completed three or more years of high school Spanish. Native or fluent heritage Spanish speakers may not take this course. It focuses on

communication in the past tense, and topics include comparisons, chores, interests, special occasions, health, childhood, and past activities.

Native or fluent heritage speakers of Spanish may not enroll in Spanish 111, 112, or 113. The foreign language requirement for these students can be waived by completing one the following:

- Take and pass all sections of the Spanish placement exam
- Pass an oral interview with the full-time Spanish instructor

Students who show mastery of the language beyond the level of the course will be required by the Spanish faculty member to take the Spanish Placement Examination. Proper placement may constitute the student to change their course schedule as outlined in the add/drop section of this handbook and catalog. Students who have intentionally manipulated the results of their placement examination to inaccurately reflect their true ability will be in violation of the Academic Integrity Policy, and the offense will be escalated as appropriate.

Waiver of the language courses or requirements does not constitute earned credit in the academic program or count toward the residency requirement. Students may be required to earn additional credits in elective coursework. Students wishing to earn academic credit for prior knowledge of the language may apply through the Credit by Proficiency Examination (CPE) policy.

Internship Policy

General Internship Information

Several academic programs have internships as part of their curriculum. Students are to take their internship at the appropriate point in their curriculum as outlined by their Program Dean. The information below provides guidelines that internships must adhere to, but specific information regarding the requirements and progression are available in the course syllabi.

Student Standing

All students must be in good academic and financial standing when they go out on internship. In the event that a student goes onto academic warning or probation the quarter before his/her internship, he/she is required to delay internship and take coursework to improve GPA until such time that he/she is back in good standing with the College and able to go on internship.

Internship Portfolios

Student portfolios must be submitted by the end of the first week of the quarter following the registered internship quarter(s); this is true even if the students are not enrolled in coursework in this quarter. In the event that a student cannot complete the internship portfolio or paper within this timeframe, he/she must contact Career Services in writing to request an extension before the due date passes. The maximum amount of time allowed for extension is the end of the fifth week of the quarter following internship. Students who do not meet either the initial or the approved extended deadline will receive an "F" for the Internship Theory component of the quarter and will be placed on Academic and Financial Aid probation. See the "Internship Grades" section below for additional information.

Extended Six-Month Internship

All students who register for a six-month, two-quarter internship must have a grade logged for at least the practical component by the time coursework begins for the quarter following internship. This grade is necessary to determine financial aid eligibility. Absence of a grade for this internship component will result in financial aid ineligibility until the grade is posted and Kendall's Satisfactory Academic Progress

(SAP) policy can be applied. Students should also meet with the Office of Financial Aid prior to an extended internship to determine the effect of the extension on financial aid eligibility and loan repayment requirements.

Internship for School of Education

The Internship is a two-quarter experience focusing on research and advocacy of current issues in early childhood education. Both experiences demonstrate a commitment and a desire to make a thoughtful difference in the field of early childhood education. Internship experiences are typically done at the end of a student's academic program. See the School of Education Handbook for additional information.

Internship Grades

Students cannot graduate with a grade of "F" on any internship component. Students who fail practical components of internship must repeat them. Students who fail theory components will meet with their Career Counselor, the Director of Career Services, and Program Dean. Students will have one week from this meeting to correct and resubmit (or submit for the first time) the required coursework for consideration. Coursework resubmitted (or submitted past the grace period of the original due date) will receive a "C" as the highest possible grade. If the second submission coursework still receives a grade of "F," this grade will stand.

Adding, Dropping, or Withdrawing

The dates for add/drop periods, like registration periods, are printed in the Academic Calendar. Students may add a course only during the specified add/drop periods. Students should consult with their Academic Advisors to complete the necessary process. Students wishing to drop a course should do so quickly to avoid financial and academic consequences. Failure to attend a course does not take the place of completion of this required paperwork and may result in both a failing grade and financial aid reduction. When adding, dropping, or withdrawing from a course, students must:

- Consult with their Academic Advisor to complete the necessary process
- Inform and consult the Office of Financial Aid to determine the impact of the change in status on financial awards (applies only to students who receive financial aid)

Adding Online Coursework

Due to the highly interactive and technical nature of online coursework, students are only able to add online sections of course offerings through the third day of the academic term.

Dropping a Course

This differs from withdrawing from a course. Dropping a course happens only during the first week of the term regardless of the start date of the specific course section. A dropped course will not appear on a student's transcript. Deadlines for dropping a course are specified for each term in the academic calendar.

Withdrawing from a Course

After the drop period, a student may withdrawal from a course within the appropriate timeframe. This differs from dropping a course. If a student withdraws from a course, the withdrawal is noted as a "W" on the student's transcript. A student may withdraw from a course any time before 60% of a particular class's sessions have occurred. Students must withdraw in a timely manner to be eligible for any refunds. See the Academic Calendar for the relevant dates for each quarter.

A student who wishes to withdraw from a course, but who will still be enrolled in one or more courses, must consult his or her Academic Advisor to complete the required form to be processed by the Office of the Registrar.

Leave of Absence

A student is either enrolled in or withdrawn from the College. Students wishing to take a leave of absence from the College should notify their Academic Advisor and officially withdraw. The Academic Advisor will keep the student apprised of upcoming registration and financial aid deadlines and alert him/her to program and schedule changes that might affect long-term graduation plans.

Withdrawing from All Courses

Students who wish to withdraw from all courses for a particular quarter but who plan to return in the subsequent quarter must:

- Consult their Academic Advisor to complete the required form. The Advisor will submit the form to the Office of the Registrar.
- Visit the following departments to ensure that there are no outstanding obligations:
 - Financial Aid (if receiving assistance)
 - Housing (if living in student housing)
 - Business Office – International Student Advisor (if an international student)
- Participate in a Financial Aid Exit Interview (if student participated in federal loan program)

Academic Advisors will be in contact with students regarding upcoming registration periods.

Students who wish to withdraw and not return to Kendall must:

- Conduct an exit interview with the relevant Program Dean or the Dean of Students
- Consult their Academic Advisor to complete the required form. The Advisor will submit the form to the Office of the Registrar.
- Visit the departments below to ensure that there are no outstanding obligations:
 - Financial Aid (if receiving assistance)
 - Housing (if living in student housing)
 - Business Office – International Student Advisor (if an international student)
- Participate in a Financial Aid Exit Interview (if student participated in federal loan program)

A student who does not return in any quarter in which he or she is expected to return but seeks to return within one year of last attending should contact the Academic Advising Department.

Under extraordinary circumstances which are beyond the student's control, the student may apply for an Administrative Withdrawal after the posted last day for academic withdrawal. The student must document the circumstances and receive faculty approval.

No withdrawal is official until the required form is submitted. Any student failing to follow the withdrawal procedure will earn an "N" or "X" grade, which will appear on his/her transcript.

Expulsion or Suspension

Students who have been expelled or suspended have a "Dean's Hold" on their record and cannot register without the approval of the Dean of Students.

Graduation

To graduate from any Kendall program, students must:

- Have completed all required program and general education requirements
- Have earned the required number of credits
- Have a cumulative GPA above 2.0
- Have met the residency requirement for the academic program (45 credit hours for degree programs and 24 credit hours for culinary certificate programs)
- Have completed the final 12 credit hours in the program at Kendall College (transfer credit cannot be applied beyond this point)

To be eligible to participate in the annual commencement ceremony, students must complete the Petition for Graduation by the graduation application due date, as detailed in the Academic Calendar. They must also meet one of the following criteria:

- Completed all remaining course and credit requirements in, or prior to, the Spring quarter preceding the ceremony and have a final cumulative GPA above 2.0
- Be in good academic standing and have a current Summer registration for all remaining course and credit requirements at the time of the ceremony. A course overload in this quarter (more than 19 credit hours) is not permitted for students wishing to participate in the ceremony.

Note: The only exception to this requirement is for students on formal transfer agreements that require 20 or more credit hours in the final quarter. These students will be permitted to participate in the ceremony if they are registered for the remaining required coursework during the Summer quarter.

Note: Any Incomplete grades from earlier quarters must be resolved in advance of the ceremony to allow participation. Any account holds, such as a tuition hold, must be resolved in advance of the ceremony to allow participation.

In addition, all financial obligations must be met. Graduating students with federal student loans must complete required loan exit counseling. Students who do not meet these criteria must wait to participate in the subsequent year's ceremony.

Degree Requirements

Degree requirements are detailed in the Academic Catalog section "Degree Programs and General Education Requirements." Program requirements are detailed under each program of study.

Honors and Awards

Dean's Honor List

The Dean's list is restricted to students carrying a full-time course load who achieve a quarterly GPA of 3.6 or higher. Such students will be named to the Dean's list for that quarter.

School of Business

Business PRO Award. The Business PRO (Professionalism, Responsibility, and Outstanding Academic Achievement) Award is sponsored by the School of Business and awarded to the graduating senior who has most demonstrated the qualities of professionalism, academic achievement, leadership, and service.

Culinary Students

Albert L. Furbay Award. Named after the founder of the Kendall's Culinary School, this award is presented to a single Culinary A.A.S. student at the end of every quarter. This student must have successfully completed the requirements for the A.A.S., have a cumulative GPA of 3.5, and have the endorsement of the majority of Culinary faculty.

George Bay Award. This award is named in honor of George Bay, President of Bays English Muffins, member of the Culinary Advisory Board, and friend of Kendall College. To qualify for this award, the graduating student must have completed the requirements for an A.A.S. in Baking & Pastry and have a minimum cumulative GPA of 3.5. The entire Culinary faculty votes on candidates who meet these criteria to determine who will receive this award at the annual Honors Day.

Escoffier Award. Named after a legendary French culinarian, this award is presented annually. All Albert L. Furbay Award and George Bay Award winners from that academic year are eligible. The award is given to the student who receives the endorsement of the majority of Culinary faculty.

Judith Goldinger Award. This award is named in memory of Judith Goldinger, the first culinary mentor of Christopher Koetke, Executive Director of the School of Culinary Arts. It is awarded annually to a graduate of the Culinary Arts B.A. program who demonstrates a passion for the culinary arts, solid culinary skills, and a positive attitude. To be a candidate for this award, students must have a cumulative GPA of at least 3.0 and receive the endorsement of the majority of the Culinary faculty.

Hospitality Management Students

Hospitality Management Academic Achievement Award. Each spring, Hospitality faculty vote to honor a student who has excelled academically and contributed to the College community over the course of the academic year. The award recipient is chosen from a list of candidates based on GPA, level of professionalism, and overall contribution to the College.

Hospitality Management Professional Distinction Award. Each spring, Hospitality faculty vote to honor a student who personifies professionalism. The award recipient is chosen from a list of candidates comprised of students who have received outstanding evaluations from their internship supervisors or who have contributed to the professionalism of the program.

Hospitality Management Kendall Community Service Award. Each spring, Hospitality faculty vote to honor a student who has contributed significantly to the Kendall College Community through the years. Club memberships, student government activities, support of student life, on-campus work, and assistance to fellow students are all criteria for this award.

Hospitality Management Non-Traditional Programs Award. Each spring, Hospitality faculty vote to honor a student in the adult learning programs who exemplifies what it means to continue one's studies successfully despite the distractions—familial, social, and professional—typical of adult life.

Education Students

School of Education Conceptual Framework Award. This award is presented to an Education student who embodies the outcomes and competencies expected as an advanced beginning educator.

All Students

David L. Zemsky Humanitarian Award. This award is given in memory of a former Kendall College student. Each spring the upperclassmen vote to recognize a peer who has outshone others in terms of contribution to his or her fellow students or others during the academic year.

Louis C. Proesch Memorial Award. Each spring the upperclassmen vote to recognize the student who has grown most significantly throughout the academic year. This award recognizes personal growth and is not an academic achievement award.

Dedicated Peer Award. Each spring the Academic Success Center honors a peer tutor who has demonstrated exceptional skill and commitment in helping others achieve. Peer tutors assist students whose needs cannot be met by professional tutors. This option is most often used when a student needs assistance in understanding content within advanced courses that require specific background knowledge.

Honor Societies

Alpha Chi

Kendall College is a regionally accredited institution, offering full four-year Bachelor of Arts programs. As such, it invites students to membership in Alpha Chi, a national college honor society. To be eligible students must:

- Be a full- or part- time student at Kendall
- Have completed at least 48 hours at Kendall
- Be in the top 10% of the junior and senior classes of their respective B.A. programs

Additional information about Alpha Chi is provided at www.alphachihonor.org.

Phi Theta Kappa

Kendall College is a regionally accredited institution offering associate degree programs. As such, it invites students to membership in Phi Theta Kappa, the International Honor Society for two-year colleges. To be eligible, a student must:

- Be a full- or part-time student at Kendall
- Have completed at least 45 hours of coursework leading to an associate degree program, 30 of which have been completed at Kendall
- Be in the top 10% of the sophomore and junior classes in his or her respective A.A.S. program
- Be enrolled in a two-year program

Additional information about Phi Theta Kappa is provided at www.ptk.org.

Eta Sigma Delta

Eta Sigma Delta is an international honor society that recognizes the scholastic and professional achievement of students in the fields of hospitality, culinary arts, and tourism. Eta Sigma Delta is administered by the International Council on Hotel, Restaurant and Institutional Education (I-CHRIE). To be eligible, a student must:

- Be a Hospitality Management or Culinary Arts B.A. student
- Have completed 50% or more of the credit hours required for graduation (junior standing)
- Have a cumulative GPA of at least 3.3
- Agree to uphold the values of excellence, leadership, creativity, service, and ethics

Additional information for Eta Sigma Delta is provided at www.chrie.org.

Sigma Beta Delta

Sigma Beta Delta is an international honor society for those who have attained superior records in business programs in schools with regional accreditation. This honor society was founded in 1994 to encourage and recognize scholarship and accomplishment among students of business, management, and administration. To be eligible, a student must:

- Be a student in the School of Business in either the Foodservice Management or Business Bachelor of Arts programs
- Have junior or senior standing
- Be in the top 20% of the junior and senior classes in business, management, and administration programs, based on academic achievement (GPA)
- Agree to uphold the values of wisdom, honor, and aspiration

Additional information for Sigma Beta Delta is provided at www.sigmabetadelta.org.

Graduation Honors

Kendall recognizes the academic achievement of its graduates. Students graduating from any B.A. program can also be awarded the following distinctions:

- Cum Laude to students with a cumulative GPA of 3.70 (with honors)
- Magna Cum Laude to students with a cumulative GPA of 3.80 (with high honors)
- Summa Cum Laude to students with a cumulative GPA of 3.90 (with highest honors)

Code of Academic Integrity

Kendall College expects all students to act responsibly and ethically throughout all phases of their college experience. The College is committed to helping students understand how to avoid plagiarism, cheating, copying, and inappropriate use of intellectual property, as well as how to appropriately cite their work. However, students are expected to avail themselves of the resources available on this topic, asking questions where clarification is necessary. Students who are found to be cheating or plagiarizing by an instructor will be reported to their Academic Dean and may face disciplinary action ranging from failure on an assignment to suspension or expulsion.

Where to Get Help in Understanding the Principles and Practice of Academic Integrity

There are several sources for students to get assistance on the principles of academic integrity:

- Textbooks and handouts received on the topic
- Faculty and administration, especially from English/Communication faculty
- Academic Success Center or Library
- Communication and English courses
- Computer Information Systems (CIS) courses

Statement of Academic Integrity

Kendall College is a community of scholars dedicated to the highest academic standards, ideals, and practices. Such a community places the highest value on academic honesty and integrity. Therefore, Kendall's Code of Academic Integrity is designed to ensure:

- An academic environment where personal integrity is fostered
- A fair academic environment where students are evaluated on the scholarly merits of their work
- An understanding of standard academic practices when formulating ideas, conducting research, and documenting resources

It is the responsibility of each student to know and understand this Academic Integrity Policy. There are general campus-wide definitions of academic honesty as well as departmental guidelines. Students are responsible for educating themselves on this matter, as sanctions for academic dishonesty may be severe. Students are responsible for knowing and following all rules of the College and all rules for each course in which they are enrolled. Rules for a course are found in the syllabus of each course.

Academic Guidelines

The community standards for academic integrity prohibit the following dishonest academic behaviors:

- **Cheating.** Intentionally obtaining or attempting to use unauthorized materials or information (notes, texts, or study aids) or unauthorized help from another person (looking at a test paper, asking a question during an exam) in any work submitted for evaluation toward academic credit including examinations, quizzes, labs, practical exercises, or other assignments. Faculty members are expected to state in advance their policies and procedures concerning both "in class" and "take home" examinations.

- **Fabrication.** Intentional and unauthorized falsification, invention or copying of data, practicum experience, research or lab findings, or bibliographic references or citations in any academic course work.
- **Plagiarism.** “The offering of words or ideas of another person as one’s own” (J.D. Lester, 1986 *Writing Research Papers*, 4th ed., Scott, Foresman & Co., p. 95). In addition, these actions can almost unquestionably be labeled plagiarism: buying, stealing, or borrowing a paper (including, of course, copying an entire paper or article from the web); hiring someone to write a paper; and copying large sections of text from a source without quotation marks or proper citation. To avoid plagiarism, students must acknowledge the source whenever:
 - Quoting another person’s actual words
 - Using another person’s idea, opinion, or theory
 - Using others’ facts, statistics, or other illustrative material, unless the information is common knowledge

Comments

Kendall currently uses the APA format and style, which relies on parenthetical, in-text citation of any quoted or paraphrased material from a source, with complete bibliographic information provided on a separate page in a reference list.

All language taken verbatim from an outside source must be enclosed in quotation marks and the source, including the page where the quoted language was found, immediately cited within the text.

All ideas taken from a source but not quoted must be paraphrased or rewritten by the student author as well as cited within the text. Rewriting that follows the original too closely with only an occasional change of verbiage and, without the use of quotation marks, may constitute plagiarism, despite the presence of a citation.

Proper formatting on in-text, parenthetical citations as well as a reference list according to APA style may be found in the *Little, Brown Compact Handbook* (6th ed.).

- **Collusion.** The facilitation of academic dishonesty by intentionally or knowingly providing or attempting to provide any form of unauthorized help to a student with or without the intent to violate this code, including allowing another to copy material from one’s work or assignment with permission or knowledge. Do not allow others to copy your work. Allowing your work to be copied makes you guilty of collusion, as guilty as the student who does the copying and just as liable for the penalty.
- **Verbatim copying.** Material copied word for word or exactly duplicated without any acknowledgement of the source.
- **Ghost writing.** Assignment written by third party and represented by student as her or his own work.
- **Purloining.** Material copied from another student's assignment or work without that person’s knowledge.
- Other forms of dishonesty include:
 - Falsely claiming to have done work or obtained data
 - Misrepresenting reasons for not completing assignments or taking examinations as scheduled

- Submitting the same work in a different course without prior approval of the instructors
- **Special considerations for group work:** Plagiarism and collusion can occur as a result of inappropriate collaboration during group work. Collusion involves working with others without permission from your instructor to produce work which is then presented as your own independent work.

As group work allows the sharing of ideas and information to complete a task, it can be difficult for the student to be sure if he/she is not colluding. The best way to avoid collusion is to ensure that group members write their own material using their own words, or, if allowed, ensure that the work of the group is acknowledged. Students who are unsure how to approach a task involving group work should ask their instructor for further information.

It is the student's responsibility to know the limits of assistance, if any, allowed. Students should assume that any form of assistance is dishonest unless it has been expressly permitted by the instructor in the course syllabus or written assignment or test instruction. It is the responsibility of individual faculty members and/or academic departments to determine their specific expectations of academic integrity in their classrooms. It is the responsibility of students to consult their faculty members for clarification on any of the above standards. The institutional standards serve as definitional guidelines; however, individual faculty members and/or academic departments may provide their own definitions of dishonest behavior in recognition of the full range of teaching styles employed on campus.

Implementation

Kendall's goal is to foster learning and understanding of proper research methodologies. Some students may lack exposure or training in proper research skills. To aid faculty members and students, it is important to make clear distinctions between deliberate plagiarisms, plagiarism due to lack of knowledge, and cheating in its various forms. This policy should be integrated into course syllabi.

A faculty member has the responsibility and authority to deal with academic dishonesty in his or her classroom. The faculty member should be familiar with the Code of Academic Integrity and inform students of the rules of conduct which govern special circumstances not delineated in the Code of Academic Integrity. When determining a violation, a faculty member should confront the student(s) with the behavior when there is convincing evidence that the faculty member has seen or heard. If a faculty member has reason to believe a student has acted dishonestly, he/she will address the action immediately after discovery by taking the following steps:

1. The faculty member will consult with his or her Academic Dean, as needed, before there is a determination of plagiarism or other form of cheating. The faculty member will decide on the action to be taken and the appropriate procedure to follow.
2. The faculty member will meet with the student to discuss the allegation(s). Upon meeting with the student, the faculty member must determine if a violation did occur. If the student is found not to be responsible for the allegation, the matter is dropped. However, a faculty member who confirms a violation to the Code of Academic Integrity will choose from the following procedures in accordance with departmental guidelines if appropriate:
 - a. If the faculty member determines that the student's work was plagiarism caused by lack of knowledge, and this is the student's first offense, the faculty member will provide the student with a learning opportunity, explain the student's mistake and take the following actions:

1. Have the student re-do the assignment with penalty; having to do the work over again is considered adequate sanction. The penalty will be determined by the instructor and should be included in the syllabus.
 2. Notify the Dean of Students of the offense; provide a brief write up of the incident and copies of any evidence.
- b. Stronger action is required for deliberate cheating by any method and more serious or repeat occurrences of plagiarism or cheating. The faculty member who suspects that a student's work was created to be deliberately deceptive and/or was created through any method of cheating will take the following actions:
1. Consider the work an obvious and egregious violation of the Code of Academic Integrity and grade accordingly with an "F" for the assignment, or in very serious cases, an "F" for the course
 2. Provide timely notification to the student, in writing, of the allegations
 3. Notify the Dean of Students of the offense; provide a brief write up of the incident and copies of any evidence
- c. Whenever the Dean of Students is notified that a student has committed a subsequent or second violation of the Code of Academic Integrity, the Dean will notify the instructor to convene a meeting with the student and instructor to review the allegation. After the meeting, the student will be notified if there is a determination of responsibility, the sanction levied, and the opportunity to seek an appeal or mediation. Students who are found to have violated the academic integrity policy on more than one occasion are subject to immediate suspension, pending appeal.

A central file of all reports of academic dishonesty will be maintained in the Office of the Dean of Students. Faculty members are obliged to report all violations of the Code of Academic Integrity, including those determined to be caused by carelessness. In cases of repeated violations, the Dean of Students may impose a Dean's Hold on the student's file preventing the student from further registration and place a student on immediate suspension pending appeal or mediation.

Mediation

Mediation is an option available to an accused student who disagrees with the faculty member's judgment. Students shall have the right to request a meeting with the faculty member and the Program Dean or Program Chair. The request for mediation must be made in writing within five business days of receiving notification of the academic dishonesty sanction. The goal of the meeting is to help both the student and the faculty member understand the point of view of the other, but the right to determine a grade remains with the instructor. If the student is not satisfied with mediation, he or she may also seek an appeal, as long as it is made within the required timeframe.

Appeal Process

First level appeals are handled by the Academic Status Committee. An accused student may request a formal hearing by sending a letter or email to the Chairperson of the Academic Status Committee. A student may appeal on the basis that the sanction levied was not deemed appropriate for the offense. The request must be made within 10 business days of the student receiving a decision from the faculty member. The Chairperson will:

- Arrange a hearing before the full committee to review the incident.

- In most cases, Academic Status Committee meetings will be held the Friday, immediately preceding the start of the next academic quarter.
- At the conclusion, provide timely notification to the student, in writing, of the allegations, the determination of responsibility, the sanction levied, which may include expulsion or suspension, and the opportunity to seek an appeal. A copy of the letter will also be sent to the Dean of Students.

The student may also request to have the Dean of Students appoint a silent adviser to be present at the appeal hearing. The adviser may confer with the student, but may not make comments on behalf of the student. If the student plans to bring legal counsel, the student must notify the Dean of Students in writing, at least 48 business hours (excluding weekends) in advance of the meeting to provide an opportunity for the College to have its own legal counsel present. The appeal process is not a legal process and consequently, the rules of the legal process do not apply.

Final appeals for all Code of Academic Integrity grievances will be administered by the Provost. Upon receipt of notification of determination from the Chair of the Academic Status Committee, the student may seek to have an appeal heard by the Provost. The student must contact the Provost, in writing, within 10 business days of the decision being rendered. Criteria for granting an appeal with the Provost:

- New evidence that was not presented at the original hearing/meeting
- Procedures as outlined were not followed

The Provost will consider all evidence presented during previous mediation meetings and Academic Status Committee hearings. In all cases, the decision of the Provost is final.

Student Judicial Policies & Procedures

Kendall College student judicial hearings regarding non-academic grievances are designed to protect the interests of all members of the College community. (Please see the Academic Grievance Procedure for academic-related grievances and the Code of Academic Integrity for procedures related to academic integrity.) To this end, hearings have the goal of fostering growth and understanding within the community. Whenever possible, actions taken by a judicial/appeals board are designed not to be punitive, but educational and growth enhancing.

Suspension or expulsion from the College for disciplinary reasons is not desirable but may be necessary to protect the well being of the College community. Where violations of the Standards of Conduct or other serious violations occur, a student may be suspended or expelled by the Dean of Students. If the student appeals the decision, the suspension or expulsion will be temporary, pending the outcome of the appeal. All requests for review or appeal must be made in accordance with the time line set forth in the procedures for the initial or appeals hearings.

Judicial hearings are internal matters of the College and therefore are not open to the public. A student may be accompanied during any portion of the grievance process by a parent or family member, or by other counsel. Counsel may assist the student but is not permitted to participate directly during the process. If the student plans to bring legal counsel, the student must notify the Dean of Students in writing 48 business hours (excluding weekends) in advance of the meeting to provide the opportunity for the College to have its legal counsel present. The grievance process is not a legal process and the rules of legal process do not apply.

Explanation of Judicial Process

Kendall College has a judicial process designed specifically to hear and make rulings on disciplinary cases. Each party (accused and accuser) involved in a discipline case is entitled and expected to participate in any hearing and/or subsequent appeal of a ruling. A maximum of one appeal is available, regardless of which party files the appeal. All decisions shall be final when a ruling has been made on the appeal.

Judicial Board

The Student Life Coordinator is responsible for convening a Judicial Board, which consists of three to five persons representing, to the greatest extent possible, faculty, students, and staff. A quorum shall consist of a minimum of three Board members. The Judicial Board listens to all parties and witnesses involved with the case and make a decision as to which party or parties is/are responsible or not responsible for the alleged infractions. Based on the Judicial Board's assessment of responsibility, the Judicial Board will decide on the appropriate sanctions to be applied to the student(s) involved. The Judicial Board may include past behavior and prior disciplinary involvement in determining the extent and severity of the sanctions to be levied (see above for a more detailed explanation of the sanction structure). A student may file an appeal, in writing, with the Dean of Students, if he/she wishes to challenge the sanctions levied by the Judicial Board.

Appeal

The Dean of Students will review a written petition submitted by a student who wishes to challenge sanctions levied as a result of a judicial hearing. Students submitting petitions are strongly encouraged to present a clear and cogent argument that includes a realistic perspective on their responsibility and behavior, if any, and how they propose alternately to demonstrate accountability and a positive learning outcome. Following review of the student's petition by the Dean of Students, the Dean may modify, lessen, or remove the resulting sanctions, or take no action changing the original determination. The

student will be notified in writing, by the Dean of Students, regarding the outcome of his/her petition. In all cases the decision of the Dean of Students is final.

Standards of Conduct

General responsibility. Where violations of the following standards of conduct or other disciplinary violations occur, all students found to be knowingly in the presence of, or directly responsible for, such violations will be subject to disciplinary action up to and including expulsion from the College.

- **Illegal Drugs.** Students are prohibited from the possession, sale, or consumption of any form of narcotics, hallucinogens, amphetamines, controlled substances, or any other form of illegal drug on campus or at student activities conducted on campus. The Residence Hall Handbook contains additional information on residence policies regarding illegal drugs and alcohol.
- **Firearms, Explosives, and Other Weapons.** Possession of a firearm, explosive, or other weapons will result in discipline, which may include, but is not limited to, suspension or expulsion. Culinary knife kits are considered to be instructional tools and should be used only as such. However, any item or object used to threaten or inflict bodily harm on another individual will be considered, at the time of its use, to be a weapon.
- **Theft/Vandalism.** Theft of or vandalism to property of the College or the property of a member of the College community is a violation of civil law and prohibited by Kendall College. Kendall College is not responsible for replacing items lost or stolen from student lockers, residence hall rooms, classrooms, lounges, or other public or private areas. Losses should be reported to the Facilities Manager.
- **Disorderly Conduct.** Lewd, obscene, or disorderly conduct on College property or at College-sponsored functions is prohibited.
- **Assault and Battery.** Actions or behavior, including threats, which endanger the safety and/or well being of others, or which cause injury to another person on College property are prohibited. This prohibition is intended to cover assaults on College property or fighting among students. This prohibition includes any harassment and/or intimidation based on race, gender, ethnicity, religion, color, national origin, sexual orientation, age, or disability. This also includes hazing, intimidation, or harassment (including phone harassment).
- **Sexual Harassment.** Sexual harassment is conduct based on sex, whether directed toward a person of the opposite or same sex, and may include (but is not limited to) “kidding” or “teasing,” “practical jokes,” jokes about obscene printed or visual material, and physical contact such as patting, pinching, or brushing against another person’s body.
- **Sales and Solicitations.** The sale or promotion of commercial products by students are restricted to promotional (non-sales) gatherings and must be approved by the Office of Student Life and Leadership. Approved student clubs and organizations are allowed to participate in fundraising activities that may involve sales of a commercial product. All other promotion or sale of products, without approval of the Office of Student Life and Leadership, is prohibited. Outside vendors are not permitted on College property without prior approval of the Office of Student Life and Leadership staff.
- **Failure to Comply.** Failure to comply with the instructions of any authorized College representative, faculty, staff, or student, acting lawfully in the performance of his/her duties is considered noncompliance and is prohibited and may result in disciplinary action.
- **Breach of Security/Safety.** Students are prohibited from entering or providing entry into restricted rooms, buildings, and other areas of the campus after normal closing hours. Such areas are designated by posted signs, locked doors, and/or gates. Students are not allowed to

possess or use restricted keys without the permission of the appropriate Kendall College staff member.

- **Identification.** Every student and staff member must visibly wear his or her Kendall College ID card. Upon request, students must give their ID card to authorized personnel (faculty, administrative staff, security staff, resident assistants, etc.) and comply with the directives of such officials.
- **Fire Alarms.** Tampering with or misusing fire alarms or fire equipment is an offense that jeopardizes the safety of other members of the community and is strictly prohibited.
- **Windows.** The throwing or dropping of objects, or any type of liquid, out of windows and off balconies, ledges, or roofs is prohibited. Being on a building roof or ledge is prohibited.
- **Guests.** Kendall's facilities are open to members of the Kendall community and their guests. If a student entertains guests anywhere on campus or at a College-sponsored event, the student is responsible for the actions of their guests. It is the responsibility of the student to see that her/his guest(s) follows all rules of the campus and residence halls. All guests must have a guest pass on their person while on College property. Guest passes are issued at the Security Desk on the first floor or by the First Floor Receptionist.
- **Other Policy Violation.** Violation of other published College policies, rules or regulations not addressed in the violations listed above, including without limitation the College's Equal Opportunity and Anti-Harassment Policy, Code of Academic Integrity, Alcohol or Drug Policy, and Acceptable Use Policy for IT.
- **Other Criminal Conduct.** Commission of an act that would constitute a crime under federal, state, or local law and not otherwise addressed by the violations listed above.

Disciplinary Sanctions

Any student who is sanctioned for violation of College rules and regulations will first meet with the Dean of Students to attempt to resolve the situation. If the Dean of Students' decision is not acceptable to the student, or if circumstances require greater investigation and/or discussion, the student may request, or the Dean of Students may require, a judicial hearing. In all cases, the judicial procedures and format of appeal outlined below shall be followed. Any of the listed sanctions may be recorded in the student's permanent file.

- **Definitions of Common Sanctions**
Disciplinary Warning—Verbal or written notification that the student has violated provisions of the standards of conduct or other policies, rules, and procedures. Additional violations or behavioral problems will subject the student to further disciplinary action.
- **Disciplinary Probation/Final Strike Option**—A disciplinary status which does not interfere with the student's right to enroll in and attend classes, but which includes some disciplinary/educational sanctions and restriction of privileges for a specified period of time as determined in each particular situation.
- **Suspension**—A temporary denial of the privilege of continuing as a student at the College. At the termination of the suspension, the student will be entitled to resume his/her education.
- **Expulsion**—A permanent denial of the privilege of continuing as a student at the College.
- **Other**—Disciplinary sanctions designed to address the conduct of the individual may be imposed if the Dean of Students determines conduct is detrimental to the College. See below for greater detail.

General Explanation of Sanctions Structure

Regulations/offenses are categorized in four levels (with Level 1 being the least serious, up to Level 4 as the most serious category). Recommended (but not all-inclusive) sanctions are categorized with each level. Categorization of any given conduct and the sanctions imposed is subject to the facts and circumstances of each case. Inappropriate behavior and/or failure to comply with applied sanctions may be categorized in any level, and sanctions up to and including expulsion from the College may be imposed pursuant to the Standards of Conduct and Disciplinary Sanctions contained herein, irrespective of the following guidelines: The levels are as follows:

Level 1

Offenses (include but are not limited to):

- Failure to comply with Student Activities policies or inappropriate behavior at events
- Littering or graffiti
- Failure to adhere to Dress Code Policy
- Participating as an accessory to a Level 1 offense

Sanction (one or more may be applied):

- Disciplinary warning
- Three hours of Kendall community service
- Educational and other sanctions as deemed appropriate

Level 2

Offenses (include but are not limited to):

- Unauthorized entry to restricted area on campus
- Publicly violating any campus policy or actively challenging any campus authority figure (administrators, faculty, resident assistants (RAs), student employees enforcing policy, etc.)
- Participating as an accessory to a Level 2 offense
- Participating in a second or repeated Level 1 offenses

Sanction (one or more may be applied):

- Administrative probation (including, but not limited to: registration holds applied if other sanctions are not fulfilled on time, required weekly updates signed by instructors, temporary suspension of campus privileges such as access to computer labs, events, etc.)
- Notification of Level 2 violation provided to Dean of Students, Academic Dean, faculty advisor, Director of Student Life, Registrar, and other appropriate administrative staff
- Seven hours of Kendall community service
- Educational or other sanctions as deemed appropriate

Level 3

Offenses (include but are not limited to):

- Interfering with officials' response to emergency calls

- Unauthorized entry
- Fire safety (tampering with fire equipment, negligently setting a fire, etc.)
- Falsifying ID
- Deception (including fraud, plagiarism, and/or dishonesty)
- Harassment (including sexual harassment)
- Disorderly conduct
- Participating as an accessory to a Level 3 offense
- Participating in a second or repeated Level 2 offense

Sanction (one or more may be applied):

- Administrative and academic probation
- Suspension
- 10 hours of Kendall community service
- Notification of Level III violation provided to Dean of Students, Academic Dean, faculty advisor, Director of Student Life, Registrar, and other appropriate administrative staff
- Educational or other sanctions as deemed appropriate

Level 4

Offenses (include but are not limited to):

- Physical abuse or any form of endangerment to self and/or others
- Vandalism and/or theft
- Alcohol or drug use, possession, distribution, manufacture, and/or sale of any sort
- Possession of a weapon
- Off-campus behavior, which adversely affects Kendall College's name and reputation
- Fire safety, Level II (setting off false alarms, knowingly or recklessly setting a fire, etc.)
- Assault and/or battery (including verbal, physical, emotional, and sexual forms)
- Failure to comply with previously applied judicial sanctions
- Participating as an accessory to a Level 4 offense
- Participating in a second or repeated Level 3 or 4 offenses

Sanction (one or more may be applied):

- Suspension and/or expulsion
- Restitution for time and damages
- 15-30 hours of Kendall community service
- Notification of "final strike" status provided to Dean of Students, Academic Dean, faculty advisor, Director of Student Life, Registrar, and other appropriate administrative staff
- Educational and other sanctions as deemed appropriate

Academic Affairs and Student Services

John A. Miller Academic Success Center

The ACS provides assistance and motivational support for learners in their efforts to develop strong, independent, academic skills and positive lifelong learning. The center also coordinates the ADA academic and other accommodations to students with documented need of specialized support services. The ASC's main goals are to enable students to develop and evaluate their academic goals; provide students with academic support and direction; help students develop self-awareness and independence; help students develop and use strategies, such as time management, to reach their academic goals; and proactively support and advocate for students with disabilities and ensure special needs accommodations. Kendall College provides academic assistance options for its students at no cost.

- **Academic Tutoring**—The ASC provides tutoring in areas such as math-related subjects including cost control, accounting, basic computation, statistics and developmental math, Spanish courses, written assignments, and additional subjects including INT 110 Introduction to Integrative Studies. The ASC can also help with study skills, such as reading textbooks, taking tests, memorizing material, and taking notes in class. Online services are available for all students. Students work individually with a trained tutor, and sessions are organized around specific assignments students are working on or generally improving study skills. All tutoring is assessed and documented.
- **Culinary Arts Practical Tutoring**—Students in culinary and baking and pastry classes may attend scheduled tutoring sessions conducted by culinary faculty. The ASC staff can also provide enrollment information in addition to that provided by Academic Advisors.
- **Facilitated Group Study**—Research supports the value of studying with others. The ASC offers a quiet, set-apart space for study groups to prepare for a test or to complete an assignment. Students in some classes will be able to schedule regular review sessions with an Academic Tutor.
- **Study Skills Seminars**—These workshops offer students strategies for improving their skills in the following areas: taking tests, reading textbooks, writing research papers, managing time, memorizing material, evaluating websites, effective search engine optimization, and “netiquette.” Seminars are available to all Kendall College students at no cost.
- **Services for International Students**—As the College attracts more students from other countries, it is essential that academic services be made available to them. Staff in the ASC helps with EFL/ESL/ESOL support and English tutoring, if needed. The ASC helps give international students a place to visit and feel comfortable. During the first two weeks or so each term, the ASC meets with each new international student to proctor placement exams, welcome them to the College, and introduce them to the ASC services and staff. In addition, they are experienced helping international students with the occasionally bewildering experience of studying in America.
- **Special Needs Accommodation**—Kendall College follows the guidelines of the American Disabilities Act and provides reasonable accommodations to individuals who provide appropriate documentation of disabilities. The ASC facilitates granting special accommodations for students with physical, mental, and learning disabilities, and is the student's advocate for acquiring special need accommodations.

Bridge Program Mentorship Project

The ASC works closely with bridge program students both in their first and second terms. During the bridge term, the ASC facilitates a mentorship with each student and follows and creates a Mentorship Folder to document the process. This continues into the following term.

Memberships and Professional Development

The National Association for Developmental Education's (NADE) motto is intended to convey the fundamental belief that developmental education services enhance academic, personal, and professional achievement for all learners. *"Helping underprepared students prepare, prepared students advance, advanced students excel."* They offer annual conferences.

National College Learning Center Association's (NCLCA) mission is *"to support learning assistance professionals as they develop and maintain learning centers, programs, and services to enhance student learning at the post-secondary level."* They offer annual conferences.

The College Reading and Learning Association (CRLA) supports tutor training. Their mission is to provide recognition and reinforcement for tutors' successful work. In addition, its certification process sets a standard of skills and training for tutors. The training certifies programs, not individual tutors. They offer annual conferences and quarterly newsletters.

Finally, the Association on Higher Education and disability (AHEAD) is an international, multicultural organization of professionals committed to full participation in higher education for persons with disabilities. *"AHEAD is actively involved in all facets of promoting full and equal participation by individuals with disabilities in higher education; and supporting the systems, institutions, professions, and professionals who attend to the fulfillment of this important mission."* They offer annual conferences and quarterly newsletters.

Career Services

Serving as students' bridge to work opportunities, Career Services offers a wide range of programs to help students gain perspective on their career choices and to understand the value of their education in relation to work. The office also plays a central role for building the College's reputation among employers and business leaders. Contact the team at careerservices@kendall.edu or 312-752-2012 to schedule an appointment.

Career Services offers a full range of resources and assistance to current students and alumni, including:

- **Professional Development Courses**—These required courses engage students in conversations about internship goals and career aspirations. Students participate in this course six months in advance of their planned internship.
- **Career Counseling and Employment**—This department is available to meet with students and alumni to discuss internship and employment opportunities, continuing education, and aspects of the job search process as students plan for their futures.
- **Job Search Skills**—Students receive assistance in the following areas:
 - Professional Development Class, where students engage in conversations about internship goals and career aspirations. Students participate in this course six months in advance of their internship
 - Researching career options
 - Résumé writing workshops that offer practical resume writing tips to help students complete a solid resume. Workshops are supported by drop-in resume clinic hours held weekly.

- Cover letter writing
 - Interview preparation
 - Mock interviews
 - Using the Internet to search for a job
- **Walk-in Services**—Career Services counselors are available for quick questions about resumes and cover letters, etc. Appointments are required for more in-depth services.
 - **Job Postings on Symplicity**—Easy access 24/7 with an online job posting database listing full-time, part-time, seasonal, volunteer, and internship opportunities for current students and graduates and alumni. The listing averages 300 postings weekly and includes positions available locally and nationally at over 1,000 approved internship sites.
 - **Career Events and On-Campus Job Interviews**—Students are provided with the opportunity to interview with local, national, and internationally-based companies for internship and full-time positions. Other events include career panels and networking events
 - **Industry Relevant Guest Speakers**—Lectures given by industry professionals on current and future industry trends educate students on important aspects of their chosen fields.
 - **Field Trips and Industry Site Visits**—These activities demonstrate what are, effectively, real-life laboratories, helping students reach beyond the framework of classroom theory and better inform career-planning strategies.

Library

A vital part of Kendall’s academic life, the Library is the information hub of the College and provides the print and electronic resources, services, and facilities necessary to support the curriculum. Preparing students for life-long learning is one of the Library’s primary goals.

The Kendall College Library owns an extensive collection of monographs and subscribes to over 200 periodicals and newspapers. The Library houses a growing collection of curriculum-related materials in a variety of formats. Materials are collected in culinary, hospitality, business, as well as early childhood education.

The Library is also a member of several consortia, including CARLI (which supports our online catalog), LIBRAS (17 local academic libraries), and the Metropolitan Library System. By active participation in these organizations, the Library is able to provide access through inter-library loan to over nine million unique titles. Specifically, the Library’s electronic resources include:

- The Internet
- OCLC
- EBSCO Host which includes Hospitality and Tourism Index
- FirstSearch
- The Illinois Library Computer Systems Organization (ILCSO), a consortium of 65 Illinois libraries that share an online catalog, ILLINET Online. ILCSO includes the libraries of each state-supported university, 36 private colleges and universities, 13 community colleges, and other libraries in the state.

These resources are available to current students, faculty, and staff of the College. The Library itself is a wireless center, and off-campus use of databases is easily accessible using a Kendall College password.

Library services are provided by professional librarians. It is open six days a week, and service is provided by phone, in person, or by email.

Policy on Copyrighted Materials and Peer-to-Peer File Sharing

Kendall College respects intellectual property rights, including rights in the copyrighted materials of the institution, its students, faculty, and third parties. Kendall has implemented a comprehensive policy to help protect those rights and to comply with US Copyright Law and the US Higher Education Act's peer-to-peer file sharing provisions. Strict compliance with Kendall's policies is required of all Kendall students and employees. Kendall's policies are reviewed annually to determine their effectiveness. Students are not allowed to photocopy any portions of textbooks, even if awaiting book delivery.

Copyright Law

Under US Copyright Law (Title 17, US Code), the author of a creative work automatically owns the copyright in that work upon its creation. No formal registration is required; ownership is immediate. The author can transfer ownership of a copyright to another, so the copyright owner may not be the original author of the work. Creative works include songs, stories, poems, paintings, photographs, or other works that contain a creative element. Ownership of the copyright gives the owner exclusive rights in that work such as the right to display, reproduce, transmit, create derivative works from, publicly perform, distribute, and license the creative work. This means that, absent permission from the creator, an individual may not take the creative work owned by another and exercise these rights. Such a violation is infringement of the owner's copyright. For example, someone who legally purchases a music CD may not create copies of the music on that CD and distribute to others over the Internet. Helping others to violate the owner's copyright by making it easy for them to distribute such materials may also be illegal.

Actions and Penalties for Copyright Infringement

Under US Copyright Law, a copyright owner who has been the victim of copyright infringement is entitled to recover actual damages and profits from the infringer or statutory damages of up to \$30,000 per violation. The copyright owner has the right to permanently enjoin the infringer from further infringing activities.

Kendall College, recognizing and respecting intellectual property rights, requires its employees, instructors, students, and other community members to use copyrighted materials in a lawful manner. Kendall's "Acceptable Use Policy for Information Technology" also references important copyright policy items. Copyright infringement can result in applicants being rejected for admission and enrolled students and employees being dismissed.

Additionally, Kendall maintains a vigorous program of accepting and responding to Digital Millennium Copyright Act (DMCA) notices, which are immediately escalated to Kendall's legal team for investigation and action. If the materials in question are determined by the legal department to be infringing, the Information Technology department is notified and action is taken that can include either the removal of the infringing materials from Kendall's network or the blocking of the infringer's network access. The infringer is notified and reminded of Kendall's "Acceptable Use Policy for Information Technology." Repeated violations can result in dismissal.

Legal Sources of Content

Students and employees are reminded that many legal sources of content are available at www.educause.edu/legalcontent.

Academic Advising

Academic Advising works closely with the Office of the Registrar and students from the beginning of their education at Kendall through graduation. The overall goal of academic advising is to facilitate student success at Kendall College. The Academic Advisors work with students in the following ways:

- Before they even start classes, Advisors clearly explain degree components and applied transfer credits.
- Assist students registering for classes. This is an opportunity for students to check in with their Academic Advisors at least once per quarter. Questions and concerns about classes or programs can be discussed at this time or as students or Academic Advisors deem necessary.
- Work with students to develop and maintain paths to graduation.
- Connect students to college programs and service by facilitating communication between faculty, students, and administration on various topics, including student life activities, student housing, student finance, career services, academic support, student counseling, program changes, and personal and attendance-related difficulties.
- Identify students who are at-risk academically. Faculty are asked to report regularly and keep Advisors apprised of students at risk of failure in their classes. The Academic Advisors then refer the student to the appropriate student support service. This same process applies to all students on academic probation.

Ideally, students work with the same Academic Advisor for the duration of their studies. Student wishing to change Academic Advisors should request the change, in writing, to the Director of Advising, whose decision is final. Academic Advisors are assigned to all new students at the beginning of the first quarter of coursework. Contact Academic Advising at advising@kendall.edu or 312-752-2036.

International Student Office

The Senior International Student Services Coordinator works with all students on F-1 visas to ensure that SEVIS reporting is timely and accurate and that the basics of status maintenance are understood by all students. The International Student Office provides support to international students to facilitate a successful transition to the United States.

The Office of the Registrar

The Office of the Registrar's principal goal is to maintain accurate records and required documentation on academic programs and student progress. In addition to important processing functions, the Registrar plays important roles in admissions, scheduling, graduation, reporting, records management, policy development, communications, and Academic Status Committee determinations. The Registrar works hand-in-hand with Academic Advising to ensure that students are in compliance with all academic requirements.

- **Academic Policies**—The Office of the Registrar develops policies that are consistent with the standards of the American Association of Collegiate Registrar's and Admissions Officers (AACRAO). The Registrar is responsible for implementing policies that support the policies of other offices within the Kendall College community.
- **Reports**—The Office of the Registrar provides reports throughout the term to the National Student Loan Clearinghouse regarding current student enrollment, as well as graduated students. In addition, the Registrar is responsible for coordinating annual data collection for the Integrated Postsecondary Educational Data System (IPEDS).

- **Registration**—All student registrations, withdrawals, or any other changes to students' academic schedules are processed through the Office of the Registrar.
- **Transcripts**—The academic records of all current and former students are maintained by the Office of the Registrar. The Registrar is also responsible for issuing official and unofficial transcripts of those records.
- **Graduation Audit**—Every student who intends to graduate from Kendall College must petition to graduate through the Office of the Registrar. A final graduation audit of academic requirements is made to determine eligibility for graduation. The Office of the Registrar is responsible for notifying the Business Office, Financial Aid Office, and the Board of Trustees of those students intending to graduate each term.
- **Academic Standing Updates**—The Office of the Registrar is responsible for entering and maintaining final grades for all courses offered at Kendall College. In accordance with the academic policies of Kendall College, the Registrar notifies students who are on academic probation or suspension, as well as those students who are on the Dean's List.
- **Academic Schedules**—Class schedules and final exam schedules are maintained by the Office of the Registrar and published for the Kendall College community.
- **VA Certification**—The enrollment of all veterans must be certified by the Office of the Registrar with the Veteran's Administration on a quarterly basis.

Office of Student Life and Leadership

The Office of Student Life is an important part of the educational experience. Kendall's mission is to provide students with the proper environment and opportunities to grow socially as they grow intellectually. Kendall further hopes that each student's experience allows him or her to find new friendships with individuals that share common interests and others with widely varying interests. The College wants students to experience leadership and development opportunities that will be beneficial in college and later in life and their chosen careers. Student Life connects students with campus resources including:

- Student health: sickness and accident insurance, first aid kit
- UPASS and School IDs
- Lockers
- Advocacy
- Community Service Initiatives
- Housing
- Student activities
- Student clubs and organizations
- Use of Iron and ironing board
- Exercise Room and equipment
- Counseling referrals

Student Life also sponsors quality, non-academic activities for students. Student clubs and organizations involving members of diverse age, ethnicity, gender, nationality, orientation, and religious backgrounds all contribute to the world of student life.

These contributions begin by assisting students in developing a sense of belonging, acquiring skills and knowledge, and developing informed attitudes that ultimately lead to a sense of responsibility demonstrated through student organization self-governance.

Student Life is located in Room 236 and is open:

- Monday–Thursday: 8:00 am-6:00 pm
- Friday: 9:00 am-5:00 pm
- Saturday: hours are offered during peak need times

Students are encouraged to stop by the Office of Student Life for more information or contact studentlife@kendall.edu.

Counseling

Kendall College does not currently have a mental health counselor on campus. Counseling referral services to Chicagoland community mental health centers are available to students for assistance with issues in the following areas: relationships, self-esteem, family problems, alcohol and/or drug use, eating disorders, stress management and problem solving, and sexual/physical abuse. Students should contact the Dean of Students for a referral. Students should understand that Kendall College does not have a relationship with any mental health facility, and that payment and attendance of counseling sessions is the responsibility of the student.

Parking and Transportation

Parking Stickers

Kendall College parking stickers may be purchased at the Cashier's Office. The cost of the sticker for the 2011-2012 academic year is \$60 per quarter. Parking stickers are non-refundable.

Parking Lot

Students, faculty, and staff must park in the large, gated parking lot across the street from the school or on the street. A current Kendall College parking sticker is required to park in the gated lot. Students and staff who do not purchase parking stickers must secure street parking. Students and staff are prohibited from using the visitor's lot immediately adjacent to the front of the school during business hours. Any vehicle parked in an unauthorized area or parked overnight in the main parking lot is subject to be towed without warning at the owner's expense. Questions or concerns should be directed to the Facilities Manager at 312-752-2110.

U-Pass

Full-time campus-based students in the Schools of Business, Culinary Arts, and Hospitality are eligible to receive the Chicago Transit Authority (CTA) U-Pass as part of the tuition and fees package. The U-Pass provides unlimited rides aboard CTA buses and trains during the academic term. They are not valid during breaks between quarters.

- U-Pass replaces cash for all CTA fares and does not require a transfer or surcharge.
- U-Pass is NOT valid for travel on PACE suburban buses or Metra commuter trains.
- U-Pass is for full-time students only. The cards of students who drop to part-time status will be deactivated.
- U-Pass students receive a FREE INcard membership, which provides savings of 10% to 50% at more than 750 merchants throughout the Chicago area. A valid U-Pass may be shown in lieu of the INcard at participating locations to obtain the reduction. Go to www.incard.com for a list of participants. Additional information about the U-Pass is provided at www.chicagotransitauthority.com.

ID/Meal Passes/Print Card

The Kendall Photo ID provided to each student at orientation also serves as the student's Meal Pass and Print Card. Meals are added to the individual student's Kendall ID. Additional value may be loaded onto ID cards for meals/printing at the money loaders located on the 2nd and 4th floors (cash only) or the Cashier's Office via cash, check, or credit card. The loaded value is automatically accessible for both printing and meals.

Lost or Stolen ID

Maintaining a secure environment is everyone's responsibility. A student who loses or misplaces a Kendall ID card should immediately purchase a new ID at the Cashier's Office for \$10. Money accrued on the lost ID card is not recoverable. The student should then go to the Student Life Office with their receipt to receive a replacement ID card.

Dining and Cafeteria Information

Kendall Student Meal Plan

Full-Time Students

Participation in the student meal plan is mandatory for non-Education full-time students. A \$150/quarter fee is automatically assessed to full-time students except as noted below:

- Students in the School of Culinary Arts—both degree and certificate programs—are not assessed additional meal fees due to the inclusion of meals in regular tuition rates.
- Students in the Early Childhood Education Chicago Youth Services (CYS) or Department of Family and Support Services (DFSS) cohort programs must see the Cashier's Office if they wish to opt-in to the meal plan.
- The meal plan is not mandatory for School of Education students.

Part-Time Students

Participation in the student Meal plan is mandatory for part-time students. A \$50/quarter fee is automatically assessed to part-time students except as noted below:

- Students in the combined online/Saturday programs in Business and Hospitality must see the Business Office if they wish to opt-in to the meal plan (meals are served Monday through Friday).

Students on Internship

Students on internship will not be charged the meal plan fee. Those who are interested in participating in the meal plan must see the Business Office to opt-in to the plan for the internship quarter(s).

Kendall Eateries

Café du Jour

The Café du Jour, Kendall's student-run cafeteria, is located on the third floor. The Café is a living student classroom that provides breakfast, lunch, and dinner with a wide variety of menu choices that change daily. The cafeteria routinely serves breakfast, lunch, and dinner Monday through Friday when classes are in session, to all members of the Kendall community, as well as visitors and guests when accompanied by students, staff, and faculty.

The Café's serving hours (subject to change) are as follows:

- Breakfast 7:30 am-8:30 am
- Lunch 11:30 am-1:00 pm
- Dinner 5:30 pm-7:00 pm

The cafeteria is closed weekends, holidays, and during college breaks. Current information about hours and menu choices is provided on the Cafe's posted signs.

Quick Service Restaurant

The Quick Service Restaurant (QSR) is a new lunch venue, and also a class for culinary students. Students get practical experience running their own restaurant, including all of the business calculations and considerations. The QSR has more of a restaurant atmosphere than the cafeteria: guests are greeted, seated, and informed on menu choices. The class will be seating people between 11:30 am and 12:30 pm, Monday through Friday. Diners will be required to swipe their Kendall ID/meal card.

Coffee Bar

The Coffee Bar located on the second floor in the student lounge area and is open to all students, faculty, and staff. The Coffee Bar offers gourmet coffees and beverages. The coffee bar is open Monday through Friday from 7:00 am until 5:00 pm; during the academic terms, it is open Saturdays from 8:00 am until 1:00 pm with additional food options available for purchase. The Coffee Bar is not a part of the College's meal plan. **Additional fees apply to Coffee Bar purchases.**

Dining Room

The Dining Room at Kendall College is renowned for its exceptional food and attentive service. The Dining Room is also an extraordinary "classroom" offering culinary students the opportunity to gain real-world experience in a professional, fine-dining restaurant. Open to the public when school is in session, the Dining Room serves lunch, dinner, and a weekly international banquet featuring the cuisine of a different country or region. Reservations may be made by calling 312-752-2328. Kendall Students and their guests (up to nine patrons total) get a 30% reduction on their meal in the Dining Room. **Additional fees apply to Dining Room purchases.**

Housing

Student Housing is offered through the Office of Housing and Residence Life. Kendall's apartment-style student residences, located in the stylish Presidential Towers at the heart of Chicago's financial district at 575 W. Madison, promote academic and professional success in a rich, stimulating metropolitan environment. These secure, luxury high-rise residences include many amenities and are footsteps away from compelling job and internship opportunities at world-class restaurants, hotels, and businesses. The area is surrounded by first class "Windy City" attractions.

Additionally, residential students take advantage of the numerous activities and programs sponsored by Kendall College Resident Assistants (RAs). These events are designed to give students opportunities to create new friendships, expand their horizons, strengthen their ties to our community, and ultimately enhance their college experience.

Additional information is available from the Housing Office at 312-752-2080 or housing@kendall.edu.

Student Organizations and Clubs

Kendall College offers an array of student clubs and organizations to fit interests of all students. For more information on student clubs and organizations please email studentlife@kendall.edu or visit the Office of Student Life and Leadership in Room 236.

Starting a Club or Organization

Four main requirements must be met to register a student organization or club:

- The organization's objectives must be "consistent with the broad organizational goals of the College."
- The club or organization must have a staff or faculty member willing to be an advisor to the group.
- The group must complete the Student Organization Registration Form and submit it to the Office of Student Life and Leadership.
- The Club/Organization must be passed through the Student Government Federation (SGF).

The Office of Student Life and Leadership has a complete list of contact information for clubs, as well as copies of the Student Organization and Club Registration Form. Some of the active groups on campus are described below.

The Student Government Federation

The SGF is the organization that provides students with a leadership role, a voice within Kendall College, and access to improve the campus community. SGF represents the student body on various committees and boards within the College, such as the Board of Trustees, Student Affairs Committee, and Faculty Senate. SGF also oversees all student clubs and organizations, along with program activities for students.

The SGF is elected at the beginning of the fall quarter with the term of service extending for three academic quarters. Elected officials must be in good standing with the College and may not be freshman. Every student is allowed to be an SGF member, but only upperclassmen may hold titles. To receive information about student government or to get involved, students can e-mail studentlife@kendall.edu.

Book Club

The Book Club allows students to read books of interest and discuss them with peers. Reading selections are chosen quarterly by group members and range from the classics of literature to contemporary best sellers to graphic novels. Typically the club meets twice each quarter. The Book Club is open to students, staff, and faculty members.

Goose Island Farming Club

The Goose Island Farming Club functions through the Spring to Fall quarters. This club meets to discuss the organization of a small vegetable and herb garden in the Spring. Throughout the Summer and Fall, club members work to plant and harvest the garden, providing an ideal venue to learn about restaurant gardens. Their main mission is to learn how to grown herbs and vegetables in the Kendall College gardens and to educate students in practice of urban agriculture.

National Society of Minorities in Hospitality

The National Society of Minorities in Hospitality (NSMH) is the premier professional organization for minority Hospitality students. The organization addresses diversity and multiculturalism, as well as the career development of student members. These lessons are important to the future leaders of this industry and anyone of any ethnicity, gender, or other demographic group can find value in the group's efforts. NSMH provides events and programs that bring together college-level students with company sponsors, industry representatives, other hospitality organizations, advisors and mentors, and Hospitality high school students.

Eta Sigma Delta, Kendall College Chapter

Eta Sigma Delta (ESD) is an International Hospitality Management Honor Society governed by the International Council on Hotel, Restaurant, and Institutional Education (I-CHRIE). The benefit of joining ESD is multifaceted. Its educational purpose is to serve as an incentive for students to strive for academic distinction and be recognized for their scholastic excellence. Professionally, ESD provides students with an opportunity to set themselves apart in the eyes of recruiters and industry executives. Furthermore, ESD engages its members through varied on-campus and off-campus activities like fund raisers, volunteer programs, and industry site visits. Members have opportunities to network during special functions at annual industry trade shows. The society also provides a global networking system of ESD alumni.

Hospitality Sales and Marketing Association International, Kendall College Collegiate Chapter

The first of its kind in the state of Illinois, Hospitality Sales and Marketing Association International (HSMIAI), Kendall College Collegiate Chapter was formed in January 2011, with support and guidance from HSMIAI Illinois Chapter. The collegiate chapter is committed to inspire its members and their peers in the pursuit of career opportunities, by encouraging intellectual curiosity, sharpening talents, developing leadership skills, incorporating education, and establishing contacts with the industry. Among its many objectives, the student group involves itself with a variety of industry professional networking events and trade shows. It also encourages its members to be educated by seasoned professionals on issues that involve member development and other current topics and trends in areas like sales and marketing, professional development, and revenue management.

International Club

The International Club embraces cultural diversity and provides a platform for the Kendall community to contribute, enrich, and exchange the various facets of the world cultures. Students not only learn to appreciate diverse backgrounds and cultural heritages, but also build lifelong global connections.

Investment Club

Sponsored by the School of Business, the Investment Club provides students with a platform and resources to develop and strengthen their interest in investment and financial analysis, via a hands-on opportunity to actively manage capital. Founded upon the principle that “it is important to invest for the future,” club members take a fundamental look at investing and work together to gain a mutual understanding of the state of the economy and their roles as investors. Membership is open to all Kendall students.

Kendall HOPE

HOPE is a College-wide club dedicated to community service and outreach, specifically to underserved members within the surrounding community.

Meeting Professionals International Student Chapter

Meeting Professionals International (MPI) is the meeting and event industry’s largest and most vibrant global community. MPI helps members thrive by providing human connections to knowledge and ideas, relationships, and marketplaces. MPI membership is comprised of more than 24,000 members belonging to 70 chapters and clubs worldwide.

This Kendall student chapter connects students to the global meeting industry community, the global meeting industry community, and local professionals through the Meeting Professionals International-Chicago Area chapter, which is the largest international chapter (approximately 1,300 members). This chapter hosts local events that are open to students at a reduction, and fosters relationships within Kendall. In addition to meetings at all three levels, students have access to various virtual groups including the MPI Global Student Community, an international GroupSpace, and MPI, Chicago Area Chapter (LinkedIn group).

Business Office

The Business Office is responsible for all tuition revenue and is the primary gatekeeper of student financial account information. Students can make tuition payments, inquire about their student account, and purchase parking passes and various culinary items.

Representatives are available to answer all questions about tuition bills and payment options. Students may also inquire about vouchers for both books and supplies.

Billing and Tuition Payments

Bills are only generated if there is account activity since the previous bill cycle. Bills will reflect the total charges for all enrolled classes. Also indicated on the bills will be financial aid awards for which application is complete but which may be pending confirmation of final enrollment status, etc., which will give the student the total balance due at that time.

All tuition and fees are due to Kendall College by the published tuition due date (approximately two weeks prior to the first day of the term). Tuition charges for any course registrations made after the due date must be paid in full or added to the student's payment plan. Tuition is due by the tuition due date whether or not a bill has been received. A statement will be sent to the address on file for all new students as they register for classes. Continuing students will receive an Ebill in their Kendall College email account and at the conclusion of the add/drop period; a paper statement will be issued to all students. If a student has not received a bill, he or she may contact the Business Office at 312-752-2024 to determine the required amount due or to request a paper statement. Students can also view and make payments to their accounts online at <https://my.kendall.edu>.

Students are expected to make the first payment in full by the scheduled payment date or sign up for the payment plan option. Students who opt for the payment plan must make a one-third monthly payment to ensure all charges are paid during the term. A \$25 payment plan fee will be added to the first payment each quarter for those who do not make payment in full on the first payment date and who have not packaged tuition and fee costs with financial aid. This \$25 fee will be waived for students who elect to sign up for the auto-debit option. A \$50 late fee will be assessed for each late payment or for failure to make a payment on the scheduled payment plan dates. The payment plan fee is waived for students who sign up for the auto debit option. Students may pay by check, cash, money order, or credit card (Visa, MasterCard, American Express, or Discover). Payments may be made:

- On an auto debit basis—sign up a credit or debit card with the Business Office
- In person at the Business Office
- By mail
- By phone at 312-752-2024

Students whose accounts show a balance due after the tuition due date(s) will be assessed a \$50 late payment fee for each missed payment and may be prohibited from future registration and from receiving transcripts. Any requests appealing the assessment of delinquency fees must be submitted in writing to with their Academic Advisor. In the event a student account becomes delinquent, the student is responsible for all costs of collection including collection agency fees, court costs, judgment interest, and other allowable charges in accordance with state regulation.

Account Refunds

Approximately one to two weeks after a credit balance has been posted to a student's account, a refund check will be issued to the student (or parents, in the case of Federal Parent Plus Loans). Students are notified by email when a check is available.

Permanent residents of states outside of Illinois should contact the Business Office for additional information regarding refund calculations.

Note: Financial Aid Awards (grants, scholarships, and loans) will not be considered for refunds until the course add/refundable drop period is closed.

Withdrawal—Institutional and Federal Refund Policies

A student who wishes to withdraw from the College should contact his or her Academic Advisor and complete a “Kendall College Withdrawal Notice” to begin the withdrawal process.

The **Kendall College Refund Policy** determines whether there will be a refund of institutional charges for the withdrawn student. The student will receive a prorated refund of educational fees and room/board fees for an official withdrawal according to the following schedule:

- Continuing Students:*

 - Withdraw during first week of classes 100%
 - Withdraw during second week of classes 80%
 - Withdraw after second week of classes..... 0%

- New (First-Term) Students:*

 - Withdraw during first week of classes 100%
 - Withdraw during second week of classes 90%
 - Withdraw during third week of classes..... 80%
 - Withdraw after third week of classes 0%

*Not valid for Wisconsin residents.

Wisconsin Residents will receive a prorated refund of tuition, educational fees, and room/board fees for an official withdrawal according to the following schedule:

- Students who withdraw during first week of classes: 100%
- Students who withdraw after first week of classes: % of Total Calendar Days in Quarter
- Elapsed by Date of Withdrawal:
 - Up to 9.99%..... 90%
 - 10% - 19.99%..... 80%
 - 20% - 29.99% 70%
 - 30% - 39.99% 60%
 - 40% - 49.99% 50%
 - 50% - 59.99%..... 40%
 - 60% or more..... 0%

For Wisconsin residents in a second or subsequent quarter at Kendall College, the school may also retain an administrative fee of up to \$400.

There are no refunds for used books and supplies.

Business Office and Registration

Students should have an account balance of zero to register for any upcoming terms. Students who do not register during the designated registration week may be charged a late registration fee. Students who do not have a completed financial aid file and/or whom the College has been unable to complete financial aid awards prior to the start of a term will be asked to submit the first payment of a payment plan before attending class.

Tuition and Fees

- Part time status: 1-11 credit hours per quarter
- Full time status: 12-19 credit hours per quarter
- Tuition rates subject to change

Program	Full Time Per Quarter	Part Time Per Credit Hour	Audit Per Credit Hour	Internship Per Quarter
Business	\$4,831	\$375	\$375	\$3,745
Culinary	\$7,365	\$600	\$600	\$4,500
Hospitality	\$6,536	\$595	\$595	\$3,500
Hospitality (International Students)	\$7176*	N/A	N/A	\$3843*
Program	Full Time Total Tuition Price	Part Time Per Credit Hour	Audit Per Credit Hour	Internship Per Quarter
Culinary Certificate**	\$16,800	\$700	\$700	N/A
Program	Full Time Per Credit Hour	Part Time Per Credit Hour	Audit Per Credit Hour	Internship Per Credit Hour
ECE Online	\$222	\$222	N/A	\$222
ECE Ground	\$222	\$222	N/A	\$222

*New international students (attending on student visa) starting Kendall in summer 2011

**Certificate students, upon completion of the culinary certificate program, can transfer into a Culinary Arts Associate program and receive \$800 (to be awarded per quarter).

Standard Deposits/Fees

- Application Fee \$50
- Parking \$60/quarter
- Facility Fee..... \$250/quarter
- Payment Plan Fee..... \$25/quarter
- Student Activity Fee..... \$25/quarter
- Resident Hall Deposit: One-Time \$150 (non-refundable)

Additional Fees

- Payment Plan Late Fee \$50
- LE & CE Application Fee \$25

- Credit by Examination-Culinary.....\$125
- Credit by Examination-College Programs\$115
- Culinary Extended Internship \$600
- Graduation Fee \$100
- Late Registration Fee..... \$50
- Sanitation Certification Fee.....\$235
- Official Transcript..... \$7
- Student Insurance Premium* (unless waived)
- Baking & Pastry Enrollment Deposit \$250
- Wine Class Lab Fee \$100
- Meal Plan** \$150/quarter

*For detailed premium costs visit <http://www.kendall.edu/tuition-and-aid/tuition-fees>

**Fee included in culinary tuition; not refundable, no pro-rations

Residence Halls

Kendall students living in student housing will contract with Kendall College and housing charges will be processed to their student account. Introductory apartment sizes and rates (per person) are as follows:

- One bedroom, single occupancy\$6,678 per quarter
- One bedroom, double occupancy\$3,339 per quarter
- Two bedroom, quad occupancy*\$2,703 per quarter

*Limited availability. Contact housing@kendal.edu for more information

Policies and Procedures Regarding Student Accounts

- All housing options are billed quarterly (fall/winter/spring/summer) and the housing agreement is binding for one year.
- Payment in full is due on the first date listed under each term in the table below.
- Students may also opt for the payment plan and make a one-third payment on each date.
- A \$25 payment plan fee will be added to the first payment each quarter for those who do not make payment in full on the first date.
- Payments may be made with cash, check, or credit card (at no additional fee).
- Financial Aid must be finalized by the first payment.
- A \$50 late fee will be assessed for each late payment or for failure to make a payment on the scheduled payment plan dates.

Payment Calendar

Summer 2011	Fall 2011	Winter 2011	Spring 2012
June 24, 2011	September 23, 2011	December 16, 2011	March 16, 2012
July 22, 2011	October 21, 2011	January 20, 2012	April 20, 2012
August 19, 2011	November 18, 2011	February 17, 2012	May 18, 2012

Payment Options

The student's current balance must be at zero to register for the next quarter. Students have two payment options:

- **Payment in full:** This payment is due on the scheduled due date for continuing students. First time students may make their payment in full on the first day of classes. Students who opt for this payment option will not be assessed a \$25 payment plan fee. However, payments in full after the scheduled due date will be assessed the \$25 payment plan fee and the required late fees.
- **Payment Plan:** This procedure involves taking the current balance minus the guaranteed and finalized financial aid and dividing it by three. Each one-third payment must be made on the scheduled payment plan due dates. There will be a \$25 fee assessed to the first payment of each quarter of the payment plan.

Important notes regarding the payment plan:

- Students should review their statements before making a payment to ensure that all charges have been placed on the account, including the correct tuition amount, housing, meal plan, and appropriate fees.
- A \$50.00 late fee will be assessed for each late payment. On each scheduled payment plan date, the Business Office will review the student's account, and if it does not reflect the appropriate payment due by that date, the student will be assessed the late fee. Specifically, the student must have one-third paid by the first scheduled date, two-thirds by the second date, and a zero balance by the third and final payment plan due date.
- The account balance will consist of all current charges minus only the guaranteed and finalized financial aid. If part of the student's financial aid package is "pending" at the time of payment, he/she is still required to make payment on the current balance. If financial aid includes loans, the loan fees will be deducted from each loan disbursement.
- Payment dates are final. Students who have not received a bill/student statement for the current term are responsible for contacting the Business Office to inquire about their current balance or to request a statement.
- Students who register after the first payment is due are required to make a payment at the time of registration. They are also required to make the remaining payments on the regularly scheduled due dates.
- The payment plan option is not available after the last payment plan due date, after which payment is due in full.

Office of Financial Aid Terms and Conditions

Introduction

Kendall College is certified by the US Department of Education as being eligible to participate in the Pell Grant program, the Federal Supplemental Educational Opportunity Grant program, the Federal Perkins Loan Program, the Federal Direct Loan Program and the Federal Work Study Program.

The following section details the policies related to financial aid programs. Federal regulations that govern the administration of federal programs are subject to change. Notification of any change will be provided to all students prior to the effective date of the new or revised policy.

Federal Pell Grants

Federal Pell Grants are generally awarded to **undergraduate** students who have not yet earned a bachelor's or professional degree. The Department of Education, using a standard need-based formula established by Congress, determines eligibility. The Pell Grant range for the 2011-12 award year (July 1, 2011 to June 30, 2012) is \$200- \$5,550. How much students receive depends on their expected family contribution (EFC), cost of attendance, whether they are enrolled full time or part time, and whether they are attending for a full academic year or less. Students may not receive Pell Grant funds from more than one school at a time. The Federal Pell Grant does not have to be repaid.

As required for Pell Grant recipients, all students are provided a book voucher for use at the MBS online bookstore. These vouchers are provided to registered students via email approximately four weeks before the term start date.

Federal Supplemental Educational Opportunity Grant

The Federal Supplemental Educational Opportunity Grant (FSEOG) program is for **undergraduates** with exceptional financial need. Pell Grant recipients with a very low EFC will be considered first for an FSEOG. This grant does not have to be repaid.

Federal Direct Loan Program

Federal Direct Loans are available to **undergraduate** students as either subsidized or unsubsidized loans. Students must be enrolled at least half-time to receive a Direct Loan. Students may be eligible for one or the other, or a combination of both loan types. Federal Direct Loans borrowed at a prior institution may impact a student's loan eligibility at Kendall College. The standard repayment period for Direct Loans is 10 years.

- **Federal Direct Subsidized Loans** are needs-based. The federal government pays the interest on the subsidized portion of the loan while the student is enrolled at least half-time in school. For subsidized loans first disbursed on or after July 1, 2011, the interest rate is 3.4% for undergraduates.
- **Federal Direct Unsubsidized Loans** require that the student pay the interest while enrolled, unless the student arranges to postpone the interest payment by checking the appropriate box indicated on the promissory note. Students should be careful when choosing this option: It means that the interest will be capitalized (the accrued interest will be added to the principal amount), and that will increase the amount of the debt. For unsubsidized loans, the interest rate is 6.8% for undergraduate students.

Both the subsidized and unsubsidized loans have default fees deducted from each disbursement of the loan. For loans first disbursed after July 1, 2011, a 1.0% federal default fee will be deducted from a student's loan disbursement.

Students have a six-month repayment grace period after graduating, leaving school, or dropping below half-time status. After this time, payments must be made. During the grace period, interest will not be charged on subsidized loans but will be charged on unsubsidized loans. Payments are usually due on a monthly basis.

Creditworthiness is not a requirement to obtain a direct subsidized or unsubsidized loan. Under this program, students may borrow up to their maximum loan limit every award year (three 10-week quarters). Loan funds can be used to cover direct education costs such as tuition and fees, room and board, as well as indirect costs such as travel to and from school, books, and other education-related expenses.

Entrance Counseling

First-time borrowers are required to complete Direct Loan Entrance Counseling prior to receiving the first disbursement of a direct loan. Counseling is completed online at [Subsidized and Unsubsidized \(Stafford\) Loan Entrance Counseling](https://studentloans.gov/myDirectLoan/index.action) (<https://studentloans.gov/myDirectLoan/index.action>) to will help students understand their rights and obligations as a student loan borrower. Loan counseling must be completed before loan funds can be received.

Exit Counseling

Federal regulations require that students complete Exit Counseling to help them understand their responsibilities and repayment obligations. The US Department of Education has compiled the [Exit Counseling Guide: For Direct loan Borrowers](#) to provide an overview of information to successfully repay direct subsidized and direct unsubsidized loans. For more detailed information about any of the topics covered in this guide, students should review their Master Promissory Note (MPN). Exit Counseling is also available online at www.studentloans.gov or [Direct Loan Exit Counseling](#). This process should be completed:

- Before graduation
- Before transferring to another institution
- Before withdrawal or leaves of absence
- If enrolled less than half-time

To manage student loan portfolios, students should check regularly with the National Student Loan Data System (NSDLS) at www.nsls.ed.gov. This database shows the status of loans during repayment, the servicer of the loans, interest rates, and Outstanding Principal Balance (OPB). This database is accessible 24 hours a day and is accessed using the student’s Federal PIN number.

Undergraduate Students: Direct Loan Maximums *

<i>Grade Level</i>	<i>Dependent Undergraduate Student†</i>	<i>Independent Undergraduate Student</i>
Year 1* (0-44 credits)	\$5,500—Only \$3,500 of this amount may be in subsidized loans	\$9,500—Only \$3,500 of this amount may be in subsidized loans
Year 2* (45-89 credits)	\$6,500—Only \$4,500 of this amount may be in subsidized loans	\$10,500—Only \$4,500 of this amount may be in subsidized loans
Years 3-4* (90+ credits)	\$7,500—Only \$5,500 of this amount may be in subsidized loans	\$12,500—Only \$5,500 of this amount may be in subsidized loans
Lifetime Maximum Total Debt from FFELP and Direct Loans (in each status)	\$31,000—Only \$23,000 of this amount may be in subsidized loans	\$57,500—Only \$23,000 of this amount may be subsidized loans

† *Dependent students whose parents have been denied a Federal Parent Loan for undergraduate student are eligible to borrow at the independent undergraduate level. A new credit denial is required for each award year.*

**Students in undergraduate certificate programs or who are in the last two terms of their academic program may be eligible for reduced amounts due to required pro-rating.*

Loan Deferment

Under certain circumstances, an enrolled borrower is entitled to have the repayment of a loan deferred. During deferment, the borrower is not required to pay loan principal, and interest on subsidized loans does not accrue. After the in-school deferment, the borrower is entitled to one grace period of six consecutive months.

Students who have a valid social security number on file at Kendall College will have their enrollment reported and updated monthly with the National Student Clearinghouse (NSC). The NSC communicates electronically with the federal and non-federal loan servicers to ensure that students who remain enrolled maintain the in-school deferments for which they are eligible.

Kendall College's Policy: Students who seek to defer repayment of their prior student loans and do not want to rely on the electronic exchange with the NSC must fill out forms to have their enrollment status verified. Students must get the forms from their lender(s) and send them directly to Kendall College, Office of the Registrar, Attn: Loan Deferment, 900 N. North Branch, Chicago IL 60642. At the top of the form, students should include their enrollment start date and the term for which they are requesting an in-school deferment.

Note: Any deferment paperwork sent to the Office of the Registrar for enrollment verification is forwarded to the NSC on a weekly basis.

Annual Loan Limits vs. Lifetime Aggregate Loan Limits

- **Annual Loan Limits** The federal government limits the annual amount of Federal Direct Loan that a student can borrow. Kendall College defines its annual award year as three 10-week quarters. Students cannot exceed the annual Direct Loan maximums in the award year. Loans borrowed at a prior institution can impact eligibility at Kendall College. Our office may ask the student to provide additional information about prior loans in order to process new loans at Kendall.
- **Direct Subsidized Loans:** Undergraduate annual borrowing ranges from \$3,500-\$5,500 depending on the year in school and dependency status.
- **Direct Unsubsidized Loans:** Undergraduate annual borrowing ranges from \$5,500-\$12,500 (less Direct Subsidized Loan eligibility) depending on the year in school and dependency status.
- **Lifetime Aggregate Loan Limits:** The federal government limits the aggregate amount of Federal Direct Loan that students can borrow in their lifetime. The lifetime aggregate limits for Direct Loans (FFELP and Direct) are as follows:
 - **Dependent undergraduate students:** \$31,000 combined (only \$23,000 may be subsidized)
 - **Independent undergraduate students:** \$57,500 combined (only \$23,000 may be subsidized)
 - **Parent PLUS Loans** do not have a lifetime maximum

The student loan borrower is responsible for knowing the total amount of federal loans borrowed. A summary of federal loan debt is available via the NSLDS at www.nsls.ed.gov.

Federal Direct Parent Loans for Undergraduate Students

Federal Parent Loans for Undergraduate Students (PLUS) Loans are available to all parents and legal guardians of dependent **undergraduate** students regardless of income. Qualification is based solely on good credit. There are no debt-to-income ratio guidelines or employment verification requirements. Parents may borrow up to the total education cost for the award year, minus any other financial aid that the student is receiving. Parent PLUS Loans are processed based on three 10-week quarters per award year. They are limited annually by the cost of attendance minus any financial aid received.

The total education cost may include tuition and fees, room and board, books and supplies, transportation, and living allowance. The interest rate for Direct PLUS Loans is 7.9%. PLUS Loan repayment normally begins within 60 calendar days after the loan has been fully disbursed. In certain circumstances, parents may elect to repay the loan on a graduated repayment schedule, making interest-only payments (with the amount based on the term of the loan, at least \$50 per month) for a portion of the repayment term.

Private Education Loans

Comparing Private Loans and Federal Loans

Private education loans may have significant disadvantages when compared with federal education loans. We strongly encourage students to first borrow any federal loans for which they are eligible. The chart below describes the differences between federal and private loan funds.

Comparison Chart of Federal and Private Education Loans

	Federal Loans	Private Loans
Credit Check Required?	Direct Loan: No PLUS: Yes (limited)	Yes
Credit Score or Debt-to-Income considered?	Direct Loan: No PLUS: No	Yes
Co-Signer Required?	Direct Loan: No PLUS: Usually no	Usually yes
Deferment Options	Several options	Depends on lender
Grace Period	Direct Loan: 6 months	Depends on lender
Interest Rate	Fixed	Usually variable
Loan Fees	Direct Loan: up to 1.0% PLUS: up to 4.0%	Depends on lender
Flexible Repayment options	Many options available	Generally none
Loan Forgiveness Options	Several options available	Generally none
Penalties for Early Repayment	None	Depends on lender

Choosing a Private Loan

When choosing a private education loan, students should compare the loan terms offered by several lenders to choose the best fit for their situation. A resource for finding active private education loan programs is <http://www.finaid.org/loans/privateloan.phtml>. Students should make sure that Kendall College is eligible for the specific private lender chosen. Several points to research when considering a private loan include:

- Is the interest rate fixed or variable; is the rate capped?
- What fees must be paid for this loan and when are they paid?

- How will I receive my loan funds?
- When does repayment begin and is there a grace period?
- What will my monthly payment be?
- What will be the total cost if I use the full repayment period?
- Are there penalties for early repayment?
- Are there deferment, forbearance or cancellation options?

Most private loan programs require our office to certify a student's eligibility before approving the loan. Students who receive financial aid must notify our office of any private loans borrowed, as it may affect aid eligibility.

Truth in Lending Act

Under the Federal Truth in Lending Act (TILA), the lender must provide the borrower with the following documents:

- **Self-Certification Form:** The student must complete this form and return it to the lender before receiving the first disbursement of loan funds.
- **Final Disclosure and Right-to-Cancel Period:** After the student signs the promissory note, the Final Disclosure Statement confirms the terms and conditions of the loan. At the time that this final disclosure is delivered, the three- to six-day "right-to-cancel" period begins during which the student may cancel the loan by contacting the lender. The lender cannot release the first disbursement of loan funds until the end of the right-to-cancel period.

State Grant Aid

Subject to pending legislative action, Kendall students who meet the requirements for Illinois residency are assessed for eligibility for the Monetary Award Program Grant (MAP). Students and parents of dependent students must be prepared to document a minimum one year of Illinois residency.

Some states have grant programs that they permit their state residents to use to attend Kendall College. The student should check with the appropriate state agency at:

http://wdcrobcolp01.ed.gov/Programs/EROD/org_list.cfm?category_ID=SHE

Federal Perkins Loan

The Federal Perkins Loan is awarded to students with exceptional financial need. This is a federal loan program, with the school acting as the lender using a limited pool of funds repaid by prior borrowers. The Perkins Loan is a subsidized loan, with the interest paid by the federal government during the in-school and nine-month grace periods. There are no loan fees, and the interest rate is fixed at 5.0%. There is a 10-year repayment period.

Federal Work Study

Federal Work Study (FWS) provides subsidized, part-time employment for **undergraduate** students with financial need, giving them an opportunity to earn money to help cover their educational expenses, such as tuition and books, and transportation to residencies, as well as providing them with positions that complement their educational programs or career goals, whenever possible. To be eligible for FWS employment, students must be in good academic standing, enrolled at least half-time, and have demonstrated financial need. Kendall College provides as many FSW positions as funding allows.

Financial Aid Application Process

Applying for federal financial assistance is a two-part process consisting of: (1) application and notification of eligibility, and (2) completion of the Master Promissory Note (MPN) and entrance interview. This process takes approximately two to four weeks from the initial application through the receipt of funds. Students are strongly encouraged to begin the application process at least eight weeks prior to the beginning of the start/renewal date to ensure the following deadlines are met.

The **Free Application for Federal Student Aid (FAFSA)** should be submitted at least eight weeks prior to the student's effective start date, as well as each subsequent loan renewal date. Please note that the FAFSA must be completed annually. The US Department of Education releases the new FAFSA each January 1st.

A fully executed MPN and entrance interview information must be on file in the Office of Financial Aid no later than 14 calendar days after the student is notified of the award.

- The 2011-12 FAFSA is for award periods that fall between July 1, 2011, and June 30, 2012.
- The FAFSA is available at www.fafsa.gov

Note: Kendall College's Title IV code is 001703.

Financial Aid Deadlines

The Office of Financial Aid processes awards on a rolling basis. It is recommended that students have a complete financial aid application at least eight weeks prior to the start of a term, but students must have a complete Financial Aid Application 30 days prior to the end of the term in order for funds to be processed for that term. A complete Financial Aid Application includes all documents required for the awarding and disbursing of funds. Students must also maintain all federal aid eligibility requirements for the entire term.

The Office of Financial Aid will continue to accept applications, offer awards, and process disbursements in the last 30 days of the term, but cannot be held responsible if funds are not able to disburse for the term. Delays can occur that are outside of the control of the Office of Financial Aid. For example, a student may not be able to obtain timely third-party documentation, such as selective service letters.

Financial Aid Notifications

The Office of Financial Aid will notify students of their aid eligibility via the student's college-assigned email address and/or the email address the student provided on the FAFSA. Notifications include award notifications and changes that are made to financial aid information. Students are required to accept student loan awards in writing. At present, this is done by reviewing, signing, and returning the award letter to the Office of Financial Aid. Please note that this process will become automated during the 2011-12 award year. Students may contact the Office of Financial Aid by telephone at 1-312-752-2070 or via email (financialaid@kendall.edu).

Students who complete the FAFSA will receive a Student Aid Report (SAR). Students should READ THE SAR CAREFULLY as it contains IMPORTANT information about the student's eligibility.

Student Eligibility Requirements

To receive aid from any of the federal student aid programs administered by Kendall College's Office of Financial Aid, a student must meet all of the following criteria:

- Be a US citizen or eligible non-citizen
- Have a high-school diploma, GED certificate, or pass an approved ability-to-benefit (ATB) test

- Enroll in an eligible program as a regular student seeking a degree or certificate
- Register (or have registered) with the Selective Service if a male between the ages of 18 and 25
- Have a valid social security number
- Meet satisfactory academic progress standards
- Not be in default on a federal student loan nor owe money on a federal student grant
- Not exceed the lifetime aggregate or annual loan limits without documentation that the debt has been reaffirmed

Please be advised that a conviction for any offense, during a period of enrollment for which a student is receiving Title IV financial aid, under any federal or state law involving the possession or sale of illegal drugs will result in the loss of eligibility for any Title IV grant, loan, or work assistance.

Overlapping Financial Aid

Federal aid received at another institution can impact the amount of federal aid that the student may receive at Kendall College. Per federal regulations, Kendall College participates in the federal transfer monitoring process whereby the US Department of Education may take up to 90 days into the start of the first term to notify Kendall College that the student has federal aid awarded at another institution that overlaps into his/her enrollment dates at Kendall College. The Office of Financial Aid may not be able to make an initial award offer to the student or may have to cancel aid that has already been awarded if information is received that the student has applied for and/or received federal aid at another institution for an overlapping period.

For example, if the loan period at the prior institution ends even one day after the student starts quarter at Kendall College, an overlapping period occurs and Kendall must deduct aid received at the other institution from the student's annual eligibility at Kendall College. The Office of Financial Aid may ask the student to have the prior institution complete an Overlapping Financial Aid Form to confirm the last date of attendance and disbursed loan amounts at the prior institution.

To prevent duplication of living allowance between schools, Kendall College must remove the living allowance from the cost of attendance at Kendall College during periods of overlap. The student must make alternative arrangements for payment if he/she becomes ineligible for federal aid based on aid received at another institution.

Verification Policy

In accordance with US Department of Education regulations, Kendall College is required to verify the accuracy of financial aid application information on selected students. Students may be selected randomly for verification or may be selected on the basis of predetermined criteria. This selection process occurs at the Federal Central Processing Center. The College may also select applications for verification.

Financial aid awards cannot be determined until verification is complete. Failure to complete the verification process by the end of the period of enrollment will result in a student's inability to utilize federal or institutional financial assistance for that award year. Students intentionally misreporting information and/or altering documentation for the purpose of increasing aid eligibility or fraudulently obtaining federal funds will be reported to the US Department of Education Office of the Inspector General or to local law enforcement officials.

Financial Aid Annual Award Year Definition

Kendall College defines the annual award year as three 10-week quarters.

Enrollment Policy

Financial aid is offered based on the assumption that undergraduate students will be enrolled for 12-19 credits per 10-week quarter for the entire period of the award. The exception is certificate programs, which are always awarded at 6 credit hours per quarter. When students enroll for fewer credits in a term, their aid may be adjusted at the end of the add/drop period to reflect their current enrollment status. Students must be enrolled at least half-time to remain eligible for most federal student aid programs. Students who are eligible for the Federal Pell Grant will receive funding for enrollment of less than 6 credit hours.

Enrollment Statuses for Financial Aid

<i>Enrollment Status</i>	<i>Undergraduate Students</i>
Full time	12 or more credits per term
Three-quarter time	9–11 credits per term
Half-time	6–8 credits per term
Less than half-time	1–5 credits per term

Adjustments to Financial Aid

Federal financial aid is awarded based on an estimate of the student's eligibility. The Office of Financial Aid may have to cancel or reduce financial aid before or after disbursement, based on new information that becomes available after the time of awarding or disbursement. Examples of changes that would require adjustments to aid:

- Student does not begin attendance in any courses
- Pell recipient does not begin attendance in all courses of the term
- Student withdraws from all courses in the term (officially or unofficially)
- Receipt of other resources not reported at the time of awarding or disbursement
- Student becomes federally ineligible based on the receipt of updated information from the US Department of Education
- Student does not meet course participation requirements

Programs are awarded based on the assumption of enrollment at a full-time level per quarter, unless the program is only offered at half-time. Students who enroll in less than 12 credits may require an adjustment of federal aid.

Federal Return of Title IV Funds

Federal regulations require the Office of Financial Aid to apply a formula established by the US Department of Education, entitled "Return of Title IV Aid," (R2T4) to determine the amount of federal financial aid a student has earned as of the student's withdrawal date. The amount of the federal financial aid returned to federal aid programs is determined by the amount of time a student spends in academically related activity. After 60 percent of the term has passed, students have earned 100 percent of the federal financial aid disbursed to them. A student who withdraws during a term may not be eligible to keep all financial aid disbursed. It is common that aid disbursed to a student's account will be required to be returned. Frequently this causes a balance due to the school which must be paid by the student.

Examples of Title IV Calculations

Example 1

Erika Jones is a degree student in the Business Program. Her quarter term begins on April 11 and ends on June 23 (total of 74 days). On May 17th (37 days into the term), she drops her classes. Erika's cost of attendance is as follows:

▪ Tuition	\$4,831
▪ Fees	\$275
▪ Total	\$5,106

Erika's financial aid package consists of:

▪ Direct Subsidized Loan	\$1,824
▪ Direct Unsubsidized Loan	\$2,322
▪ Total	\$4,146

As Erika has completed only 37 days of her semester, she earned 50 percent of the \$4,146. According to the federally mandated calculation, 50 percent of the unearned portion of her aid, equaling \$2,073 must be returned.

Kendall College is required to return the following Federal aid:

▪ Direct Unsubsidized Loan.....	\$2,073
---------------------------------	---------

Erika is not eligible to receive a tuition refund because she dropped her classes after the refund period. Erika now owes \$2,073 to Kendall College as she has lost part of her Federal aid eligibility. A collections hold is placed on Erika's account at the time the funds are returned to the government, which prevents her from registering for any additional classes, or receiving transcripts until she pays her balance to Kendall College.

Example 2

Ernie Smith is a Hospitality student. His semester begins April 11 and ends June 23 (total of 74 days). On May 30 (50 days into the term), Ernie accepts a full-time job and drops his classes. Ernie's cost of attendance is as follows:

▪ Tuition	\$6,536
▪ Fees	\$275
▪ Total	\$6,811

His financial aid package consists of:

▪ Direct Subsidized Loan	\$2,820
▪ Direct Unsubsidized Loan.....	\$3,980
▪ Total	\$6,800

Based on Ernie's attendance (67 percent of the term), he has "earned" all of his financial aid for the term and will not have any funds returned.

Withdrawal from a Term

Students withdrawing from all courses in the term prior to the completion of 60 percent of the quarter may find that funds are owed to the College as a result of the R2T4. Students who stop engaging in

academically related activities during the term, without officially withdrawing from the courses, are subject to the R2T4 calculation. In such cases the last date of academically related activity, as determined by the College, is used as the withdrawal date for the term. Prior to withdrawing from all courses in the term, it is suggested that students contact the Office of Financial Aid to determine the amount of federal aid that must be returned. Federal student aid may not cover all unpaid charges due to the College upon the student's withdrawal.

Overaward of Federal Aid

The receipt of additional estimated financial assistance and/or a reduction in the cost of attendance that was not accounted for at the time of initial awarding may cause an overaward of federal funds (the term "overaward" refers to any estimated aid that exceeds a student's financial need and/or cost of attendance). Estimated financial assistance includes but is not limited to the following: tuition reductions, tuition waivers, scholarships, third party payments, and/or other resources. In such instances, the Office of Financial Aid will correct the overaward by adjusting the federal financial aid. Federal aid may be adjusted by reducing or reallocating funds prior to disbursement or returning funds to federal programs if disbursement has already occurred. Loans will be reduced before any reduction is made to scholarship or grant awards.

Financial Aid Disbursement Process and Requests for Excess Funds

Most financial aid is disbursed in three equal payments over the award period. Students may have any excess balance in their account returned to them to pay for indirect education expenses. Any time financial aid proceeds credited to a student's account exceed direct charges the Business Office will automatically forward the credit balance directly to the student no later than 14 calendar days after the credit balance occurs. Students are responsible for payment of tuition and fees incurred after a full credit balance refund has been released (e.g., added courses, residencies fees, returned financial aid due to withdrawal). Credit balance refund distributions are made in accordance with applicable federal guidelines. Any outstanding debt to the College as a result of a required credit balance refund is the responsibility of the student.

Generally, financial aid begins disbursing on the 12th day of the term and refunds are released to eligible students by day 26 of the term (14 days after funds have disbursed to the student's account). Students must participate in their coursework to establish eligibility and remain eligible for federal aid. Failure to participate in academically related activity will result in loss of eligibility for all or part of the term. Disbursements may be delayed if the student is subject to academic progress review for a prior term. Students have access to review their student account on MyKendall and should check their balance regularly.

Study Abroad or Study at Another Institution

Enrollment in certain programs of study at another school or study abroad approved for credit by Kendall College may be considered enrollment at the College for the purpose of applying for assistance under the Federal Title IV financial aid programs.

Required to access Title IV eligible financial aid is a Consortium agreement between the schools whereby the home school disburses federal aid for courses taken at a host school. The host school agrees not to disburse federal aid and to monitor the student's enrollment for the home school. Consortium agreements may be made between Kendall College (home school) and a host school if the student has been approved by Kendall College to take coursework at the host institution that will fully transfer toward the Kendall College degree program. Kendall College degree seeking students must submit a copy of a "Consortium Agreement" form signed by the host school's financial aid office to the Kendall College Office of Financial Aid. Students must also meet all other federal eligibility requirements. If the

student is approved for a consortium agreement by Kendall College, Kendall College will disburse federal aid to the Kendall College student account and the Business Office will pay the host institution.

Satisfactory Academic Progress Standards (effective date 07.01.2011)

Kendall College’s satisfactory academic progress requirements to receive Title IV student financial aid comply with US Department of Education regulations. These standards are intended to establish minimum, reasonable levels of advancement toward degree completion and to guard against abuse of federal financial aid programs. Satisfactory progress requirements for receipt of federal financial aid and institutional awards that are administered by the Office of Financial Aid are separate and distinct from the College’s academic progress requirements for academic continuance.

Satisfactory academic progress for all students is reviewed after each period of enrollment. Students receive written notification via e-mail to the account provided to the Office of Financial Aid on their FAFSA and/or their Kendall College email account if they are placed on **financial aid warning**. The student receiving this warning has one period of enrollment to return to the requirements listed below. If the student does not meet the requirements, he/she may appeal for a period of financial aid **probation**. If the appeal is not granted, the student becomes ineligible for federal financial aid.

It is the student’s responsibility to know the requirements for meeting satisfactory academic progress. Failure to receive notification will not nullify a student’s financial aid status with Kendall College.

<i>Program Type</i>	<i>Minimum Financial Aid Credit Completion Rate</i>	<i>Minimum Cumulative Financial Aid GPA</i>	<i>Maximum Time Frame to Receive Federal Aid</i>
Bachelor’s degree	67%	2.0	270 attempted credits
Associate’s degree	67%	2.0	144 attempted credits
Certificate	67%	2.0	36 attempted credits

Treatment of Courses and Credits for Satisfactory Academic Progress for Financial Aid Eligibility

- **Course Repetitions:** Only the most recent grade is counted in the cumulative GPA, but the credits from all attempts must be counted in the credit completion rate and maximum time frame.
- **Drops:** Courses dropped before the end of the add/drop period are not included in the financial aid satisfactory progress calculations.
- **Incompletes:** Incomplete grades count as credits attempted and not completed, but do not impact GPA.
- **Periods with No Financial Aid:** Financial aid progress requirements include all periods of enrollment including periods in which the student did not receive federal aid.
- **Second Program:** The maximum time frame will be reset for students who complete one program or degree at Kendall College and begin a subsequent program or degree.
- **Transfer Credits:** All credits accepted toward the Kendall College degree or programs are considered as both attempted and completed when calculating the Minimum Credit Completion Rate and Maximum Time Frame.
- **Withdrawals:** Courses dropped after the add/drop period are considered to be attempted but not completed.

Policy and Definitions

- **Appeal:** Occasionally, a student's academic progress may be impacted by unusual circumstances that are beyond the student's control. A student may appeal for an extension of financial aid if he/she can document that unexpected, unusual, and temporary circumstances affected the student's ability to progress at the required rate. See the "Right to Appeal" section in this policy for details.
- **Maximum Time Frame:** Federal financial aid eligibility expires without warning when the student reaches the maximum time frame or if the financial aid academic progress review makes it clear that the student cannot mathematically finish the current program within the maximum time frame.
 - The maximum time frame will be reset for students completing a second or further degree at Kendall College.
 - The maximum time frame for students who change programs without earning a Kendall College degree is cumulative for all programs attempted and is measured against the maximum time frame for the current program.
 - The maximum time frame excludes quarters of non-enrollment and quarters in which all courses are dropped before the start of the term or during the drop period.
 - Financial aid eligibility for an academic program ceases as soon as all academic requirements for graduation have been met regardless of maximum time frame standing.
- **Minimum Credit Completion Rate:** A percentage calculated by dividing cumulative successfully completed credits by total credits attempted. For example, a student who has successfully completed 27 credits at Kendall College out of a total of 40 attempted credits at the College has a course completion rate of 67.5%. This rate includes credits transferred in to Kendall College. To maintain good academic standing by this measure, students must keep their credit completion rate at or above 67%.
- **Minimum Cumulative GPA:** The grade point average for all coursework pertaining to the current program of study. To maintain good academic standing by this measure, students must keep their cumulative GPA at or above 2.0
- **Period of Enrollment:** One 10-week quarter
- **Status - Financial Aid Warning:** This status is assigned to a student who failed to make satisfactory academic progress during the most recent period of enrollment during which the student was in attendance. The student has one period of enrollment to return to standard during which the student is eligible for financial aid.
- **Status - Financial Aid Probation:** This status is assigned to a student who failed to make satisfactory academic progress during a period of enrollment, failed to return to standards during one term of Financial Aid Warning, completed a successful appeal for mitigating circumstances, and has eligibility for financial aid reinstated.

Financial Aid Probation will be for one period of enrollment or will be accompanied by an:

- **Academic Plan** to bring the student back to standard by a specified date. The option for extended probation with an Academic Plan is only available if it is not reasonable to expect the student to return to standard during the next period of enrollment. An Academic Plan may be a course-by-course plan for degree completion, a specification for number of credits and/or grade requirements for particular periods of enrollment, and/or requirements for the student to get

academic support or to use other academic resources. A student must comply with an Academic Plan in order to retain eligibility for financial aid.

- **Status - Financial Aid Ineligibility:** This status is assigned to a student who failed to return to the required standards during the period of Financial Aid Warning. Students who do not complete a successful appeal, who do not return to standards during a single term Financial Aid Probation, or who do not comply with an Academic Plan for an extended period of Financial Aid Probation will lose all federal financial aid eligibility. A student in Financial Aid Ineligibility status is not eligible for federal financial aid until the student returns to meeting the requirements. Simply sitting out a term, paying cash, or changing academic programs will not return a student to satisfactory academic progress standards.

Right to Appeal

Occasionally, a student's academic progress may be impacted by unusual circumstances that are beyond the student's control. A student may appeal for an extension of financial aid after a period of Financial Aid Warning, if the student can document that unexpected, unusual, and temporary circumstances affected the student's ability to progress at the required rate. Examples of such mitigating circumstances are a death in the immediate family, illness, or other significant life change.

- Students may appeal to the Office of Financial Aid following the end of the Financial Aid Warning period of enrollment.
- Students who wish to appeal must complete the **Financial Aid Academic Progress Appeal Form** and provide supporting documentation to the Office of Financial Aid for review.
- Failure to provide supporting documentation will result in an automatic denial.
- If the appeal is accepted, the student must meet the requirements outlined in the written approval of the appeal.
- A preexisting condition (a condition or illness that you had before beginning any Kendall College program) is not cause for appeal unless there was an unexpected change in that condition.
- Students may not use the same circumstances in a subsequent appeal, although a student may submit an appeal for a future period of difficulty for different mitigating circumstances.
- Decisions by the Office of Financial Aid are final.

Loss of Federal Financial Aid Eligibility

Students who become ineligible to receive financial aid but remain in compliance with the academic progress standards for continuance in their program are not withdrawn from the program but must arrange for alternative payment with the Business Office by the appropriate tuition due date.

Campus Regulations and Policies

Student Rights and Responsibilities

Kendall College assumes that members of the student body will exhibit mature and responsible behavior at all times. Kendall's rules and regulations are designed to encourage students in this direction. The College does not attempt to rigidly supervise the life of each individual student on campus or in the nearby community. However, as members of the College community, students will be expected to behave in a manner that reflects creditably on themselves and the institution.

The College recognizes that individual freedom of expression and different lifestyles are important realities of our society, but it also recognizes that the College is a community with certain organizational needs, priorities, and responsibilities. Therefore, as an educational institution, the College also must consider that which best benefits the total community.

In dealing with student disciplinary problems, behavior modification is sought when appropriate through sound guidance, mediation, professional counseling, peer influence, or family reinforcement. In cases of behavior which is considered threatening or severely disruptive to the educational community or process, the College, acting for the administration, is authorized to take whatever lawful action is required to meet the circumstances of each situation.

Because the associate degree in Culinary Arts and the associates degree in Baking and Pastry are accredited by the American Culinary Federation Foundation Education Accrediting Commission (ACFEFAC), students in this program can, if they feel that Kendall College's response to their concerns is unacceptable, appeal to the ACFEFAC. To contact them, send a letter to:

ACFEFAC
180 Center Place Way
St. Augustine, FL 32095

Relationships between Individual Employees and Students

Kendall College does not approve of or allow amorous relationships between members of its staff/faculty and currently enrolled students. Students who are involved in an amorous relationship with a staff or faculty member or who have knowledge of the existence of such a relationship should report the relationship to the Dean of Students. Students who feel they have been sexually harassed should consult the College's anti-harassment policy in this Handbook and catalog, or contact the Dean of Students.

Standards of Dress

The College requires students to dress appropriately for safety and professional development.

Culinary students who are in a teaching kitchen, in class, or representing the College are required to be dressed in full uniform. When on campus and not in class or the kitchens, students must be either in full uniform or in street clothes; partial uniform is not appropriate.

Students in the daytime Hospitality program who are in a Hospitality class or on official duty representing the College are to be dressed in business formal attire. Students in the Hospitality combined online/Saturday programs should wear business or business casual attire at all times they are on campus. Students in the weekday and in the combined online/Saturday School of Business programs must follow the school's dress code any time they are on campus for any reason for any length of time.

School-specific dress code requirements are in addition to those required by the College at large.

School of Business Dress Code

The School of Business strives to provide an environment that is both professional and comfortable. Students are expected to present themselves in a neat, clean, and professional manner at all times and should use good judgment when selecting attire. Whether students are on campus for class (including general education courses) or otherwise, all School of Business students should follow the required protocol regardless of reason or length of time on campus. Special events requiring different clothing represent the only exceptions.

The following items are not appropriate attire: shorts, short skirts, halter tops, tube tops, inappropriate logos on clothing, spandex, flip-flops/thong sandals, blue jeans, sweat shirts, t-shirts, "jeggings," leggings, and/or shirt tails hanging out. Tights are not to be worn in lieu of pants. Mesh or other see-through fabrics should be avoided. Clothing should also fit properly. Note that Kendall collared shirts or sweaters are acceptable.

Business course classroom penalties are dictated by a given course syllabus and managed directly by the associated faculty member. Faculty or Staff may write up a student for dress code violation outside of the Business course classroom through documentation sent via email to the Dean of Students or through completion of an incident report. Penalties otherwise are assigned as follows:

- First Offense: Student is given a warning and expected to meet with the Dean of Students and/or the Dean of the School of Business.
- Second Offense: Student is required to attend a Dress for Success Workshop before being allowed to register for another Business course (students may register for a general education course, but time to graduation may still be affected). Workshop scheduling is at the discretion of the Dean of the School of Business regardless of individual student circumstances.

Campus Security

Campus security is everyone's responsibility. For the benefit of all, it is necessary to maintain sound and sensible precautions. All Kendall College faculty, staff, and students must visibly wear their Kendall IDs while on campus. The only exception to this rule is culinary staff and students who are dressed in their full uniforms *while in Kitchens*. Students are reminded to be respectful when asked to show their ID card. Discourteous behavior may subject the student to disciplinary actions.

Any and all questionable incidents, unlocked doors or windows, suspicious activities, or persons should be reported. During the day, reports should be made to the Facilities Manager, 312-752-2110 or Kendall Security at 312-752-2445. After 6:00 pm, all incidents should be reported to Kendall Security, 312-752-2445. Security officers are on duty 24 hours a day on campus and are trained to intervene and enforce civil law and campus policies.

Entering and Exiting Campus

Between 8:00 am and 8:00 pm, all members of the Kendall College community (students, staff, and faculty) are required to enter and exit the building through the security entrance immediately to the left of the main entrance. During these hours, the main reception area is used for guests. To ensure a secure environment, all bags are subject to inspection upon entering or exiting the campus. All are reminded to abide by this policy and be respectful when asked to adhere to it.

Unforeseen Emergencies

- Police, Fire, and Medical Emergency 9-911 (from any campus phone)
- Poison Helpline800-222-1222
- Campus Security Desk..... 312-752-2445 (Desk)
312-296-6634 (Mobile)

In the event of an emergency it is critical to consider the following information:

- **Be Aware.** One of the most important things students can do is to simply be aware of their environment and surroundings. Students should report any suspicious persons, objects, or behavior to Campus Security immediately.
- **Know Kendall's Plans.** Students should make certain that they are familiar with any campus and/or building emergency procedure. Kendall College has a current evacuation plan in preparation for the various types of emergencies that can occur on campus. All evacuation procedures are located on each floor of the building.
- **Have a Communication Plan.** Students should take some time to develop a plan for contacting friends and family should some kind of emergency occur. Students should let people know where they are going and when they will be back.

Safety Tips

ATM Safety

- Be aware of surroundings at all times.
- Whenever possible, avoid using an ATM after dark unless escorted and in a well-lit area.
- If uncomfortable with a situation, discontinue a transaction.
- Pay attention to people who come up to the machine and wait in line.
- Do not count or display money at the ATM.
- Never leave a statement and transaction receipt at the ATM.
- Do not give a personal identification number to anyone.
- Do not keep a personal identification number in a wallet or purse.

Unattended Vehicles

Most auto burglaries are crimes of opportunity. Thieves are often window shopping, in other words, looking for opportune conditions. Also, whenever the weather is warm, criminal activity is on the rise. To avoid becoming a victim of auto burglary students should:

- Never leave valuables such as cellular phones, laptops, and other electronics visible in a car. Lock valuables in the trunk.
- Lock the car and take the keys.
- Park the car in well-lit and traveled locations.
- Activate a car alarm if there is one.
- Report suspicious persons or activity.
- Whenever possible, remove faceplates or stereo when leaving the car.

Incident and Emergency Response

Kendall College is committed to supporting the welfare of its students, faculty, staff, and visitors. Preparing a Campus Crisis/Incident Response plan and allocating resources to respond to possible emergencies is one way in which the College offers this support. To accomplish these objectives, the College has developed an Emergency Response Plan in accordance with appropriate laws, regulations, and policies that govern crisis/emergency preparedness, and reflects the best and most current thinking in this area.

The Incident Response Plan is designed to maximize human survival and preservation of property, minimize danger, restore normal operations of the College, and ensure responsive communications with the campus, surrounding community, and the City of Chicago. The plan is set in operation whenever a natural or induced emergency affecting the College reaches proportions that cannot be handled by established measures. A crisis may be sudden and unforeseen, or there may be varying periods of warning. This plan is intended to be sufficiently flexible to accommodate contingencies of all types, magnitudes, and duration.

Emergency Notification System

The most important function of any emergency plan is the ability to quickly communicate information to potentially affected individuals. To that end, the College has implemented a notification system that simultaneously sends email, voice announcements, and text messages. This externally hosted, web-based system allows administrators to record and immediately transmit messages to phone numbers and email addresses through text, voice, and fax.

In the event of a campus emergency, including weather and campus closings, students, faculty, and staff will receive emergency messages on wired and wireless telephones, cell phones, and computers. If no one answers the phone, a message will be left in the end user's voice mail. To ensure that the system is operating properly and contains accurate contact information, a test message will be sent once per quarter.

Emergency contact information for the notification system is collected from students, faculty, and staff. Each individual is required to ensure that their emergency contact information is updated. Every member of the College community is asked to verify and/or update their contact information on a quarterly basis. Updates may be made through a link hosted on the campus internal website at any time.

Smoking Policy

Kendall College is a ***smoke-free facility***. This policy is adopted for the health and safety of the College community and in conjunction with local ordinances. Smoking is prohibited in all offices, hallways, breezeways, classrooms, common areas, the parking lot in front of the campus building, the area near the front doors of the main entrance, and within 15 feet of any entrance to the building. The only designated, on-campus smoking area is outside, and is clearly marked. Any clarification of the designated smoking area can be provided by Security Officers on duty or the Dean of Students. Kendall Community Members are reminded to follow the posted signs related to this policy. Community members who violate this policy will be subject to a fine of \$125.00.

Information Systems

In today's high tech world, technology plays a crucial part in any organization. Kendall College has been committed to upgrading its technology infrastructure, as part of its overall mission to provide students with a world-class education. As such, Kendall has implemented state-of-the-art technology to better provide our students with up-to-date resources including reliable computers in the classrooms and labs.

A wireless network has also been implemented on campus. Students, faculty, and staff are able to securely access the wireless network for internet access (Kendall email, Blackboard, etc.) from anywhere on campus with proper Kendall user name and password, including our beautiful front riverside courtyard.

To protect the network, Kendall has adopted a self-healing network concept and implemented software and the Access Control Server (ACS). The software application installed on all servers and desktops protects the computers against viruses, worms, and Trojans attacks.

Computing Facilities

The following computing facilities are provided for students in addition to the campus-wide wireless internet access. The Kendall ID must be visible at all times while in any of the computing facilities or classrooms:

- **Academic Success Center:** ASC is located in the Kendall Library on the sixth floor. The ASC has 12 computers with network access for students to dedicate their time for study and obtain tutoring in a quiet environment.
- **Computer Classrooms:** There are four dedicated computer classrooms: three on the fourth floor (rooms 422, 423, and 424) and one on sixth floor (room 624).
- **Computer Kiosks:** Students also have access to computer kiosk stations in the lounge/study area on the second floor and the Library. These kiosks are conveniently located and designed for students to quickly access the internet, email, Blackboard, and other study materials.
- **Computer Lab:** The Computer Lab is located on the fourth floor and is open 24 hours a day, 7 days a week. A valid Kendall ID is placed over the proximity reader to unlock the doors.

Printing and Copying

ID cards are required to use printers and copy machines at the Riverworks campus. At the start of each term, student ID cards will be pre-loaded with \$25 worth of free printing. This equates to 500 black and white or 70 color prints. Additional prints cost \$0.05 for black and white copy/prints \$0.25 for color. Value may be added to an account by using one of the money loader machines located on the second and fourth floors or at the Cashier's Office on the eighth floor.

Technical Support

Technical support is provided on-site in the fourth floor Computer Lab. Questions or issues may also be addressed by sending an email to support@kendall.edu.

Additional Kendall College Policies

Required Disclosure Reporting

Cleary (Campus Security) Act: Kendall College publishes the Annual Security Report by October 1st of each year. This report is distributed to all enrolled students and current employees via email, direct mail, or manual distribution, and is available to prospective students and employees upon request to the Dean of Students. The report includes information on the College's institutional security policies and crime statistics.

Student Right to Know Act: Each year, Kendall College makes available information about graduation and completion rates as required by the Student Right to Know Act. The completion/graduation rates for the group of first-time, full-time fall start students for which 150% of the normal time for completion elapsed in the one year prior to August 31, 2010, is as follows: associate degrees 44.9% and bachelor's degrees 45.5%.

A school is required to calculate and disclose its transfer-out rates only if it determines that its mission includes providing substantial preparation for its students to enroll in another eligible school (such as a community college). This is not part of Kendall College's mission, so it does not disclose its transfer-out rates.

Family Educational Rights and Privacy Act (FERPA)

Notification of FERPA Rights

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include the following:

- The right to inspect and review their education records within 45 days of when the College receives a request for access. Students should submit a written request to the Registrar identifying the records they want to inspect. The Registrar will make arrangements for access and notify the students of when and how the records will be made available for inspection. The College may charge a fee for copies of records.
- The right to request the amendment of the student's education records which the student believes are inaccurate, misleading or otherwise in violation of the student's privacy rights under FERPA. Students should write to the Registrar, clearly identify the part of their records they want changed, and specify why it should be changed. If the College decides not to amend a record as requested, the College notifies the student of the decision and advises the student of his or her 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.
- The right to provide written consent before the College discloses personally identifiable information contained in their education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A *school official* is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Directors; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a *legitimate educational interest* if the official needs to review an education record to fulfill his or her professional responsibilities for the College. Upon request,

the College also discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

- The right to file a complaint with the US Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the office that administers FERPA follows:

Family Policy Compliance Office
US Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

Disclosure of Student and Alumni Information

The College may disclose public, or directory, information at its discretion. Under FERPA, currently enrolled students and alumni have the right to request suppression of designated directory information. To request suppression of directory information, students and alumni can submit a written request to the registrar at any time.

Public (Directory) Information

- Name, address, and phone number
- Email address
- Major field of study
- Enrollment status
- Program start date
- Dates of attendance
- Degrees and awards
- Previous institutions attended

Non-Public (Private) Information

Information other than directory information is not public and may not be released except under certain prescribed conditions. Non-releasable information includes the following:

- Grades
- Courses taken
- Test scores
- Advising records
- Educational services received
- Disciplinary actions
- Social Security number

Release of Student Records

Records other than directory information may be released under the following circumstances:

- Through the written consent of the student
- In compliance with a subpoena

- To the student's parents or legal guardian by submission of evidence by the parent or legal guardian that the student is declared as a dependent on the parent's most recent federal income tax form

The College is not required to disclose information from the student's educational records to the parents or legal guardians of a dependent student. The College may; however, exercise its discretion to do so.

Students with Disabilities

These guidelines promulgate policies and procedures that applicants and students of Kendall College should follow when seeking disability accommodations, and/or when disputing decisions that Kendall makes in response to accommodation requests. These guidelines are designed to comply with the disability accommodation requirements of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. For more information about Kendall's disability accommodation policies, see the Academic Success Center (ASC).

General Provisions

Kendall does not discriminate on the basis of disability in any of its programs, services, or activities. The College will not deny any otherwise qualified student with a disability the opportunity to participate in, or benefit from, any aid, benefit, or service that Kendall provides. Kendall strives to accommodate applicants and students with disabilities on an individual basis. Kendall engages in a good-faith, interactive process with all disabled students to attempt to identify reasonable accommodations. However, reasonable accommodations do not include measures which fundamentally alter the academic programs of Kendall College, or which place an undue financial burden on the school, or which may endanger the student or others at the College.

Requesting Accommodation

Students requiring accommodation must first complete the process of applying for accommodation through the ACS and provide professional verification of the condition(s) that necessitate the accommodation.

Students with physical disabilities must provide verification by a licensed health care provider who is qualified to diagnose the disability being claimed. Verification may be made by forms available at the ASC (i.e., the ASC will provide the forms to the students who will then have the forms filled out by their respective medical providers). The verification must indicate how the student is limited by his or her disability (e.g., cannot sit for periods longer than 30 minutes, cannot see or hear beyond certain distances, etc.), and how long the limitation(s) is/are expected to last. The student shall provide the verification documentation to the ASC. The ASC may ask the student to provide additional verification if the initial verification the student provides is incomplete or inadequate to determine the need for accommodations.

Students with learning disabilities must provide professional testing and evaluation results that reflect the students' present levels of achievement and information processing. The ASC can provide more information about eligibility for learning disability adjustments or accommodations, as well as documentation criteria. The cost of obtaining professional verification of a learning disability shall be borne by the student.

Granting Accommodation

The ASC will review all documents submitted to verify a disability and will conduct a personal interview to explore the particular needs of the student requesting an accommodation. The student may be asked

to submit a history, if any, of academic adjustments and/or accommodations received in secondary or postsecondary institutions, or in places of employment. Such a history of adjustments and/or accommodations will be subject to verification by the ASC with the institution or place of employment that facilitated the adjustments or accommodation.

After considering the verification documents, the results of the personal interview, and the history of academic adjustments and accommodations, the ASC will devise a schedule of academic adjustments and/or accommodation appropriate for the individual student. The student shall be notified, in writing, of the ASC's accommodation decision promptly after it has been made. Every student who receives accommodations and/or academic adjustments shall meet upon request with the ASC to evaluate the effectiveness of the accommodation and/or adjustments in place. Each student shall immediately report any dissatisfaction with an accommodation or academic adjustment to the Director of the ASC. Kendall faculty and staff will be informed of qualifying students' accommodation and/or academic adjustments on a need-to-know basis.

Challenging Accommodation Decision

If a student does not feel that an accommodation decision will adequately address his/her disability, then the student should contact the Provost. After reviewing the case, the Provost will make a determination about what accommodation(s) will be offered to the student. Accommodation decisions by the Provost are final.

Alcohol Policy

Members of the Kendall College community are considered adults and are thus expected to comply with the local, state, and federal laws regarding alcoholic beverages and to take personal responsibility for their conduct. Students who have a guest on campus or in the College buildings or College-regulated student housing are responsible for the conduct of their guests and for advising them of the applicable laws and Kendall College's policies pertaining to alcoholic beverages.

The distribution, consumption, and possession of alcoholic beverages are prohibited in the buildings and on the grounds of Kendall College by underage persons.

- Resident students 21 years of age and older may responsibly consume alcohol with their doors closed. Kegs and party balls are not permitted. Alcoholic beverages are not to be consumed in public areas of the residence halls.
- Classes which utilize alcoholic beverages for educational purposes are exempt.

Drug Policy

The College recognizes the legal prohibition of the use and/or possession of drugs. The College does not condone the illegal sale or use of drugs and will cooperate with civil officials as the law requires. The College will take all reasonable steps to ensure a drug-free environment in its programs. This policy strictly prohibits all employees and students from unlawfully manufacturing, distributing, dispensing, possessing, or using controlled substances on College property or at any College activity.

Parent Notification Policy on Alcohol and Controlled Substances

The Higher Education Amendment of 1998 (Public Law 105-244) allows institutions of higher education to disclose information to parents or legal guardians of students who have violated federal, state, or local law, or any rule or policy of the institution, governing the use or possession of alcohol or a controlled substance. The students must be under the age of 21 and the institution must determine that the student has committed a disciplinary violation with respect to such use or possession. The

amendment limits the information that an institution may give out. The information that may be given out is:

- Name of the student
- The violation committed
- Any sanction imposed

Kendall College will exercise its ability to notify parents or legal guardians of students under the age of 21 when they are found in violation of the College's alcohol and drug policies. That notification will be conducted under the following protocol:

- The Dean of Students or designee has the authority to determine when and by what means to notify a parent or guardian.
- An attempt will be made to communicate to the student prior to notification to a parent or guardian.

The goals of the Notification Policy are:

- To partner with parents or legal guardians to assist students in making responsible choices about drugs and alcohol
- To assist parents or legal guardians and students in getting appropriate treatment for any alcohol or drug problem(s).

Emergency Situations

When a student is involved in an incident in which alcohol or drugs were consumed and the student is transported to a medical facility or jail, the responding staff member will notify the student that the College will be contacting his/her parents or legal guardians. The staff person on duty will notify the Dean of Students, who will contact the student's parents or legal guardians.

Acceptable Use Policy for Information Technology (IT)

Access to IT resources owned or operated by Kendall is a privilege, which imposes certain responsibilities and obligations. Privileges are granted subject to College policies, local, state, and federal laws. Acceptable use is always ethical, reflects academic honesty, and shows restraint in the consumption of shared resources. It demonstrates respect for intellectual property, ownership of data, system security mechanisms, and individuals' rights to privacy and to freedom from intimidation and harassment.

IT resources are defined as all computer-related equipment, computer systems, software/network applications, interconnecting networks, facsimile machines, copiers, voice mail, and other telecommunications facilities, as well as all information contained therein owned or managed by Kendall. Computers, networks, and communications equipment owned by Kendall are provided to support the educational mission of the College. This policy applies to all members of the College community: faculty, staff, and students.

At the minimum, users are expected to:

- Regard the use of the internet/computer network as a privilege, not a right
- Respect that the internet/computer network access is provided for educational purposes
- Respect that the internet/computer network exists to carry out legitimate business of the College
- Use personal headphones when sound is required for the computers

- Not bring food or drinks into the computer lab or computer classrooms
- Not view and/or download any pornographic, discriminative, and offensive materials including images, MPEGs, videos, etc.
- Not use peer-to-peer (P2P) software to download illegal copies of MP3s, video, and software
- Report any violations of Acceptable Usage Policy to an instructor, technology support staff, or an administrator. Each user has the responsibility to report any suspected violation of his/her own personal privacy to the College administration.
- Not gain unauthorized access to administrative systems including electronic mail, application, and file systems
- Respect the privacy of other users: for example, users shall not intentionally seek information on, obtain copies of, or modify files, other data, or passwords belonging to other users, or represent themselves as another user unless explicitly authorized to do so by that user
- Respect the legal protection provided by copyright and license to programs and data
- Respect the integrity of computing systems: for example, users shall not intentionally develop programs that harass other users or infiltrate a computer or computing system and/or damage or alter the software components of a computer or computing system
- Not use the resources of the internet/computer network for personal financial gain
- Not transmit any material in violation of federal or state regulations. This shall include but is not limited to threatening, harassing, or obscene material, or material protected by trade secret.

Kendall College makes no warranties of any kind, whether expressed or implied, for the service it is providing including the loss of data resulting from delays, non deliveries, misdeliveries, or service interruptions. Use of any information obtained via the Internet through Kendall College is at the student's own risk. Kendall College specifically denies any responsibility for the accuracy, quantity, or content of information obtained through Internet services.

All terms and conditions as stated in this document are applicable to internet/computer network use at Kendall College. These terms and conditions reflect the entire agreement of the parties and supersede all prior oral and written agreements and understandings of the parties. These terms and conditions shall be governed and interpreted in accordance with the laws of the State of Illinois and the United States of America.

Reporting Violations

Any violations of Acceptable Use Policy must be reported to an instructor, technology support staff, or an administrator. Each user has the responsibility to report any suspected violation of his/her own personal privacy to the administration.

Consequence of Violations

Kendall College reserves the right to discontinue account privileges to any user who violates the acceptable use policies. Repeated or severe infractions of the policies may result in appropriate disciplinary sanctions in addition to suspension or termination of network privileges. Unauthorized use of the network, copyright violations, intentional deletion, and damage to files and data belonging to the College or other users and outside agencies may be considered criminal and could result in involvement of governmental authorities.

Academic Programs

All academic programs at Kendall College prepare students for a life beyond the campus walls. The focus is on careers, but is expansive because in a lifetime of work, people change jobs several times and interact with literally thousands of others. Rigorous, challenging, and thought provoking, Kendall's programs are reviewed by faculty and panels of industry experts to ensure that the curriculum is up-to-date and relevant to the workplace.

The following degree programs are currently accepting applications:

- Bachelor of Arts in Business
- Bachelor of Arts in Culinary Arts
- Bachelor of Arts in Early Childhood Education
- Bachelor of Arts in Early Childhood Education with Illinois Type 04 Teacher Certification Preparation
- Bachelor of Arts in Foodservice Management
- Bachelor of Arts in Hospitality Management
- Associate of Applied Science in Baking & Pastry
- Associate of Applied Science in Culinary Arts

All degree programs share a 45-credit-hour residency requirement and each builds on a General Education Core.

In addition, the College offers several Certificate Programs. These include Personal Chef & Catering, Professional Cookery, and Baking & Pastry. These programs have a 24-credit hour residency requirement.

The School of Education also offers Illinois Type 04 Teacher Certification Preparation (post-baccalaureate).

General Education Program

The mission of the General Education Program at Kendall College is to provide students with the breadth and depth of knowledge necessary to be educated, responsible, and adaptable global citizens and leaders in their chosen service industries. Using student-centered and active learning techniques, the faculty supports students as students build their intellectual foundation comprised of quantitative, technological, and cultural literacy; critical thinking and reading; researching and synthesizing information; oral and written communication; ethics; environmental stewardship; and aesthetics. Most importantly, the curriculum and faculty inspire students to be intellectually curious and lifelong learners.

Success in the workplace and civic responsibility share some common themes. Both require strong communication skills and creative and sensitive ways to resolve conflicts and manage in diverse environments. Both require an ethical foundation and an understanding of our place in a global environment. Critical thinking and quantitative reasoning are important. A solid work ethic, professionalism, prudent judgment, and an ever higher level of technical sophistication are essential. The faculty designed the general studies core with these outcomes in mind.

Course work and the college environment complement each other, so by learning and reflection students grow and gain mastery of the tools to affect the social context in which work, and life, takes place.

The general education core requirements differ slightly among programs. Every student will take the 12-course core (48 credit hours), but each program requires additional courses to make up the required general education credit hours. See the individual program requirements for the additional general education courses.

The Bachelor of Arts General Studies Core

Kendall College has a 12-course core that is divided into three tiers and uses three Integrative Studies classes (INT 110, INT 210, INT 310) to immerse students in situations where they use their academic skills to solve real-world problems. Collectively, the core is conceptualized around Kendall's five core competencies: Quantitative Literacy, Communication, Critical Thinking and Reading, Technological Literacy, and Research and Synthesis of Information, as well as Kendall's values: Environmental Stewardship, Ethical Awareness, Aesthetic Awareness, and Cultural Literacy.

Tier One includes six courses (INT 110, ENG 111, ENG 112, COM 101, CIS 190, and MTH 122/MTH 140). These can be thought of as the academic skills courses, and their goal is to lead students to an understanding and accomplishment of Kendall's five core competencies. Upon completing Tier One, students will take three elective courses and one required course (SCI 221 Environmental Science) that are designed to immerse them in each of Kendall's four values. Furthermore, during the Tier Two courses, students will continue to practice academic skills (the core competencies) like communication, quantitative literacy, etc., that were taught in Tier One. Finally, Tier Three—the final class (INT 310), a general education capstone experience—will allow students to demonstrate their learning in regards to Kendall's core competencies and values.

The hallmark of Kendall's core are the Integrative Studies courses (INT 110, INT 210, and INT 310); these courses use interactive methodologies like problem-based learning to provide students with opportunities to discover and use Kendall competencies and values while grappling with real-world, relevant problems. These courses not only engage students with relevant "content," but also provide an opportunity for students to evaluate their accomplishment of the core competencies at three different points, because the INT courses occur at the beginning, middle, and end of the students' academic career.

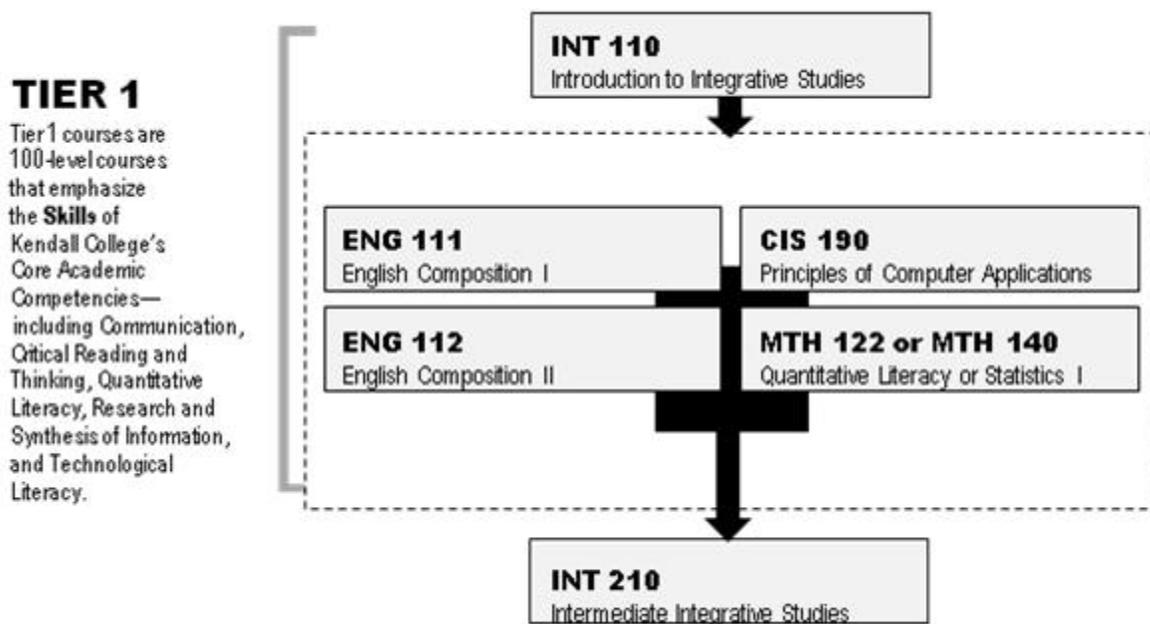
The graphic below illustrates the sequence of the 12-course (48-credit hour) core.

- Humanities include Philosophy (PHL), Religion (REL), Literature (LIT), Fine Arts (FAA), Foreign Languages (LNG), or History (HIS).
- Social Sciences include Political Science (PSC), Anthropology (ANT), Economics (ECO), Psychology (PSY), Geography (GEG), or Sociology (SOC).

The Associate of Applied Science General Studies Core

The following are requirements of the General Education Core for all Associate of Applied Science Degree programs. Students take the Tier One courses in the general education core minus COM 101 Effective Communication Skills. If a student continues to a Bachelor of Arts Degree after completing an Associate of Applied Science at Kendall College, the student will be required to take COM 101. Each Associate of Applied Science program requires additional courses to make up the required general education credit hours. See the individual program requirements for the additional general education courses.

The graphic below represents the Associate of Applied Science 24-hour general education core:



The School of Business

Kendall's School of Business transforms students into globally conscious decision-makers who are employment-ready and poised for future leadership positions within the services industries. Kendall graduates who don't just *talk* business, but are *in* business. Kendall offers students the best of both worlds—universally-applicable business theory, with practical application in specific areas where the College has particular strengths and industry connections. Through their coursework, internships, and/or study abroad, students learn to implement and integrate the functional areas of business in order to lead and manage successful enterprises worldwide.

Bachelor of Arts in Business Content

Students take a number of required business and program-specific general education courses designed to provide broad general management competencies and a strong academic grounding. The program inspires curiosity, stimulates creativity, and fosters innovation. The courses emphasize instructional methods that engender key management skills and insights by means of situation-based challenges, real-world case studies, simulations, and integrated individual and group projects. The program culminates in a senior capstone consulting project that gives the student an opportunity to demonstrate his or her acquired business competencies in an integrated, real-world environment.

Throughout the program, students must demonstrate increasing levels of professional ability. Program outcomes prepare students to: integrate the components of business strategy and operations and present and execute recommendations in a meaningful way; proactively empower self and others to mold and influence international business and related decisions; and adeptly build, sustain, and fortify customer relationships within a variety of services industries.

Program Data

Kendall College is committed to providing students the information they need to make an informed decision about where to pursue their education. The detailed information below relates to program costs, types of occupations this program may lead to, completion rate, and median loan debt of students who have graduated from this program.

Occupations

This program generally prepares students to enter the types of occupations listed below. For more information on these specific occupations, visit www.onetonline.org. In addition to this list, there are other career options which graduates of this program may choose to pursue.

Occupation Name*	Occupation Code
General and Operations Managers	11-1021
Sales Managers	11-2022
Administrative Services Managers	11-3011
Industrial Production Managers	11-3051
Transportation, Storage, and Distribution Managers	11-3071
Construction Managers	11-9021
Social and Community Service Managers	11-9151
Managers, All Other	11-9199
Cost Estimators	13-1051
Management Analysts	13-1111

**The "occupation name" is a general job title, and "occupation code" refers to the US Bureau of Labor Statistics' Standard Occupation Classification.*

Program Completion

The program completion rate is the percentage of students who graduated between July 1, 2009 and June 30, 2010, who completed this program in the normal completion time.

Frequently, students at Kendall College choose to attend on a part-time basis and as a result, their completion times may vary substantially. The program completion time may also vary depending on transfer of credit and the pace at which a student chooses to complete the program.

- On-time completion rate 100%

Program Costs

The program costs are the estimated average costs over the duration of the program, excluding any scholarship or tuition reductions, for students completing the program on time. These costs can vary based on the number of credits. Typically, tuition and fees are subject to change annually.

- Tuition and Fees \$60,186
- Books and Supplies \$4,068
- Room* and Board \$1,650

**Kendall offers a housing option to its students, which is not reflected.*

Median Loan Debt*

The following is the median amount borrowed by all students who completed the program between July 1, 2009 and June 30, 2010. The amount borrowed may include tuition as well as non-institutional costs such as estimated living expenses.

- Title IV Program Loans \$23,868
- Private Educational Loans \$0
- Institutional Financing Plan Not Applicable

**Median loan debt reflects the amount borrowed only after Kendall's change of ownership July 10, 2008.*

Degree Requirements

- Bachelor of Arts General Studies Core 68
- Major Requirements 90
- Concentration Courses 24

Total Credits = 182

Students electing to extend internship (taking the optional BUS 205) graduate with 186 credits. Students must achieve a grade of "C" or better in the following courses to graduate: ACC 255, ACC 355, BUS 250, BUS 360, MKG241, MKG341.

Courses in the sections below marked with an asterisk have at least one prerequisite for students in this particular program.

Concentrations

Kendall's rich heritage allows for a strong business school focus on the fostering and development of customer relationships. Students in the Business program have the option of concentrating in Culinary Arts, Foodservice Management, Management, Psychology, or Small Business Management. These

concentrations afford students the opportunity to practice concepts learned in real-life business settings.

Culinary Concentration

Courses encompassed by the Professional Cookery Certificate Program, Personal Chef and Catering Certificate Program, or Baking & Pastry Certificate Program are available to Business students, allowing students to satisfy the concentration requirement and also receive the associated culinary certificate. The inclusion of these courses within the Business program affords associated students preparation for various leadership positions within culinary industries. Certificate classes are taken at night and on weekends. The certificate program is described more fully in “School of Culinary Arts” section.

Foodservice Management Concentration

The Foodservice Management Concentration deals with the “business” of food regarding large-scale retailing, distribution, and management. It merges knowledge of general business operations with the foodservice industry to prepare graduates to manage establishments, institutions, and companies responsible for large-scale food packaging, preparation, and/or service. The following courses are included in this concentration:

- CUL114 Sanitation (0)
- FSM 101 Introduction to Foodservice Management (4)
- FSM 201 Foodservice Production (4)
- FSM 301 Logistics of Foodservice Management (2)*
- FSM 105 Ingredients (2)
- HOS 324 Food & Beverage Management (4)*
- PSY 322 Consumer Behavior (4)*
- SCI 123 Human Nutrition I (4)

Management Concentration

The Bachelor of Arts in Business Management concentration provides a solid foundation in general management capabilities with coursework such as business innovation, entrepreneurship, and global leadership. With this concentration, graduates have practiced skills to hit the ground running in decision-making positions in various industries, as owners, managers, or consultants. The following courses are included in this concentration:

- BUS 240 Design as a Competitive Edge (4)
- BUS 305 Business Innovation (4)
- MGT 270 Decision-Making (4)
- MGT 321 Entrepreneurship (4)* or MGT320 Managing the Consultant (4)*
- MGT 341 Global Leadership (4)*
- MGT 425 Business Investments and Personal Finance (4)*

Psychology Concentration

The Psychology concentration prepares business students for success in large or small companies through an understanding of interpersonal behavior and individual motivation within today’s ever-changing and demanding work environments. The following courses are included in this concentration.

Options listed are subject to scheduling availability. Students taking this concentration must take PSY 111 as their General Education Social Science elective.

- PSY 211 Theories of Personality (4)*
- PSY 224 Social Psychology (4)* or PSY 225 Educational Psychology (4)*
- PSY 275 Motivation (4)*
- PSY 322 Consumer Behavior (4)* or PSY 327 Abnormal Psychology (4)*
- PSY 309 Organizational Psychology (4)*
- PSY 350 Psychology of Business and Industry (4)* or PSY 360 Diversity in the Workplace (4)*
- SOC 101 Introduction to Sociology (4)

Small Business Management Concentration

The Small Business concentration assists students in preparing to start or manage small businesses, whether franchises, family-owned businesses, virtual businesses, or home enterprises. The following courses are included in this concentration:

- MGT 212 Principles of Small Business Management (4)*
- MGT 321 Entrepreneurship (4)*
- MGT 420 Succession Planning (4)*
- PSY 322 Consumer Behavior (4)*

Concentration Electives (8 credits)—Students pick two of the following:

- MGT 331 Franchise Management (4)*
- MGT 332 Homepreneurship (4)*
- MGT 333 Family-Owned Enterprises (4)
- MGT 334 Virtual Business Ventures (4)*
- MGT 441 The Global Enterprise (4)*

Major Requirements

Accounting

- ACC 255 Fundamentals of Accounting (4)
- ACC355 Accounting Applications (4)*

Business

- BUS 110 Theory of the Firm (4)
- BUS 126 Professional Development (0)
- BUS 140 Sales & Sales Management (4)
- BUS 170 Practical Negotiation and Conflict Management (4)
- BUS 203 Internship Practicum (4)*
- BUS 204 Internship Theory (4)*
- BUS 210 Business Contracts and Law (4)

- BUS 250 Project Management (4)*
- BUS 280 Business Case Development (4)*
- BUS 360 Best Practices in Operations Management (4)*
- BUS 370 Finance (4)*
- BUS 407 Strategy (4)*
- CAP 495/496 Kendall Integrative Senior Project I-II (3+3)*

Computer Science

- CIS 270 Technology and Innovation (4) *

Economics

- ECO 310 The Global Economy (4)*
- ECO 311 Services Industry Economics (4)*

Management

- MGT 322 Human Resources Management (4)*
- MGT 340 Leadership in Services Industries (4)*

Marketing

- MKG 241 The Art and Science of Marketing (4)
- MKG 341 Marketing Management (4)*

Elective: Students choose one of the following, subject to scheduling availability:

- BUS 312 Labor Relations (4)
- BUS 316 Leveraging Business Partnerships (4)*
- BUS 361 Sustainability Opportunities in Services Industries (4)*

General Education Requirements

- INT 110 Introduction to Integrative Studies (4)
- INT 210 Intermediate Integrative Studies (4) *
- INT 310 Advanced Integrative Studies (4)*
- ENG 111 Composition I (4)
- ENG 112 Composition II (4)*
- COM 101 Communication (4)
- CIS 190 Principles of Computer Applications (4)
- MTH 140 Statistics I (4) *
- LNG 001 Language I (4)
- LNG 002 Language II (4) *

Electives: Students choose one of the following:

- Humanities Elective (4)
- Mathematics Elective (4)
- Social Science Elective (4)
- Aesthetic Awareness Elective (4)
- Ethics Elective (4)
- Cultural Literacy Elective (4)
- Environmental Stewardship Elective (4)

Throughout the Business Program, students are expected to follow course sequencing and prerequisite requirements as provided by their Academic Advisor.

Combined Online and Saturday Business Bachelor of Arts Program

The Business B.A. is also offered in a condensed classroom format specifically targeted to accommodate working adult learners and degree completion candidates. Students work online during the week and attend class on four Saturdays. The outcomes of the program are the same as that of the daytime program. The program allows students to develop business competencies that lead to increased success in their current careers or to assist them in pursuing new careers.

Degree Requirements

- Bachelor of Arts General Studies Core 68
- Major Requirements 90
- Concentration Courses 24

Total Credits = 182

Each major course in this program is delivered through the combination of both on campus and online media. All courses listed above also apply to the combined online/Saturday program option, with the exception of the following (which involve preparation and completion of an internship and optional internship extension and CAP 495-496):

- BUS 126 Professional Development(0)
- BUS 203 Internship Practicum (4)*
- BUS 204 Internship Theory (4)*
- BUS 205 Internship Practicum Extension (optional)(4)*

In lieu of the internship-related courses, students take:

- MGT 410 Management Research Paper (4)*
- MGT 420 Succession Planning (4)*

In lieu of CAP 495-496, students take:

- BUS 455 Capstone (6)*

Students who complete BUS 126 and can demonstrate job loss or similar career transitions may elect to substitute an internship for:

- MGT 410 Management Research Paper(4) *
- MGT 420 Succession Planning(4) *

The concentration courses listed above apply to this program, but the Culinary concentration options do not qualify for the condensed classroom format of online/Saturdays. Those courses require onsite attendance.

Bachelor of Arts in Foodservice Management Content

This new bachelor's degree program in foodservice management focuses on preparing graduates for careers in network-based, large scale institutional and corporate foodservice operations. The program educates students in foodservice operations, logistics, procurement, nutrition, marketing, merchandising, and retailing. The program prepares graduates for careers with food manufacturers, suppliers, nursing and residential care facilities, sports and entertainment service providers, educational services and schools, food marketing firms, and food retailers.

In foodservice, as in most businesses in today's economy, sustainable success requires knowledge, skill, and adaptability. Success in a changing and increasingly unpredictable foodservice marketplace, therefore, is a fundamental program focus. While the program content is innovative, the curriculum still provides the solid academic foundation found in more traditional business programs. The program major's academic outcomes include:

- Professional, industry-focused preparation (through opportunities such as a required foodservices internship and an integrative Senior Project)
- Ability to manipulate and interpret data in support of management decision making
- Application of knowledge and competencies specific to foodservice to ensure growth and profitability in foodservice operations

The curriculum uses tools such as situation-based challenges, living case studies, management simulations and integrative projects to prepare graduates for the reality of business situations.

Courses marked with an asterisk have at least one prerequisite for students in this particular program.

Program Data

Kendall College is committed to providing students the information they need to make an informed decision about where to pursue their education. The detailed information below relates to program costs, types of occupations this program may lead to, completion rate, and median loan debt of students who have graduated from this program.

Occupations

This program generally prepares students to enter the types of occupations listed below. For more information on these specific occupations, visit www.onetonline.org. In addition to this list, there are other career options which graduates of this program may choose to pursue.

Occupation Name*	Occupation Code
Food Service Managers	11-9051
Lodging Managers	11-9081

**The "occupation name" is a general job title, and "occupation code" refers to the US Bureau of Labor Statistics' Standard Occupation Classification.*

Program Completion

During the most recent reporting period (July 1, 2009 to June 30, 2010), the program completion rate is not available because this program was not yet offered.

Program Costs

The program costs are the estimated average costs over the duration of the program, excluding any scholarship or tuition reductions, for students completing the program on time. These costs can vary based on the number of credits. Typically, tuition and fees are subject to change annually.

- Tuition and Fees..... \$60,186
- Books and Supplies \$4,068
- Room* and Board \$1,650

**Kendall offers a housing option to its students, which is not reflected.*

Median Loan Debt*

During the most recent reporting period (July 1, 2009 to June 30, 2010), the Median Loan Debt is not available because this program was not yet offered.

Degree Requirements

- Bachelor of Arts General Studies Core 68
- Major Requirements 91
- Concentration Courses 24

Total Credits = 183

Students electing to extend internship (taking the optional BUS 205) graduate with 186 credits.

Concentrations

There are currently three concentration areas under the Bachelor of Arts in Foodservice Management: Management, Culinary Arts, and Psychology.

Culinary Concentration

Courses encompassed by the Professional Cookery Certificate Program or Baking & Pastry Certificate Program are available to Foodservice Management (FSM) Program students, allowing them to satisfy the concentration requirement and also receive the associated culinary certificate.

The inclusion of these courses within the FSM Program affords associated students not just the preparation for various leadership positions within food service industries afforded by the major, but also cursory understanding of particular kitchen operations and meal preparation. Certificate classes are taken at night and on weekends. The certificate program is described more fully in “School of Culinary Arts” section.

Management Concentration

The Management concentration provides a solid foundation in general management capabilities with coursework such as business innovation, entrepreneurship, and global leadership. With this concentration, graduates practice skills to hit the ground running in decision-making positions in the

food service industry, as analysts, supervisors, or consultants. The following courses are included in this concentration:

- BUS 240 Design as a Competitive Edge (4) *
- BUS 305 Business Innovation (4)*
- MGT 270 Decision-Making (4)*
- MGT 321 Entrepreneurship (4)* OR MGT320 Managing the Consultant (4)*
- MGT 341 Global Leadership (4)*
- MGT 425 Business Investments and Personal Finance (4)*

Psychology Concentration

The Psychology concentration prepares students for success in food service companies through an understanding of interpersonal behavior and individual motivation within today's ever-changing and demanding work environments. The following courses are included in this concentration. Options listed are subject to scheduling availability. Students taking this concentration must take PSY 111 as their General Education Social Science elective.

- PSY 211 Theories of Personality (4)*
- PSY 224 Social Psychology (4)* or PSY 225 Educational Psychology (4)*
- PSY 275 Motivation (4)*
- PSY 322 Consumer Behavior (4)* or PSY 327 Abnormal Psychology (4)*
- PSY 309 Organizational Psychology (4)*
- PSY 350 Psychology of Business and Industry (4)* or PSY 360 Diversity in the Workplace (4)*
- SOC 101 Introduction to Sociology (4)

Major Requirements

Accounting

- ACC 255 Fundamentals of Accounting (4)
- ACC355 Accounting Applications (4)*

Business

- BUS 126 Professional Development (0)
- BUS 203 Internship Practicum (4)*
- BUS 204 Internship Theory (4)*
- CAP 495/496 Kendall Integrative Senior Project I-II (3+3)*

Culinary

- CUL 114 Sanitation (0)
- CUL 136 Menus (2)*
- CUL 436 Facilities Planning (2)*

Foodservice Management

- FSM 101 Introduction to Foodservice Management (4)
- FSM 105 Ingredients (2)
- FSM 122 Cost Control in Foodservice Management (4)*
- FSM 160 Service Concepts (4)
- FSM 201 Foodservice Production (4)
- FSM 211 Foodservice Law (4)
- FSM 251 Merchandising and Food Retailing (4)*
- FSM 281 Food Safety and Crisis Management (4)
- FSM 301 Logistics of Foodservice Management (4)*
- FSM 345 Wine, Spirits and Food Affinities (3)*

Management

- MGT 322 Human Resources Management (4)*
- MGT 340 Leadership in Services Industries (4)*

Marketing

- MKG 241 The Art and Science of Marketing (4)

Psychology

- PSY 322 Consumer Behavior (4)*

Science

- SCI 123 Human Nutrition I (4)
- SCI 223 Lifecycle Nutrition (4)*

Elective: Students choose one of the following, subject to scheduling availability:

- BUS 312 Labor Relations (4)
- BUS 316 Leveraging Business Partnerships (4)*
- BUS 361 Sustainability Opportunities in Services Industries (4)*

General Education Requirements

- COM 101 Communication (4)
- CIS 190 Principles of Computer Applications (4)
- ENG 111 Composition I (4)
- ENG 112 Composition II (4) *
- HIS 251 Food History (4)
- INT 110 Introduction to Integrative Studies (4)
- INT 210 Intermediate Integrative Studies (4) *
- INT 310 Advanced Integrative Studies (4)*

- LNG 001 Language I (4)
- LNG 002 Language II (4) *
- MTH 140 Statistics I (4)*

Electives: Students choose one each of the following:

- Mathematics Elective (4)
- Social Science Elective (4)
- Aesthetic Awareness Elective (4)
- Ethics Elective (4)
- Cultural Literacy Elective (4)
- Environmental Stewardship Elective (4)

Throughout the FSM Program, students are expected to follow course sequencing and prerequisite requirements as provided by their Academic Advisor.

Combined Online and Saturday Foodservice Management Bachelor of Arts Program

The Bachelor of Arts in Foodservice Management is also offered in a condensed classroom format specifically targeted to accommodate working adult learners and degree completion candidates. Students work online during the week and attend class on four Saturdays. The outcomes of the program are the same as that of the daytime program. The program allows students to develop business competencies that lead to increased success in their current careers or to assist them in pursuing new careers.

Degree Requirements

- Bachelor of Arts General Studies Core 68
- Major Requirements 91
- Concentration Courses 24

Total Credits = 183

Each major course in this program is delivered through the combination of both on campus and online media. All courses listed above also apply to the combined online/Saturday program option, with the exception of the following (which involve preparation and completion of an internship and optional internship extension and CAP 495-496):

- BUS 126 Professional Development (0)
- BUS 203 Internship Practicum (4)*
- BUS 204 Internship Theory (4)*
- BUS 205 Internship Practicum Extension (optional) (4)*

In lieu of the internship-related courses, students take:

- MGT 410 Management Research Paper (4)*
- MGT 420 Succession Planning (4)*

In lieu of CAP 495-496, students take:

- FSM 455 Capstone (6)*

Students who complete BUS 126 and can demonstrate job loss or similar career transitions may elect to substitute an internship for:

- MGT 410 Management Research Paper (4)*
- MGT 420 Succession Planning (4)*

The concentration courses listed above apply to this program, but the Culinary concentration options do not qualify for the condensed classroom format of online/Saturdays. Those courses will require onsite attendance.

The School of Culinary Arts

Kendall College's acclaimed School of Culinary Arts offers a Bachelor of Arts Degree in Culinary Arts, and Associate of Applied Science Degrees in Culinary Arts and Baking & Pastry. The School also offers certificate programs in Professional Cookery, Baking & Pastry, and Personal Chef & Catering.

The Mission of the School of Culinary Arts

The School of Culinary Arts at prepares students for successful careers and eventual leadership roles across the foodservice industry through strong professional skill development, comprehensive and current understanding of the foodservice industry, environmental awareness, and exemplary professional demeanor. Appropriate to their program of study, graduates of the School of Culinary Arts gain a working knowledge of business principles and a broad appreciation of the knowledge and skills required for global citizenry.

Through its highly qualified faculty and dedicated staff, the School of Culinary Arts fosters an environment that values diversity, passion for learning, discipline, caring for the individual, creativity, inspiration to achieve, and intensity in all areas of endeavor. Simply put, Kendall's objective is to produce the future leaders of the foodservice industry. The program is rigorous and the standards are demanding.

Bachelor of Arts in Culinary Arts

The Bachelor of Arts in Culinary Arts combines rigorous culinary training with a solid set of business skills and general education studies. The first two years of the program focus intensely on developing culinary skills through significant hands-on kitchen experience in teaching kitchens and functioning restaurants. During this time, students also learn basic business skills in both the classroom and real-world environments.

In the junior and senior years, Bachelor students further their knowledge of the culinary arts with demanding classes in global cuisine, food science, advanced pastry, and research and development. During this time, students spend significant time honing their business skills and deepening their understanding of the business world. The program culminates in an intensive two-quarter Kendall Integrative Senior Project.

The Bachelor of Arts in Culinary Arts prepares students for the ever-changing and increasingly challenging world of foodservice. This degree will position a graduate to excel quickly into managerial positions in many different facets of foodservice.

Program Data

Kendall College is committed to providing students the information they need to make an informed decision about where to pursue their education. The detailed information below relates to program costs, types of occupations this program may lead to, completion rate, and median loan debt of students who have graduated from this program.

Occupations

This program generally prepares students to enter the types of occupations listed below. For more information on these specific occupations, visit www.onetonline.org. In addition to this list, there are other career options which graduates of this program may choose to pursue.

Occupation Name*	Occupation Code
Chefs and Head Cooks	35-1011
First-Line Supervisors of Food Preparation and Serving Workers	35-1012
Cooks, Private Household	35-2013
Cooks, Restaurant	35-2014
Cooks, All Other	35-2019

*The "occupation name" is a general job title, and "occupation code" refers to the US Bureau of Labor Statistics' Standard Occupation Classification.

Program Completion

The program completion rate is the percentage of students who graduated between July 1, 2009 and June 30, 2010, who completed this program in the normal completion time.

Frequently, students at Kendall College choose to attend on a part-time basis and as a result, their completion times may vary substantially. The program completion time may also vary depending on transfer of credit and the pace at which a student chooses to complete the program.

- On-time completion rate89.5%

Program Costs

The program costs are the estimated average costs over the duration of the program, excluding any scholarship or tuition reductions, for students completing the program on time. These costs can vary based on the number of credits. Typically, tuition and fees are subject to change annually.

- Tuition and Fees..... \$85,005
- Books and Supplies \$4,475
- Room* and Board \$750

*Kendall offers a housing option to its students, which is not reflected.

Median Loan Debt*

The following is the median amount borrowed by all students who completed the program between July 1, 2009 and June 30, 2010. The amount borrowed may include tuition as well as non-institutional costs such as estimated living expenses.

- Title IV Program Loans \$11,499
- Private Educational Loans \$0
- Institutional Financing Plan..... Not Applicable

*Median loan debt reflects the amount borrowed only after Kendall's change of ownership July 10, 2008.

Degree Requirements

- Bachelor of Arts General Studies Core 68
- Culinary Arts Requirements 114
- Internships 8

Total Credits = 190

Major Requirements

- CUL 101 Survey of Foodservice (1)
- CUL 111 Introduction to Professional Cookery (2)

- CUL 112 Introduction to Stocks, Sauces, and Soups (2)
- CUL 113 Purchasing and Inventory Management (2)
- CUL 114 Sanitation (0)
- CUL 117 Introduction to Garde Manger (2)
- CUL 118 Methods of Cooking (2)
- CUL 119 Product Identification (2)
- CUL 122 Cost Control (4)
- CUL 124 Quantity Food Production (3)
- CUL 126 Professional Development (1)
- CUL 127 Breakfast Production (2)
- CUL 136 Menus (2)
- CUL 139 Advanced Skills (2)
- CUL 140 Fine Dining Service (3)
- CUL 145 Introduction to Baking and Pastry (4)
- CUL 206 Culinary Internship Practicum (4)
- CUL 207 Culinary Internship Theory (4)
- CUL 214 Sanitation Refresher Course (0)
- CUL 233 Foodservice Management (4)
- CUL 255 Catering(2) or CUL 281 Symposium (2)
- CUL 252 Advanced Garde Manger (3)
- CUL 254 Advanced Fish and Sauce (3)
- CUL 256 Advanced Meat and Sauce (3)
- CUL 257 Fine Dining Restaurant – Lunch or Dinner (5)
- CUL 258 Sustainability (1)
- CUL 296 Quick Service Restaurant (2)
- CUL 304 Foodservice Technology (2) **
- CUL 315 Cuisine of Central/South America (4) **
- CUL 316 Cuisine of Asia (4)
- CUL 317 Cuisine of the Mediterranean (4)
- CUL 320 Value-Added Baking (2)
- CUL 321 Contemporary Pastry Arts (2)
- CUL 345 Wines, Spirits, and Food Affinities (3)
- CUL 352 Advanced Culinary Skill Development (0) (optional)
- CUL 353 Advanced Culinary Skill Development (0) (optional)
- CUL 354 Advanced Culinary Skill Development (0) (optional)
- CUL 355 Advanced Culinary Skill Development (0) (optional)

- CUL 356 Advanced Culinary Skill Development (0) (optional)
- CUL 420 Foodservice R&D (4)
- CUL 436 Facilities Planning (2)
- CAP 495 Kendall Integrative Senior Project (3)
- CAP 496 Kendall Integrative Senior Project (3)
- HOS 311 Legal Issues (4)
- HOS 241 Hospitality Marketing (4)
- HOS 272 Financial Accounting (4)
- HOS 322 Human Resources Management (4)
- HOS 372 Hospitality Managerial Accounting (4)
- HOS 398 Feasibility Studies (4)
- SCI 300 Food Science (4)

General Education Requirements

Students take the 12 course (48-credit hour) general education core plus the following five courses (20-credit hours).

- HIS 251 Food History (4)
- SCI 123 Human Nutrition I (4)
- SCI 223 Life Span Nutrition (4)
- SPN 111 Spanish I (4)
- SPN 112 Spanish II (4) **

Culinary Nutrition Concentration

Students in the Bachelor of Arts in Culinary Arts program have the option of concentrating in Culinary Nutrition, which emphasizes the science of nutrition in addition to classical culinary arts training. The courses below are included in this concentration. Course substitutions allow this concentration to be completed in the same time as the standard Bachelor of Arts in Culinary Arts. To prepare for this coursework, students choosing this concentration must take MTH 140 Statistics I as their mathematics course.

- BIO 115 Human Anatomy & Physiology (4)
- BIO 150 Humans and Other Living Things (4)
- CUL 306 Nutritional Food Technology (2)
- CUL 318 Vegetarian Cuisine (2)
- CUL 390 Nutritional Cooking (2)
- SCI 123 Human Nutrition I (4)
- SCI 223 Life Span Nutrition (4)

Several of these courses have prerequisites, as indicated in the course descriptions.

Associate of Applied Science in Culinary Arts

The Associate in Culinary Arts consists of a seven-quarter program that combines rigorous culinary training, an introduction to basic business skills, and general education topics. This program focuses intensely on developing the culinary skills needed to excel in a career in the culinary arts. The program begins with learning the most basic skills and finishes with an experience in the fine dining restaurant. This program develops the skill and knowledge level expected of our graduates through demanding coursework and significant hands-on kitchen experience. In this program, basic business skills are taught both in the classroom and in lab environments. This program prepares students to confidently enter any caliber of restaurant and to eventually achieve significant positions of responsibility in the professional kitchen.

Program Data

Kendall College is committed to providing students the information they need to make an informed decision about where to pursue their education. The detailed information below relates to program costs, types of occupations this program may lead to, completion rate, and median loan debt of students who have graduated from this program.

Occupations

This program generally prepares students to enter the types of occupations listed below. For more information on these specific occupations, visit www.onetonline.org. In addition to this list, there are other career options which graduates of this program may choose to pursue.

Occupation Name*	Occupation Code
Chefs and Head Cooks	35-1011
First-Line Supervisors of Food Preparation and Serving Workers	35-1012
Cooks, Private Household	35-2013
Cooks, Restaurant	35-2014
Cooks, All Other	35-2019

**The "occupation name" is a general job title, and "occupation code" refers to the US Bureau of Labor Statistics' Standard Occupation Classification.*

Program Completion

The program completion rate is the percentage of students who graduated between July 1, 2009 and June 30, 2010, who completed this program in the normal completion time.

Frequently, students at Kendall College choose to attend on a part-time basis and as a result, their completion times may vary substantially. The program completion time may also vary depending on transfer of credit and the pace at which a student chooses to complete the program.

- On-time completion rate58%

Program Costs

The program costs are the estimated average costs over the duration of the program, excluding any scholarship or tuition reductions, for students completing the program on time. These costs can vary based on the number of credits. Typically, tuition and fees are subject to change annually.

- Tuition and Fees..... \$35,335 - \$50,850
- Books and Supplies \$1,798-\$2,565
- Room* and Board Not Applicable

**Kendall offers a housing option to its students, which is not reflected.*

Median Loan Debt*

The following is the median amount borrowed by all students who completed the program between July 1, 2009 and June 30, 2010. The amount borrowed may include tuition as well as non-institutional costs such as estimated living expenses.

- Title IV Program Loans \$10,057
- Private Educational Loans \$0
- Institutional Financing Plan..... Not Applicable

**Median loan debt reflects the amount borrowed only after Kendall's change of ownership July 10, 2008.*

Degree Requirements

- Associate of Applied Science General Studies Core 32
- Culinary Arts Requirements 57
- Internships 8
- Mandatory Culinary Electives 2

Total Credits = 99

Major Requirements

- CUL 101 Survey of Foodservice (1)
- CUL 111 Introduction to Professional Cookery (2)
- CUL 112 Introduction to Stocks, Sauces, and Soups (2)
- CUL 113 Purchasing and Inventory Management (2)
- CUL 114 Sanitation (0)
- CUL 117 Introduction to Garde Manger (2)
- CUL 118 Methods of Cooking (2)
- CUL 119 Product Identification (2)
- CUL 122 Cost Control (4)
- CUL 124 Quantity Food Production (3)
- CUL 126 Professional Development (1)
- CUL 127 Breakfast Production (2)
- CUL 136 Menus (2)
- CUL 139 Advanced Skills (2)
- CUL 140 Fine Dining Service (3)
- CUL 145 Introduction to Baking and Pastry (4)
- CUL 206 Culinary Internship Practicum (4)
- CUL 207 Culinary Internship Theory (4)
- CUL 214 Sanitation Refresher Course (0)
- CUL 233 Foodservice Management (4)

- CUL 233 Foodservice Management (4)
- CUL 255 Catering(2) or CUL 281 Symposium (2)
- CUL 252 Advanced Garde Manger (3)
- CUL 254 Advanced Fish and Sauce (3)
- CUL 256 Advanced Meat and Sauce (3)
- CUL 257 Fine Dining Restaurant – Lunch or Dinner (5)
- CUL 258 Sustainability (1)
- CUL 296 Quick Service Restaurant (2)
- Culinary Elective (2)

General Education Requirements

- CIS 190 Principles of Computer Applications (4)
- ENG 111 Composition I (4)
- ENG 112 Composition II (4)
- INT 110 Introduction to Integrative Studies (4)
- INT 210 Intermediate Integrative Studies
- MTH 122 Quantitative Literacy or MTH 140 Statistics I (4)
- SCI 123 Human Nutrition (4)
- SPN 111 Spanish I (4)

Accelerated Associate of Applied Science in Culinary Arts

The Accelerated Associate of Applied Science in Culinary Arts consists of a five-quarter program that mirrors the seven-quarter program content. Because accelerated students must already have a bachelor’s degree to qualify, it is possible to waive most or all of the general education requirements, allowing the accelerated degree to be compressed from seven to five quarters.

Students accepted into the Accelerated Program who have earned a Bachelor degree other than a Bachelor of Art or a Bachelor of Science will be evaluated on a case-by-case basis to determine if any general education courses will be required.

Degree Requirements

- Associate of Applied Science General Studies Core 28 (transfer)
- Culinary Arts Requirements 57
- Internships 8
- Human Nutrition 4
- Mandatory Culinary Electives 2

Total Credits = 99

Major Requirements

- CUL 026 Professional Development (0)
- CUL 101 Survey of Foodservice (1)

- CUL 111 Introduction to Professional Cookery (2)
- CUL 112 Introduction to Stocks, Sauces, and Soups (2)
- CUL 113 Purchasing and Inventory Management (2)
- CUL 114 Sanitation (0)
- CUL 117 Introduction to Garde Manger (2)
- CUL 118 Methods of Cooking (2)
- CUL 119 Product Identification (2)
- CUL 122 Cost Control (4)
- CUL 124 Quantity Food Production (3)
- CUL 136 Menus (2)
- CUL 139 Advanced Skills (2)
- CUL 140 Fine Dining Service (3)
- CUL 145 Introduction to Baking and Pastry (4)
- CUL 206 Culinary Internship Practicum (4)
- CUL 207 Culinary Internship Theory (4)
- CUL 214 Sanitation Refresher Course (0)
- CUL 233 Foodservice Management (4)
- CUL 255 Catering(2) or CUL 281 Symposium (2)
- CUL 252 Advanced Garde Manger (3)
- CUL 254 Advanced Fish and Sauce (3)
- CUL 256 Advanced Meat and Sauce (3)
- CUL 257 Fine Dining Restaurant – Lunch or Dinner (5)
- CUL 258 Sustainability (1)
- CUL 296 Quick Service Restaurant (2)
- CUL 345 Wines (3)
- SCI 123 Human Nutrition (4)
- Culinary Elective (2)

Culinary Nutrition Concentration

Students in the Accelerated Program have the option of adding a concentration in Culinary Nutrition to their studies. This concentration emphasizes the science of nutrition in addition to classical culinary arts training. The courses below are included in this concentration. Many of the required courses can be added to existing quarters' course loads; the addition of this concentration will extend the degree program by one quarter of part-time study.

- BIO 115 Human Anatomy & Physiology (4)
- BIO 150 Humans and Other Living Things (4)
- SCI 123 Human Nutrition I (4)
- SCI 223 Life Span Nutrition (4)

- CUL 306 Nutritional Food Technology (2)
- CUL 318 Vegetarian Cuisine (2)
- CUL 390 Nutritional Cooking (2)

Several of these courses have prerequisites, as indicated in the course descriptions.

Associate of Applied Science in Baking & Pastry

The Associate of Applied Science in Baking & Pastry consists of a six-quarter program that combines rigorous training in baking and pastry with an introduction to basic business skills and general education topics. This program focuses intensely on developing baking and pastry skills through significant hands-on kitchen experience in Kendall’s modern baking and pastry lab kitchens. Students learn the basic business skills needed for the baking and pastry profession. This program prepares students to enter the baking and pastry profession with the confidence attained from completing a challenging program. With this degree, graduates will have the skills and knowledge necessary to attain significant positions of responsibility in the world of baking and pastry.

Program Data

Kendall College is committed to providing students the information they need to make an informed decision about where to pursue their education. The detailed information below relates to program costs, types of occupations this program may lead to, completion rate, and median loan debt of students who have graduated from this program.

Occupations

This program generally prepares students to enter the types of occupations listed below. For more information on these specific occupations, visit www.onetonline.org. In addition to this list, there are other career options which graduates of this program may choose to pursue.

Occupation Name*	Occupation Code
Chefs and Head Cooks	35-1011
Bakers	51-3011

**The “occupation name” is a general job title, and “occupation code” refers to the US Bureau of Labor Statistics’ Standard Occupation Classification.*

Program Completion

The program completion rate is the percentage of students who graduated between July 1, 2009 and June 30, 2010, who completed this program in the normal completion time.

Frequently, students at Kendall College choose to attend on a part-time basis and as a result, their completion times may vary substantially. The program completion time may also vary depending on transfer of credit and the pace at which a student chooses to complete the program.

- On-time completion rate87.1%

Program Costs

The program costs are the estimated average costs over the duration of the program, excluding any scholarship or tuition reductions, for students completing the program on time. These costs can vary based on the number of credits. Typically, tuition and fees are subject to change annually.

- Tuition and Fees..... \$43,210
- Books and Supplies \$2,684
- Room* and Board \$ Not Applicable

**Kendall offers a housing option to its students, which is not reflected.*

Median Loan Debt*

The following is the median amount borrowed by all students who completed the program between July 1, 2009 and June 30, 2010. The amount borrowed may include tuition as well as non-institutional costs such as estimated living expenses.

- Title IV Program Loans \$9,166
- Private Educational Loans \$0
- Institutional Financing Plan..... Not Applicable

**Median loan debt reflects the amount borrowed only after Kendall's change of ownership July 10, 2008.*

Degree Requirements

- Associate of Applied Science General Studies Core 32
- Culinary Arts Requirements 60
- Internships 8

Total Credits = 100

Major Requirements

- BPA 100 Intro to Baking (4)
- BPA 102 Pastry Theory (3)
- BPA 111 Culinary Basics (4)
- BPA 130 Basic Plating and Production Techniques (2)
- BPA 131 Basic Cake Decorating (2)
- BPA 144 Introduction to Pastry (4)
- BPA 170 Advanced Baking & Pastry (4)
- BPA 180 Breakfast Pastry (2)
- BPA 202 A Plated Desserts (5)
- BPA 203 Sugars and Sugar Confections (2)
- BPA 204 Chocolate and Mignardise (3)
- BPA 208 Wedding Cakes and Gum Paste (3)
- BPA 211 Internship Practicum (4)

- BPA 212 Internship Theory (4)
- BPA 236 Baking & Pastry Facility Planning (2)
- BPA 240 Artisan Breads (3)
- BPA 262 Bread and Confectionery Production (4)
- BPA 266 Healthful & Special Needs Baking (2)
- BPA 281 Banquets (2)
- CUL 114 Sanitation (0)
- CUL 122 Cost Control (4)
- CUL 126 Professional Development (1)
- CUL 214 Sanitation Refresher Course (0)
- CUL 233 Foodservice Management (4)

General Education Requirements

- CIS 190 Principles of Computer Applications (4)
- ENG 111 Composition I (4)
- ENG 112 Composition II (4)
- INT 110 Introduction to Integrative Studies (4)
- INT 210 Intermediate Integrative Studies (4)
- MTH 122 Quantitative Literacy or MTH 140 Statistics I (4)
- SCI 123 Human Nutrition (4)
- SPN 111 Spanish I (4)

Certificate in Baking & Pastry

The Certificate in Baking & Pastry consists of a 24-credit program that focuses exclusively on the basic skill sets needed for entry level in the baking and pastry environment. Generally, students take 6 credit hours per quarter for four consecutive quarters. Students must earn 24 credit hours at Kendall. Certificate classes are taken at night and on weekends. The certificate program is designed for working adults.

Program Data

Kendall College is committed to providing students the information they need to make an informed decision about where to pursue their education. The detailed information below relates to program costs, types of occupations this program may lead to, completion rate, and median loan debt of students who have graduated from this program.

Occupations

This program generally prepares students to enter the types of occupations listed below. For more information on these specific occupations, visit www.onetonline.org. In addition to this list, there are other career options which graduates of this program may choose to pursue.

Occupation Name*	Occupation Code
Bakers	51-3011

**The "occupation name" is a general job title, and "occupation code" refers to the US Bureau of Labor Statistics' Standard Occupation Classification.*

Program Completion

The program completion rate is the percentage of students who graduated between July 1, 2009 and June 30, 2010, who completed this program in the normal completion time.

Frequently, students at Kendall College choose to attend on a part-time basis and as a result, their completion times may vary substantially. The program completion time may also vary depending on transfer of credit and the pace at which a student chooses to complete the program.

- On-time completion rate 77.3%

Program Costs

The program costs are the estimated average costs over the duration of the program, excluding any scholarship or tuition reductions, for students completing the program on time. These costs can vary based on the number of credits. Typically, tuition and fees are subject to change annually.

- Tuition and Fees \$18,135
- Books and Supplies \$1,455
- Room* and Board \$ Not Applicable

**Kendall offers a housing option to its students, which is not reflected.*

Median Loan Debt*

The following is the median amount borrowed by all students who completed the program between July 1, 2009 and June 30, 2010. The amount borrowed may include tuition as well as non-institutional costs such as estimated living expenses.

- Title IV Program Loans \$4,874
- Private Educational Loans \$6,076
- Institutional Financing Plan Not Applicable

**Median loan debt reflects the amount borrowed only after Kendall's change of ownership July 10, 2008.*

Certificate Requirements

- BPC 101 Baking and Pastry I (4)
- BPC 103 Baking and Pastry II (4)
- BPC 105 Baking and Pastry III (4)
- BPC 111 Introduction to Cooking (2)
- CUL 114 Sanitation (0)
- CUL 116 Nutrition (2)
- CUL 255 Catering or CUL 250 Foodservice Business Planning (2)
- CUL 259 Basic Cake Decorating (2)

- CUL 267 Chocolate and Confectionary (2)
- CUL 279 Wedding and Special Occasion Cakes (2)

Total Credits = 24

Certificate in Professional Cookery

The Certificate in Professional Cookery is a Culinary Arts 24-credit program that focuses exclusively on the basic skill sets needed for entry level in a professional kitchen. Generally, students take 6 credit hours per quarter for four consecutive quarters. Students must earn 24 credit hours at Kendall. Certificate classes are taken at night and on weekends. The certificate program is designed for working adults.

Program Data

Kendall College is committed to providing students the information they need to make an informed decision about where to pursue their education. The detailed information below relates to program costs, types of occupations this program may lead to, completion rate, and median loan debt of students who have graduated from this program.

Occupations

This program generally prepares students to enter the types of occupations listed below. For more information on these specific occupations, visit www.onetonline.org. In addition to this list, there are other career options which graduates of this program may choose to pursue.

Occupation Name*	Occupation Code
Cooks, Institution and Cafeteria	35-2012
Cooks, Private Household	35-2013
Cooks, All Other	35-2019

**The "occupation name" is a general job title, and "occupation code" refers to the US Bureau of Labor Statistics' Standard Occupation Classification.*

Program Completion

The program completion rate is the percentage of students who graduated between July 1, 2009 and June 30, 2010, who completed this program in the normal completion time.

Frequently, students at Kendall College choose to attend on a part-time basis and as a result, their completion times may vary substantially. The program completion time may also vary depending on transfer of credit and the pace at which a student chooses to complete the program.

- On-time completion rate54.5%

Program Costs

The program costs are the estimated average costs over the duration of the program, excluding any scholarship or tuition reductions, for students completing the program on time. These costs can vary based on the number of credits. Typically, tuition and fees are subject to change annually.

- Tuition and Fees..... \$18,135
- Books and Supplies \$1,316
- Room* and Board \$ Not Applicable

**Kendall offers a housing option to its students, which is not reflected.*

Median Loan Debt*

The following is the median amount borrowed by all students who completed the program between July 1, 2009 and June 30, 2010. The amount borrowed may include tuition as well as non-institutional costs such as estimated living expenses.

- Title IV Program Loans \$0
- Private Educational Loans \$0
- Institutional Financing Plan..... Not Applicable

**Median loan debt reflects the amount borrowed only after Kendall's change of ownership July 10, 2008.*

Certificate Requirements

- CUL 114 Sanitation (0)
- CUL 116 Nutrition (2)
- PCC 117 Introduction to Garde Manger (2)
- PCC 118 Methods of Cooking (2)
- CUL 255 Catering or CUL 250 Foodservice Business Planning (2)
- CUL 240/242/243 Cuisine of Mexico, China, or Thailand (2)
- CUL 293 French Bistro Cuisine (2)
- CUL 247 Advanced Sauces(2)
- PCC 101 Introduction to Baking (4)
- PCC 111 Introduction to Professional Cookery (2)
- PCC 112 Stocks, Sauces, and Soups (2)
- PCC 113 Product ID and Storeroom (2)

Total Credits = 24

Certificate in Personal Chef & Catering

The Certificate in Personal Chef & Catering consists of a 24-credit program that focuses exclusively on the basic skill sets needed to pursue a career as a personal chef or caterer. Generally, students take 6 credit hours per quarter for four consecutive quarters. Students must earn 24 credit hours at Kendall. Certificate classes are taken at night and on weekends. The certificate program is designed for working adults.

Program Data

Kendall College is committed to providing students the information they need to make an informed decision about where to pursue their education. The detailed information below relates to program costs, types of occupations this program may lead to, completion rate, and median loan debt of students who have graduated from this program.

Occupations

This program generally prepares students to enter the types of occupations listed below. For more information on these specific occupations, visit www.onetonline.org. In addition to this list, there are other career options which graduates of this program may choose to pursue.

Occupation Name*	Occupation Code
Cooks, Institution and Cafeteria	35-2012
Cooks, Private Household	35-2013
Cooks, All Other	35-2019

*The “occupation name” is a general job title, and “occupation code” refers to the US Bureau of Labor Statistics' Standard Occupation Classification.

Program Completion

The program completion rate is the percentage of students who graduated between July 1, 2009 and June 30, 2010, who completed this program in the normal completion time.

Frequently, students at Kendall College choose to attend on a part-time basis and as a result, their completion times may vary substantially. The program completion time may also vary depending on transfer of credit and the pace at which a student chooses to complete the program.

- On-time completion rate66.7%

Program Costs

The program costs are the estimated average costs over the duration of the program, excluding any scholarship or tuition reductions, for students completing the program on time. These costs can vary based on the number of credits. Typically, tuition and fees are subject to change annually.

- Tuition and Fees \$18,135
- Books and Supplies \$1,226
- Room* and Board Not Applicable

*Kendall offers a housing option to its students, which is not reflected.

Median Loan Debt*

The following is the median amount borrowed by all students who completed the program between July 1, 2009 and June 30, 2010. The amount borrowed may include tuition as well as non-institutional costs such as estimated living expenses.

- Title IV Program Loans \$6,333
- Private Educational Loans \$0
- Institutional Financing Plan..... Not Applicable

*Median loan debt reflects the amount borrowed only after Kendall’s change of ownership July 10, 2008.

Certificate Requirements

- CUL 114 Sanitation (0)
- CUL 116 Nutrition (2)
- CUL 250 Foodservice Business Planning (2)
- CUL 255 Catering (2)
- PCC 101 Introduction to Baking (4)
- PCC 111 Introduction to Professional Cookery (2)
- PCC 112 Stocks, Sauces, and Soups (2)
- PCC 117 Introduction to Garde Manger (2)

- PCC 118 Methods of Cooking (2)
- PCC 160 Intro to Beverage & Dining Room (2)
- PCC 171 Personal Chef Practicum (2)
- PCC 190 Nutritional Cooking (2)

Total Credits = 24

The School of Education

The School of Education at Kendall College offers a Bachelor of Arts Degree in Early Childhood Education that prepares students for work with children and families in both public and non-public school settings, as well as a variety of leadership positions (e.g., social service and governmental agencies, hospitals, parks and recreation, and private schools). In addition, the School of Education offers a teacher preparation track, leading to the Illinois Type 04 Teacher Certification in Early Childhood Education.

Mission of the School of Education

The School of Education prepares a diverse range of qualified adults to become professional educators with the knowledge and the instructional and technological skills to learn and reflect continuously; to teach with competence, passion, and respect for diversity; and to serve as leaders who make valuable contributions to the quality of life of others.

Bachelor of Arts in Early Childhood Education (ECE)

Kendall's Early Childhood Education program has three tracks:

- **B.A. in Early Childhood Education with Illinois Type 04 Teacher Certification Preparation**—prepares students for work with young children, birth through age 8, in educational settings that require certification. This track is accredited by the Illinois State Board of Education.
- **B.A. in Early Childhood Education, Non-Certification**—prepares students for a career in the early childhood field where certification is not required.
- **Illinois Type 04 Teacher Certification Preparation (post-baccalaureate)**—prepares students who have already earned a B.A. or B.S. for work with young children, birth through age 8, in educational settings that require certification. This track is accredited by the Illinois State Board of Education.

Coursework is available in three formats: on campus, online, or hybrid, which is a combination of online learning and campus instruction. Campus locations include the Chicago Riverworks location and the University Center of Lake County, and course offerings may vary by location.

Most Early Childhood Education program courses require one to ten hours of field work experience, not including Internships (non-certification track) or Clinical Practice Experiences (certification tracks).

Program Data

Kendall College is committed to providing students the information they need to make an informed decision about where to pursue their education. The detailed information below relates to program costs, types of occupations this program may lead to, completion rate, and median loan debt of students who have graduated from this program.

Occupations

This program generally prepares students to enter the types of occupations listed below. For more information on these specific occupations, visit www.onetonline.org. In addition to this list, there are other career options which graduates of this program may choose to pursue.

Occupation Name*	Occupation Code
Preschool Teachers, Except Special Education	25-2011
Kindergarten Teachers, Except Special Education	25-2012

*The "occupation name" is a general job title, and "occupation code" refers to the US Bureau of Labor Statistics' Standard Occupation Classification.

Program Completion

The program completion rate is the percentage of students who graduated between July 1, 2009 and June 30, 2010, who completed this program in the normal completion time.

Frequently, students at Kendall College choose to attend on a part-time basis and as a result, their completion times may vary substantially. The program completion time may also vary depending on transfer of credit and the pace at which a student chooses to complete the program.

- On-time completion rate92.5%

Program Costs

The program costs are the estimated average costs over the duration of the program, excluding any scholarship or tuition reductions, for students completing the program on time. These costs can vary based on the number of credits. Typically, tuition and fees are subject to change annually.

- Tuition and Fees..... \$40,260
- Books and Supplies \$3,441
- Room* and Board Not Applicable

**Kendall offers a housing option to its students, which is not reflected.*

Median Loan Debt*

The following is the median amount borrowed by all students who completed the program between July 1, 2009 and June 30, 2010. The amount borrowed may include tuition as well as non-institutional costs such as estimated living expenses.

- Title IV Program Loans \$11,940
- Private Educational Loans \$0
- Institutional Financing Plan..... Not Applicable

**Median loan debt reflects the amount borrowed only after Kendall’s change of ownership July 10, 2008.*

Bachelor of Arts in Early Childhood Education with Illinois Type 04 Teacher Certification Preparation

Degree Requirements

- General Education Core 64
- Early Childhood Education Major Requirements 93
- Concentration Requirements 12–15
- Clinical Practice Experiences (Pre-Primary & Primary Age/Grade Levels) 12

Total Hours: 181–184

Illinois State Board of Education Teacher Certification Testing Requirements

- Illinois Basic Skills Test (Field 096 or 300)
- Illinois Content Area Test, Early Childhood Education (Field 107)
- Illinois Assessment of Professional Teaching, Birth through Grade 3 (Field 101)

School of Education Teacher Certification Preparation Track Required Key Assessments

- Early Childhood Education (EDU) Major Course-based Assessments
- Lesson Plan Portfolio (LPP)
- Clinical Practice Evaluations
- Disposition Assessments
- Kendall Teacher Work Sample (KTWS)

Required Early Childhood Education Major Coursework (93 Quarter Hours)

- EDU 110 Introduction to Early Childhood Education (4) *
- EDU 215 Child Health, Safety, and Nutrition (4) *
- EDU 222 Child Development (4) *
- EDU 225 Educational Psychology (4)
- EDU 230 Child, Family, and Community Relationships (4)
- EDU 240 Observation and Assessment of the Young Child (5) **
- EDU 252 Developmentally Appropriate Practices for Infants and Toddlers (5) **
- EDU 255 Play and Learning for the Preschool Child (5) **
- EDU 260 Language Acquisition and Development (5)
- EDU 275 Children's Literature (4) *
- EDU 280 Technology in the Classroom (4)
- EDU 290 The Exceptional Child (4) **
- EDU 317 Classroom Management for the Early Childhood Teacher (4)
- **EDU 333 Professionalism and the Early Childhood Educator (4)**
- **EDU 402 Effective Practices in the Diverse Classroom (4)**
- **EDU 403 Early Literacy (5) ****
- **EDU 404 Literacy Development (5) ****
- **EDU 405 Teaching Mathematics (5) ****
- **EDU 406 Teaching Science (5) ****
- **EDU 407 Teaching Social Studies and the Arts (5) ****
- **EDU 451 Clinical Practice: Pre-Primary (3)**
- **EDU 452 Clinical Seminar: Pre-Primary (1)**
- **EDU 453 Clinical Practice: Primary (5)**
- EDU 454 Clinical Seminar: Primary (3)
- PSY 111 Introduction to Psychology (4)

General Education Requirements (64 quarter hours)

Students take the 12 course (48-credit hour) general education core plus the following four courses (16 credit hours).

- MTH 130 Math for Educators (4)
- PSC 112 American Government (4)
- Geography Elective (4)
- Humanities or Social Science Elective (4)

Notes:

1. Courses in boldface must be taken at Kendall College.
2. *These courses require approximately 1–2 fieldwork hours.
3. **These courses require five or more fieldwork hours (EDU 252 and EDU 255 require 10 hours each).

A grade of “C” or higher must be earned in any EDU course for teacher candidates (Illinois Administrative Code 25.100). Any EDU course that resulted in a grade of less than “C” will need to be repeated prior to Clinical Practice/Student Teaching experiences.

B.A. in Early Childhood Education, Non-Certification

Degree Requirements

- General Education Core 64
- Early Childhood Education Major Requirements 93
- Concentration Requirements 12–15
- Internships 8
- General Electives 4

Total Hours: 180-181

Required Early Childhood Education Major Coursework (93 Quarter Hours)

- EDU 110 Introduction to Early Childhood Education (4) *
- EDU 215 Child Health, Safety, and Nutrition (4) *
- EDU 222 Child Development (4) *
- EDU 225 Educational Psychology (4)
- EDU 230 Child, Family, and Community Relationships (4)
- EDU 240 Observation and Assessment of the Young Child (5) **
- EDU 252 Developmentally Appropriate Practices for Infants and Toddlers (5) **
- EDU 255 Play and Learning for the Preschool Child (5) **
- EDU 260 Language Acquisition and Development (5)
- EDU 275 Children’s Literature (4) *
- EDU 280 Technology in the Classroom (4)

- EDU 290 The Exceptional Child (4) **
- EDU 317 Classroom Management for the Early Childhood Teacher (4)
- **EDU 333 Professionalism and the Early Childhood Educator (4)**
- **EDU 402 Effective Practices in the Diverse Classroom (4)**
- **EDU 403 Early Literacy (5) ****
- **EDU 404 Literacy Development (5) ****
- **EDU 405 Teaching Mathematics (5) ****
- **EDU 406 Teaching Science (5) ****
- **EDU 407 Teaching Social Studies and the Arts (5) ****
- **EDU 411 ECE Internship I (4)**
- **EDU 412 ECE Internship II (4)**
- PSY 111 Introduction to Psychology (4)

General Education Requirements (64 quarter hours)

Students take the 12 course (48-credit hour) general education core plus the following four courses (16 credit hours).

- MTH 130 Math for Educators (4)
- PSC 112 American Government (4)
- Geography Elective (4)
- Humanities or Social Science Elective (4)

Notes:

1. Courses in boldface must be taken at Kendall College.
2. *These courses require approximately 1–2 fieldwork hours.
3. **These courses require five or more fieldwork hours (EDU 252 and EDU 255 require 10 hours each). L'

Concentrations

All Bachelor of Arts students are required to take 12 to 15 quarter hours in their concentration.

Special Education Concentration

This 12-quarter hour concentration provides a foundation for working with young children with special needs. Students who complete the special education coursework and earn the Type 04 Certification may apply for the Early Childhood Special Education Approval Letter from the Illinois State Board of Education. *(The Special Education Approval Letter is not considered an endorsement or special education certification.)*

- EDU 391 Methods of Teaching Young Children With Special Needs (4) **
- EDU 393 Screening and Assessment of Young Children with Special Needs (4) **
- EDU 394 Teaming, Collaborating, and Communicating: Resources for Families of Special Needs Children (4) **

Infants and Toddlers (12 Quarter Hours)

This concentration provides a foundation for working with infants and toddlers. The following three courses meet the Illinois State Board of Education Birth to Age 3 Standards.

- EDU 305 Quality Programs for Infants, Toddlers, and Their Families (4) **
- EDU 307 Infant, Family and Cultural Studies (4) **
- EDU 308 Infant Screening and Assessment (4) **

English as a Second Language (ESL) Concentration

This 15-quarter hour concentration provides a foundation for working with linguistically diverse students whose primary language is one other than English. Students must take the following:

- EDU 336 Theoretical Foundations of Teaching Culturally and Linguistically Diverse Learners (5) **
- EDU 337 Assessing the Culturally and Linguistically Diverse Learner (5) **
- EDU 338 Methods and Materials for Teaching Culturally and Linguistically Diverse Students (5) **

Optional: ESL or Bilingual Endorsement

Students who are seeking Illinois Type 04 Certification and wish to become fully qualified to teach in an ESL or Bilingual classroom can pursue adding an ESL or Bilingual endorsement to their certificate. The following six courses are required for the ESL or Bilingual endorsement. Bilingual endorsement candidates must also pass a language proficiency test through the Illinois Certification Testing System.

- EDU 260 Language Acquisition and Development (5)
- EDU 336 Theoretical Foundations of Teaching Culturally and Linguistically Diverse Learners (5) **
- EDU 337 Assessing the Culturally and Linguistically Diverse Learner (5) **
- EDU 338 Methods and Materials for Teaching Culturally and Linguistically Diverse Students (5) **
- EDU 426 Cross-Cultural Studies for Teaching Culturally and Linguistically Diverse Learners (8) **
- EDU 427 Methods and Materials for Bilingual Students (8) **

Childhood Nutrition Concentration

This 12-quarter hour concentration provides a foundation for understanding healthy eating and nutrition, and the impact on children pre-natal through adolescence. Students must take the following:

- SCI 330 Nutrition I: Prenatal through Age 5 (4)
- SCI 334 Nutrition II: Age 6 through Adolescence (4)
- SCI 336 Community Nutrition (4)**

Illinois Type 04 Teacher Certification Preparation (post-baccalaureate)

This track prepares students who have already earned a B.A. or B.S. to work with young children, birth through age 8, in educational settings that require certification. This program is accredited by the Illinois State Board of Education.

Though this track does not have a mandatory concentration, students may choose to focus on Early Childhood Special Education (up to five years old), Infants and Toddlers, or ESL with an optional ESL or Bilingual Endorsement. The coursework for these areas of focus mirrors that of the concentrations, in

addition to the program curriculum, and requires the completion of additional credit hours. For more information, see the Concentration Requirements in the previous section.

- Required coursework 68
- Clinical Practice Experiences (Pre-Primary & Primary Age/Grade Levels)..... 12

Total Hours = 80

Illinois Teacher Certification Preparation Track Testing Requirements

- Illinois Basic Skills Test (Field 096 or 300)
- Illinois Content Area Test, Early Childhood Education (Field 107)
- Illinois Assessment of Professional Teaching, Birth through Grade 3 (Field 101)

School of Education Teacher Certification Preparation Track Assessments

- Early Childhood Education (EDU) Major Course-based Assessments
- Lesson Plan Portfolio (LPP)
- Clinical Practice Evaluations
- Disposition Assessments
- Kendall Teacher Work Sample (KTWS)

Required Coursework (68 Hours)

- EDU 215 Child Health, Safety, and Nutrition (4) *
- EDU 222 Child Development (4) *
- EDU 240 Observation and Assessment of the Young Child (5) **
- EDU 252 Developmentally Appropriate Practices for Infants and Toddlers (5) **
- EDU 255 Play and Learning for the Preschool Child (5) **
- EDU 280 Technology in the Classroom (4)
- EDU 290 The Exceptional Child (4) **
- EDU 317 Classroom Management for the Early Childhood Teacher (4)
- **EDU 333 Professionalism and the Early Childhood Educator (4)**
- **EDU 402 Effective Practices in the Diverse EDU 403 Early Literacy (5)**
- **EDU 404 Literacy Development (5) ****
- **EDU 405 Teaching Mathematics (5) ****
- **EDU 406 Teaching Science (5) ****
- **EDU 407 Teaching Social Studies & Arts (5) ****
- **EDU 451 Clinical Practice: Pre-Primary (3)**
- **EDU 452 Clinical Seminar: Pre-Primary (1)**
- **EDU 453 Clinical Practice: Primary (5)**
- **EDU 454 Clinical Seminar: Primary (3)**

Notes:

1. Courses in boldface must be taken at Kendall College.
2. *These courses require approximately 1–2 fieldwork hours.
3. **These courses require five or more fieldwork hours (EDU 252 and EDU 255 require 10 hours each).

A grade of “C” or higher must be earned in any EDU course for teacher candidates (Illinois Administrative Code 25.100). Any EDU course that resulted in a grade of less than “C” will need to be repeated prior to Clinical Practice/Student Teaching experiences.

Candidates with a current IL Type 03 Certification may apply to have the Primary Clinical Practice Experience (EDU 453 and EDU 454) exempted. Certain conditions apply.

Note: Candidates in the Illinois Type 04 Teacher Certification Preparation (post-baccalaureate) track who seek the Special Education Approval Letter from the Illinois State Board of Education must take EDU 260 as well as the Special Education concentration courses mentioned above (in addition to the required program requirements).

IMPORTANT: Illinois institutions of higher education, such as Kendall College, do not grant teacher certification. Instead they give institutional recommendation to the Illinois State Board of Education for candidates who have successfully completed all the program requirements for certification. For more detail, contact the Illinois State Board of Education (ISBE) or visit them online at www.isbe.net.

If the student’s state has a license comparable to an Illinois Type 04 Teacher Certificate (early childhood education, birth through third grade), the state may recognize the student’s Illinois certificate and allow it to be used to gain similar licensure in that state. To learn more about what a particular state requires in terms of recognizing an out-of-state license, the student should contact his/her state’s board of education or teacher licensing/certification department.

Licensure requirements for graduates of non-Wisconsin educator preparation programs can be found in the *SoE Resources* site.

The School of Hospitality Management

The School of Hospitality Management at Kendall College integrates the *Art of Hospitality* with the *Science of Management*, combining European *savoir faire* with American management know-how. The program helps prepare students to advance rapidly through the ranks of management in order to secure leadership positions in the growing field of hospitality, which includes hotel management, hospitality asset management, restaurant and foodservice management, meeting planning and events management, casino management, management of cruise ships, management of amusement parks, club management, management of sports venues, financial and operational consulting, and many related domains.

Kendall's hospitality program is part of a growing network of Laureate International Universities schools throughout the world offering complementary curricula and opportunities for exchange and transfer between campuses. Kendall is an Official Affiliate Institution of the Glion Institute of Higher Education in Glion, Switzerland, ranked one of the top three schools in the world for an international hospitality management career (Taylor Nelson Sofres 2010). In addition, Chicago's leading hotels recently ranked Kendall College the No. 1 Chicago program for preparing students for hospitality management careers (ORC International – 2011 Survey). For more information please visit www.kendall.edu.

The programs consist of a blend of management theory with practice-based experiential learning, lab-based simulations, case studies, and project work. Internships provide the opportunity to apply theory in practice and to build a résumé of work experience prior to graduation.

State-of-the-art onsite facilities bring coursework to life, including our Hyatt Hotels teaching suite, a Dining Room with full-service bar, culinary and baking and pastry kitchens, and computer laboratories featuring office automation and hospitality application software. Students enjoy study abroad options at our sister schools in Switzerland, Spain, Mexico, Panama, Costa Rica, Brazil, China, or Australia or at any of our more than 30 sister schools worldwide.

Program Data

Kendall College is committed to providing students the information they need to make an informed decision about where to pursue their education. The detailed information below relates to program costs, types of occupations this program may lead to, completion rate, and median loan debt of students who have graduated from this program.

Occupations

This program generally prepares students to enter the types of occupations listed below. For more information on these specific occupations, visit www.onetonline.org. In addition to this list, there are other career options which graduates of this program may choose to pursue.

Occupation Name*	Occupation Code
Foodservice Managers	11-9051
Lodging Managers	11-9081

*The "occupation name" is a general job title, and "occupation code" refers to the US Bureau of Labor Statistics' Standard Occupation Classification.

Program Completion

The program completion rate is the percentage of students who graduated between July 1, 2009 and June 30, 2010, who completed this program in the normal completion time.

Frequently, students at Kendall College choose to attend on a part-time basis and as a result, their completion times may vary substantially. The program completion time may also vary depending on transfer of credit and the pace at which a student chooses to complete the program.

- On-time completion rate93.6%

Program Costs

The program costs are the estimated average costs over the duration of the program, excluding any scholarship or tuition reductions, for students completing the program on time. These costs can vary based on the number of credits. Typically, tuition and fees are subject to change annually.

- Tuition and Fees..... \$75,995
- Books and Supplies \$4,398
- Room* and Board \$1,500

**Kendall offers a housing option to its students, which is not reflected.*

Median Loan Debt*

The following is the median amount borrowed by all students who completed the program between July 1, 2009 and June 30, 2010. The amount borrowed may include tuition as well as non-institutional costs such as estimated living expenses.

- Title IV Program Loans \$12,055
- Private Educational Loans \$0
- Institutional Financing Plan..... Not Applicable

**Median loan debt reflects the amount borrowed only after Kendall’s change of ownership July 10, 2008.*

Weekday Program Content

Degree Requirements

- General Education Requirements 60
- Hospitality Core Requirements 79
- Internships 12
- Operations Specialization Requirements..... 16
- Management Concentration Requirements 12
- Capstone Project Credits 6

Total Credits = 185

Program Course Sequence

During the first year of the program, students acquire the vocabulary, culture, and comportment specific to the hospitality industry and develop the academic skills needed for advanced study. They learn to critique and to apply service and production concepts in the Kendall-specific Hyatt Hotels suite, in computer laboratories, and in Kendall’s world-class kitchens and renowned Michelin-rated Dining Room.

The second year of the program introduces students to the standard business management literature as applied to hospitality. General education coursework enhances the students’ understanding of the broader environment while developing essential critical thinking and decision-making capabilities.

The final year features advanced study in corporate management and leadership, an integrative capstone project, and a management concentration. Students develop general leadership competencies, depth in a particular hospitality domain, and a broad cultural perspective. The integrative capstone project brings together all of the students' prior learning and developed capabilities, demanding creativity, and managerial rigor in the planning and partial execution of a major hospitality development project.

Major Requirements

Hospitality Core Requirements

- HOS 101 Survey of Hospitality (4)
- HOS 103 À la carte Service (5)
- HOS 105 Ingredients (2)
- HOS 119 Baking & Pastry (2)
- HOS 121 Culinary Arts (6)
- HOS 125, 126, 127 The Hospitality Professional (0)
- HOS 165 Interior Design in Hospitality (4)
- HOS 206 Sophomore Internship Practicum (4)
- HOS 207 Sophomore Internship Seminar (2)
- HOS 226 Professional Development (0)
- HOS 241 Hospitality Marketing (4)
- HOS 272 Financial Accounting (4)
- HOS 311 Legal Issues in Hospitality Management (4)
- HOS 316 Facilities Planning and Management (4)
- HOS 322 Human Resources Management (4)
- HOS 324 Food and Beverage Management (4)
- HOS 326 Seminars and Tastings (0)
- HOS 333 Organizational Behavior (4)
- HOS 342 Services Marketing (4)
- HOS 343 Services Operations Management (2)
- HOS 372 Hospitality Managerial Accounting (4)
- HOS 398 Business Planning and Feasibility (4)
- HOS 407 Strategic Management (4)
- HOS 408 Senior Management Seminar (2)
- HOS 414 Senior Internship Practicum (4)
- HOS 415 Senior Internship Seminar (2)
- HOS 426 Issues in Hospitality Management (0)
- HOS 444 Leadership (4)

- HOS 470 Finance (4)
- CAP / HOS 495, 496 Kendall Integrative Senior Project (6)

Operations Specialization Requirements

Students choose one of three Operations Specializations. Choices are:

- Rooms Operations
 - HOS 129 Front Office Operations (2)
 - HOS 130 Property Management Systems (2)
 - HOS 131 Housekeeping Operations (1)
 - HOS 182 Meetings and Events (3)
 - HOS 228 Lodging Management (4)
 - HOS 240 Sustainable Tourism (4)
- Food and Beverage Operations
 - HOS 124 The Art of Dining (4)
 - HOS 123 Mixology (1)
 - HOS 182 Meetings and Events (3)
 - SCI 123 Human Nutrition (4)
 - HOS 221 Advanced Culinary Arts (4)
- Meeting Planning
 - HOS 124 The Art of Dining (4)
 - HOS 180 Meeting Management Systems (1)
 - HOS 181 Executing the Small Meeting (3)
 - HOS 280 Meeting Content and Delivery (4)
 - HOS 240 Sustainable Tourism (4)

Management Concentration Requirements

In their final quarters, students also select one of seven management concentration options. Choices are:

- Hotel and Lodging Management
 - HOS 442 Management of Sales and Promotions (4)
 - HOS 441 Information Management and e-Marketing (4)
 - HOS 472 Revenue Management (4)

This concentration requires completion of the Rooms Operations Specialization.

- Restaurant and Foodservice Management
 - HOS 345 Wine and Beverage (3)
 - HOS 482 Special Events and Event Marketing (4)
 - HOS 425 Foodservice Strategies and Trends (5)

This concentration requires completion of the Food and Beverage Operations Specialization.
- Asset Management
 - HOS 471 Corporate Finance and Risk Management (4)
 - HOS 472 Revenue Management (4)
 - HOS 473 Real Estate Finance (4)
- Meetings and Events Management
 - HOS 481 Conventions and Large Meetings (4)
 - HOS 482 Special Events and Event Marketing (4)
 - HOS 442 Management of Sales and Promotions (4)

This concentration requires completion of the Meeting Planning Specialization.
- Casino Management
 - HOS 487 Gaming (4)
 - HOS 482 Special Events and Event Marketing (4)
 - HOS 486 Sports and Entertainment (4)
- Club Management
 - HOS 488 Club Management (4)
 - HOS 482 Special Events and Event Marketing (4)
 - HOS 486 Sports and Entertainment (4)
- Sports and Leisure Management
 - HOS 486 Sports and Entertainment (4)
 - HOS 481 Conventions and Large Meetings (4)
 - HOS 482 Special Events and Event Marketing (4)

While these specializations and concentrations may influence later career choice and direction, the competencies learned are applicable across a wide spectrum of hospitality-related professional activities.

General Education Requirements

Students take the 12 course (48-credit hour) general education core plus the following three courses (12 credit hours). Students in Hospitality Management must select MTH 140 Business Statistics.

- ECO 310 The Global Economy (4)
- Foreign Language Elective I (4)
- Foreign Language Elective II (4)

Glion Advanced Certificate in International Hospitality Management

Kendall College is now an Official Affiliate Institution of the Glion Institute of Higher Education in Glion, Switzerland. With this distinction comes the opportunity for students enrolled in the Daytime Program to sit for a qualifying examination for the Glion Advanced Certificate in International Hospitality Management administered twice annually by a representative of the Glion Institute of Higher Education.

To qualify to take the Glion certification examination, the student must have successfully completed or posted transfer credit for:

- HOS 322 Human Resources Management
- HOS 333 Organizational Behavior
- HOS 342 Services Marketing
- HOS 444 Leadership

Students registering for the examination will be required to authorize Kendall College to release information to the Glion Institute of Higher Education relevant to the student's name, date of birth, gender, enrollment status at Kendall College, and achieved grades only in the four courses for which the Glion Institute of Higher Education shares development and oversight responsibility (HOS 322 Human Resources Management, HOS 333 Organizational Behavior, HOS 342 Services Marketing, and HOS 444 Leadership). Students are not obliged to register for the exam or to acquire the Glion Advanced Certificate in International Hospitality Management in order to obtain the Kendall College Bachelor of Arts Degree in Hospitality Management: enrollment in the qualifying examination and pursuit of the additional Certificate credential is strictly voluntary.

To receive the Glion Advanced Certificate, the student must receive a grade of 65% or more on the Glion-administered examination for these four subjects. He/she must also successfully complete or post transfer credit for the following subjects included in certification.

- HOS 343 Services Operations Management
- HOS 398 Business Planning and Feasibility
- HOS 407 Strategic Management
- HOS 408 Senior Management Seminar
- HOS 470 Finance

The Glion Advanced Certificate in International Hospitality Management is only awarded to students upon graduation from the Kendall Hospitality Management Bachelor of Arts program and cannot be obtained independently from the degree.

Combined Online and Weekend Hospitality Bachelor of Arts Program

The Hospitality Program is also offered in a condensed, flexible online and weekend format specifically targeted to working adult learners and degree completion candidates. Although primarily developed as a 2+2 degree completion option for Associate Degree holders, it may also be taken as a start-to-finish Bachelor program for students who have not had previous college experience or as a degree completion top-up for students who already have a Bachelor Degree in another subject area, hospitality life experience, or some college level transfer credit. The content and learning outcomes of the program mirror the daytime program, but are offered in a blended online/on-ground format conducive to adult study.

Degree Requirements

- Transfer or Prerequisite Component** Minimum 49 Hrs*
- General Studies 12–20 Hrs*
- Hospitality Core Requirements 80–99 Hrs*
- Internships 6
- Management Research Paper..... 6

Total Credits = 112–131*

*Courses vary depending on the type of associate’s degree achieved (A.A., general A.A.S, or A.A.S. in Hospitality or a closely related field).

**The program is primarily designed for students with existing two- or four-year degrees. Those students who wish to enroll in the program but do not have existing degrees must complete or transfer in a defined set of general education courses prior to beginning major coursework. Additional courses required of these students are listed following the program sequence.

As in the daytime program, students acquire the vocabulary, culture, and compartment specific to the hospitality industry, acquire hospitality-specific basic skill sets, and develop teamwork skills while learning to accept and appreciate workforce diversity through on-ground instruction incorporating realistic practice-based experience and simulations. Management courses are delivered using primarily online media and, as with the daytime program, are designed to help ensure that students have the competencies necessary to rise quickly through the management ranks of hospitality organizations to leadership positions.

Major Requirements for Students without Existing Degrees

- HMI 101 Survey of Hospitality (4)
- HMI 103 Service Techniques (2)
- HMI 105 Ingredients (2)
- HMI 121 Culinary Arts (2)
- HMI 127 The Hospitality Professional (2)
- HMI 129 Rooms Division Operations (2)
- HMI 165 Interior Design in Hospitality (4)
- HMI 182 Meetings and Events (3)
- HMI 228 Lodging Management (4)
- HMI 240 Sustainable Tourism (4)
- HMI 241 Hospitality Marketing (4)
- HMI 272 Financial Accounting (4)
- HMI 311 Legal Issues in Hospitality Management (4)
- HMI 316 Facilities Planning and Management (4)
- HMI 322 Human Resources Management (4)
- HMI 324 Food and Beverage Management (4)
- HMI 333 Organizational Behavior (4)

- HMI 342 Services Marketing (4)
- HMI 343 Services Operations Management (2)
- HMI 345 Wine and Beverage I (2)
- HMI 346 Wine and Beverage II (2)
- HMI 372 Managerial Accounting (4)
- HMI 398 Business Planning and Feasibility (4)
- HMI 402 Senior Internship Practicum (4)
- HMI 403 Senior Internship Seminar (2)
- HMI 407 Strategic Management (4)
- HMI 408 Senior Management Seminar (2)
- HMI 410 Management Research Paper (6)
- HMI 441 Information Management and e-Marketing (4)
- HMI 442 Management of Sales and Promotions (4)
- HMI 444 Leadership (4)
- HMI 470 Finance (4)
- HMI 472 Revenue Management (4)

Alternative Requirements for Students with Existing Associate of Applied Sciences Degrees in Hospitality and Related Fields

- HOS 105 Ingredients (2)
- CUL 264 Food Photography (2)
- HMI 221 Advanced Culinary Arts (2)

General Education Requirements for Students without Existing Degrees

Students take the 12 course (48-credit hour) general education core plus the following three courses (12 credit hours).

- ECO 310 The Global Economy (4)
- Foreign Language Elective I (4)
- Foreign Language Elective II (4)

Students registered in the Daytime Program may substitute equivalent courses in the Combined Online and Saturday Program only if they are the same credit value. Students in the Combined Online and Saturday Program may substitute equivalent courses in the Daytime Program or may take additional elective courses from the Daytime Program.

Course Descriptions

Course Numbering System

- **000–099** are pre-college developmental coursework. These courses are non-credit bearing and do not fulfill degree requirements.
- **100–199** are considered to be of Freshman-level difficulty and are generally taken during the student's Freshman year.
- **200–299** are considered to be of Sophomore-level difficulty and are generally taken during the student's Sophomore year.
- **300–399** are considered to be of Junior-level difficulty and are generally taken during the student's Junior year.
- **400–499** are considered to be of Senior-level difficulty and are generally taken during the student's Senior year.

Accounting (ACC)

ACC 255 Fundamentals of Accounting (4)

This course teaches fundamental accounting practices and concepts. Students learn how to analyze transactions, make and adjust journal entries, close books, and prepare income statements and balance sheets using General Accounting Procedures. The course also looks at how managers use financial statements and explores the principles of accounting controls.

ACC 355 Accounting Applications (4)

This course presents accounting information used for internal management of an international firm. Focus is on planning, controlling, and evaluating company performance, including budgeting, job costing, product pricing, breakeven analysis, standard costing, and decision models. Students are introduced to comparative accounting systems of various countries and the process of the harmonization of accounting standards. Course examples and exercises also highlight eccentricities of various services industries. *Prerequisite: ACC 255*

Baking & Pastry (BPA)

Note: All coursework in this program must be taken in the sequence specified by the School of Culinary Arts of Kendall College.

BPA 100 Introduction to Baking (4)

This course builds the foundation for subsequent baking and pastry courses. Students gain an understanding of the science and method behind baking and apply this knowledge in a hands-on setting. Different mixing, shaping, and baking techniques are explored in a fully equipped professional bakeshop. Fundamental culinary principles including teamwork, professionalism, timing, and organization, and safety and sanitation are emphasized.

BPA 102 Pastry Theory (4)

This course provides a comprehensive introduction into many of the basic skills and competencies needed in the field of baking and pastry. In this class, students learn baker's math skills and gain familiarity with professional baking and pastry equipment. This class also covers baking and pastry product identification. During this class, students gain an appreciation for the many different career paths within baking and pastry and are exposed to food pathways.

BPA 111 Culinary Basics (4)

This course provides a culinary backdrop for those interested in pursuing baking and pastry careers. Students are introduced to cooking terminology and equipment and learn how the culinary side of an organization functions. Armed with basic skills and knowledge, students are able to work and communicate in full-service kitchens.

BPA 130 Introduction to Plated Desserts and Production Techniques (2)

This course introduces students to the artistic principles that guide pastry chefs as they decorate different plated desserts. Students will apply their knowledge of pastries but in the context of bulk production. Students learn color theory, plating principles, still-frozen desserts and a variety of decorating techniques in the context of plated desserts. *Prerequisite: BPA 144*

BPA 131 Basic Cake Decorating (2)

Foundational to every pastry chef is the ability to create beautiful cakes. This course focuses on the core techniques needed to create structurally sound and attractive cakes. During this course, students will learn primary cake decorating skills such as fancy borders and piped flowers. *Prerequisite: BPA 144*

BPA 144 Introduction to Pastry (4)

This course builds off of the content of BPA 100 Introduction to Baking. Students expand their previously learned skills to include techniques for making: tarts, tortes, cakes, custards, creams, ice creams, sorbet, and more. Classical desserts are also covered in this class. *Prerequisites: BPA 100, 102, and first block comprehensive exams*

BPA 170 Advanced Baking & Pastry (4)

This course continues the baking and pastry techniques learned in BPA 100, BPA 130, and BPA 144. Students expand on basic preparations and gain an introduction to some advanced baking and pastry techniques to prepare them for internship. Students create a variety of petit fours as they work toward a final sweet table. Students will also integrate learning from cost control to price their final sweet table assignment. *Prerequisites: BPA 100, 144, and 130*

BPA 180 Breakfast Pastry (2)

This course underscores the methods and creativity required to prepare both classic and contemporary pastries needed for early morning sales. Topics covered include: chemical leavening agents, laminated doughs, and the special handling requirements for enriched products. The skills required to mix, bake, assemble, and finish the end product are stressed. *Prerequisite: BPA 100, 102*

BPA 202 Hotel/Restaurant Dessert Production (5)

All professional pastry chefs need to be able to produce high quality plated desserts. This class focuses on complex classical and modern plated desserts. Students gain experience with both hot and cold desserts and novel decorating techniques. Students also learn how to set up or "mise en place" a pastry station in a kitchen to prepare desserts to order. Students focus on identifying and pairing contemporary flavor combinations. *Prerequisites: BPA 203, 204, 208 and 240*

BPA 203 Sugars and Sugar Confections (2)

This class explores the use of sugar as a decorative medium. Methods for pulling, pouring, blowing, and molding sugar are taught and practiced. Students also learn to make sugar confections such as lollipops, taffy, and hard candy using the similar methods. These techniques are brought together in a final project in which students create colorful, decorative, showpieces to display the confections. *Prerequisite: BPA 102, 144, 170, and internship*

BPA 204 Chocolate and Mignardise Techniques (3)

Working with chocolate is a critical skill that all pastry professionals must master. This course teaches students how to temper, enrobe, and decorate with various types of chocolate. In this course, students learn a wide variety of miniature pastries and confections including: bon bons, gelées, pralines, and liquid-filled chocolates. Attention to detail is stressed as students strive for consistency and elegance.

Prerequisites: BPA 100, 102, 144, 170, 180, and Internship

BPA 208 Wedding Cakes & Gum Paste (3)

This course stresses advanced cake decorating techniques. Students learn the art of working with fondant, icings, and gum paste to craft celebratory wedding displays. After conceiving a unique design, students bring their art to life, creating a wedding showpiece for display. *Prerequisite: BPA 100, 102, 144, 170, 180, and internship*

BPA 211 Internship Practicum and Theory (4)

This course enables students to challenge, test, and hone the knowledge and skills they have acquired and developed in the kitchen and classroom. Through this experience, students build subject matter expertise while continuing to develop the values, attitudes, and behaviors that will make them successful in the workplace. Each student must complete this 400-hour supervised internship at an approved internship site and maintain a 3.5 average on supervisor evaluations, produce a portfolio, written reports, and a business analysis paper. *Prerequisites: CUL 126 or 026, BPA 170, CUL 114, and third block comprehensive exams*

Note: *This course replaces BPA 205 in the 2008–2009 Culinary A.A.S. and B.A. Programs.*

BPA 212 Internship Practicum and Theory (4)

This course is taken with BPA 211. It enables students to challenge, test, and hone the knowledge and skills they have acquired and developed in the kitchen and classroom. Through this experience students build subject matter expertise while continuing to develop the values, attitudes, and behaviors that will make them successful in the workplace. Each student must complete this 400-hour supervised internship at an approved internship site and maintain a 3 of 5 average score on supervisor evaluations, produce and submit written reports, a business analysis paper, and an internship portfolio.

Prerequisites: CUL 126 or 026, BPA 170, CUL 114, and third block comprehensive exams

Note: *This course replaces BPA 206 in the 2008–2009 Culinary A.A.S. and B.A. Programs.*

BPA 213 Internship Practicum Extension (4)

This course provides students the opportunity to continue the first internship for another 400 hours to gain additional knowledge and deepen their internship experience. Credit is awarded on a pass-fail basis for full-time employment, amounting to an additional 400 hours over a three-month period. Each student must complete this 400-hour supervised internship at an approved internship site and maintain a 3 of 5 average score on supervisor evaluations, produce and submit written reports, a business analysis paper, and an internship portfolio. Enrollment in this course requires prior approval from the College's Career Services Department and must be completed the quarter immediately following BPA 211.

Note: *This course replaces BPA 201 in the 2008–2009 Baking & Pastry A.A.S. Program.*

BPA 236 Facility & Business Planning (2)

This course challenges students to develop a business plan for a baking and pastry operation. Students work in teams to develop a concept, evaluate target markets, select a location, design the facility, and determine an appropriate financing method. Student efforts culminate in a final project to design a complete baking/pastry facility layout under specific financial and legal constraints and attempt to sell their concept to a group of would-be investors. *Prerequisites: BPA 203, 204, 208, and 240*

BPA 240 Artisan Breads (3)

One of the most important trends in baking is the rise of artisanal breads of great individuality and distinction. This course explores interpretations of bread from around the world. During this course, students learn how to manipulate fermentation to highlight the quality of wheat, use alternative mixing techniques, and explore different shaping and baking techniques. *Prerequisites: BPA Internship*

BPA 262 Bread and Confectionery Production (4)

In this course, students are responsible for producing a variety of artisan breads, quickbreads, and seasonal specialties for the Dining Room. Additionally, students make rolls for the soup stations in the café. Students also produce an assortment of chocolates & confections and learn to package them appropriately. *Prerequisites: BPA 203, 204, 208, and 240*

BPA 266 Special Needs Baking (2)

Increasingly, professional bakers and pastry chefs are called upon to produce baked goods to conform to special dietary restrictions. Students adapt formulas according to specific dietary requirements such as low cholesterol, low fat, gluten allergies, reduced carbohydrates, lactose intolerance, and sugar free. *Prerequisites: SCI 123 and BPA 2nd Block*

BPA 281 Banquet Symposium (2)

Front-of-house service is an essential part of the foodservice industry. In this practical course, students learn all aspects of serving the dining public in Kendall's fine dining room. *Prerequisite: Internship*

Baking & Pastry Certificates (BPC)

BPC 101 Baking & Pastry I (4)

This course introduces students to the world of professional scratch baking. Students learn the theory behind bread, roll, cake, and dessert production and have ample opportunity for hands-on practice. The identification, handling, and major properties of ingredients are discussed. The safe and sanitary operation of baking equipment is emphasized.

BPC 103 Baking & Pastry II (4)

This course builds off of the content of BPC 101. Students continue to bake from scratch, learning assembly techniques for various pastries and tortes. Genoise, jaconde, cakes, tortes, mousse, and chocolate are covered as students expand their repertoire beyond the world of bread to the creation of sweet delights. *Prerequisite: BPC 101*

BPC 105 Baking & Pastry III (4)

This course builds off of the content of both BPC 101 and 103. Using previously learned skills and techniques, students create desserts suitable for restaurants ranging from the casual and informal to the formal and high-end. From classic to modern and from single serve to multi-serve, students are challenged to create desserts that satisfy the sweet tooth of ever-changing consumer.

Prerequisite: BPC 103

BPC 111 Introduction to Cooking (2)

This course provides an introduction to the culinary arts for those interested in the field of baking and pastry. Students are introduced to cooking terminology and equipment and learn how the culinary side of an organization functions. Emphasis is placed on learning basic cooking preparations and principles.

Biology (BIO)

BIO 115 Human Anatomy and Physiology (4)

This course introduces the student to human anatomy. The course stresses form and function of the organs and systems, which includes gross anatomy and physiology. *Prerequisite: BIO 150*

BIO 150 Humans and Other Living Things (4)

This course is designed to provide a survey of fundamental biological principles. Emphasis is placed on basic biology, cell biology, metabolism, genetics, taxonomy, evolution, ecology, diversity, and an introduction to the scientific method. Upon completion, students are able to demonstrate increased knowledge and better understanding of biology as it applies to everyday life.

Business (BUS)

Note: All coursework in this program must be taken in the sequence specified by the School of Business of Kendall College.

BUS 110 Theory of the Firm (4)

This course introduces students to the fundamentals of business management, integrating key concepts from the different functional areas of an organization. The course exposes students to the structures and traits of successful businesses and how functional roles interact to accomplish organizational mission, strategy, goals, and objectives. The course also presents a framework for identifying how to proactively support an organization's business.

BUS 126 Professional Development (0)

This course is an introduction to the career management process. Students learn how to identify, market, and communicate a unique offer, including the student's natural strengths, skills, and values. The course provides an understanding of the basics of résumé writing and other essential job search tools including networking and interviewing. This course also prepares the student for internship by reviewing requirements and available resources.

BUS 140 Sales and Sales Management (4)

This course focuses on key techniques in making business-to-business or business-to-consumer sales and on managing salespeople to accomplish sales objectives. The course analyzes customer needs, communicating product/service benefits, working with decision committees, and managing trial closes. Students analyze their selling strengths, and learn sales force management, creating sales incentives, motivating, managing, and tracking activity. The course also examines data issues related to customer relationship management (CRM).

BUS 170 Practical Negotiation and Conflict Management (4)

This course teaches negotiation principles and techniques. Students learn how to create win-wins and how to avoid win-lose situations; apply negotiation skill areas with customers, partners, superiors, and peers; and explore the skills associated with resolving conflicts including identifying the source of conflicts, gauging their intensity, identifying indicators of potential conflicts, distinguishing between spoken and unspoken conflicts, and managing office politics.

BUS 203 & 204 Internship Practicum & Internship Theory (4 & 4)

This course enables students to challenge, test, and hone the knowledge and skills that they have acquired and developed in the classroom. Through this experience, students build subject matter expertise, while continuing to develop the values, attitudes, and behaviors that will make them successful in the workplace. Students work closely with Kendall's Career Services Department to develop an internship opportunity. Each student must complete this 400-hour supervised internship at an approved internship site and produce and submit an internship term paper. These courses replace BUS 200 and 201 in the 2008–2009 Business B.A. Program. *Prerequisite: BUS 126*

BUS 205 Internship Practicum Extension (4)

This four-credit course provides students the opportunity to practice skills acquired during an initial internship phase or through practice-based courses at the college in actual industry environments. Credit is awarded on a pass-fail basis for full-time employment amounting to an additional 400 hours over an additional three-months for a total of 800 hours over a total of 6 months. Enrollment in this course must take place immediately after taking BUS 203/204 and requires prior approval from the college's Career Services Department and the School of Business Dean. *Prerequisites: BUS 203/204*

BUS 210 Business Contracts and Law (4)

This course represents an overview of legal issues faced by managers, fundamental legal principles, how to understand contracts, and typical issues managers face; e.g., workplace law, contract disputes, intellectual property. Topics covered include the fundamental legal principles in business and commerce; understanding and analyzing business contracts; legal issues in interviewing, hiring, and firing; developing, using, and defending intellectual property; and regulatory context.

BUS 240 Design as a Competitive Edge (4)

Innovative design, both in products and services, is an increasingly important source of differentiation for successful companies. Students explore how design can create competitive advantage, including case studies, exercises, and field experiences. Students learn the basics of aesthetics, design principles, and design development processes. *Prerequisites: FSM 211 for students in the Foodservice Management Program*

BUS 250 Project Management (4)

The course focuses on how to scope, plan, resource, and manage small and large business projects. The course focuses on setting objectives and scope, identifying interdependencies, multitasking, communicating with team members, and moving projects forward. Topic areas include setting objectives and project boundaries; specifying key milestones and tasks, identifying resources and specifying roles, and overcoming frequently encountered project roadblocks and pitfalls.

Prerequisite: BUS 110

BUS 280 Business Case Development (4)

Making and presenting an effective business case is critical to success as a manager. This course focuses on the skills involved in identifying a business need, quantifying potential benefits, evaluating risks, identifying resources required (both financial and managerial), creating an implementation timeline, and managing organizational politics. The course includes a review of informal and formal presentation methods. *Prerequisites: BUS 110, COM101, ENG 111, ENG112.*

BUS 305 Business Innovation (4)

This course focuses on methods and approaches to think more creatively, to use alternate problem solving paths, to break paradigms, and to better visualize options to find and develop innovative business solutions. Focus is on exercises, case studies, and projects that foster creative thought processes. *Prerequisites: FSM 211 for students in the Foodservice Management Program*

BUS 312 Labor Relations (4)

This course examines the impact of labor law on labor/management relations, employee rights, union representation, elections, collective bargaining, and contract administration. Students study major court decisions dealing with union and employer unfair labor practice, the legality of picketing and strikes, injunctive relief, and regulation of internal union conduct. The collective bargaining process is discussed along with arbitration and grievance procedures. Both public and private sectors are covered.

BUS 316 Leveraging Business Partnerships (4)

This course focuses on the strategic, relational, and financial aspects of common types of business partnerships within various service sectors, including such topics as the conducting of due diligence and business valuations, as well as assessment and merging of corporate culture. Students consider exogenous and endogenous factors along with seller and buyer motivations in making decisions related to starting, changing, and discontinuing partnerships. *Prerequisites: BUS 110, BUS 210, COM 101 for students in the Business Program; FSM 101 for students in the Foodservice Management Program*

BUS 360 Best Practices in Operations Management (4)

This course covers the analytic and research methods used in evaluating, designing, and re-engineering the operational processes of a business, in order to achieve optimum results. Focus is on concepts, methods, and approaches to process mapping, root-cause analysis, operational metrics, and process control, as well as on strategies for competitive advantage. The class features several hands-on and case examples. *Prerequisites: MTH 140 and MTH elective; also BUS 203 and BUS 204 for students required to take these courses in their program of study*

BUS 361 Sustainability Opportunities in Services Industries (4)

This course examines existing “green” techniques and proposed innovations that improve long-term business efficiency and profitability of services industries, while reducing carbon footprints and enhancing local communities. Sustainability trends are also surveyed from an international context, with a focus on ecotourism, locally based and regionally coordinated sustainable development, technology-based solutions, and related roles and interactions of education, government, and nongovernmental organizations. *Prerequisites: Environmental Stewardship Elective and CIS 270 for students in the Business Program; FSM 101 for students in the Foodservice Management Program*

BUS 370 Finance (4)

Students are introduced to financial management and financial decision-making through an overview of financial economics: time value of money, net present value, internal rates of return, cost of capital, and capital asset pricing models. Emphasis is placed both on accurate calculation of financial data and on understanding the implications of outputs on managing the firm. *Prerequisite: ACC 355*

BUS 407 Strategy (4)

Students analyze critical challenges facing general managers through case studies, management theory, and selected readings from management gurus. Students are confronted with a wide variety of problems faced by businesses of all sizes, with the common theme of the irrevocable commitment of scarce resources and will learn to integrate business frameworks, data, and prior course knowledge to formulate successful business strategies. *Prerequisites: ACC 255, BUS 250, and BUS 280; also, BUS 203 and BUS 204 for students required to take those courses in their program of study*

BUS 455 Capstone Consulting Project (6)

The Business curriculum finishes with a project that can be conducted as either a group or individual effort. Students create and present a project proposal for faculty approval. Proposals may focus on consulting projects, business plan development, and even entrepreneurial endeavors. Students conduct their projects under the guidance of faculty who provide regular feedback, constructive critiques, and analytic support. The projects culminate in a formal presentation debriefing the outcomes, roadblocks, and open issues. The capstone experience provides an excellent opportunity for students to learn in-depth about a specific field of business, develop a portfolio, network with potential employers, or even start a new business. *Prerequisites: ACC 255, BUS 210, BUS 250, and BUS 280*

Capstone Project (CAP)

CAP 495 - CAP 496 Kendall Integrative Senior Project I–II (3 & 3)

In this course series, senior students in Business, Culinary Arts, and Hospitality Management design and plan the implementation of a multi-use development. Students consider all aspects of launching a new enterprise; with the guidance of faculty and industry mentors, they design the space, develop a business plan including budgets, plan menus, etc. Drawing on each other’s areas of expertise in business, culinary, psychology, and hospitality, students learn to work in teams and how to use consultants with specific skill sets. Each student team produces a portfolio for presentation and demonstration to a panel of industry experts for critique and feedback. *Prerequisites: Senior Standing and ACC 255, BUS 250, and BUS 280 for students in the Business Program; Senior Standing and FSM 101 for students in the Foodservice Management Program; senior standing and approval of program dean for all other programs*

Note: This course also offered as CAP495A and CAP496A.

College Developmental Studies (COL)

COL 050 Bridge to College (0)

This is a mandatory workshop for provisionally admitted students. It prepares students for college success by engaging them in work on time management, study skills, classroom success skills, and refresh academic writing and mathematics skills. This is a seminar, requiring active participation from each student. During the bridge experience, students will have provisional admission to Kendall; upon successful completion, students will be accepted to Kendall.

Communication (COM)

COM 101 Effective Communication Skills (4)

This communication course is a Tier One course and part of Kendall's 12-course core curriculum. It explores theories and models of communication and examines human communication in a variety of contexts including interpersonal relationships, intercultural and gender contexts, and public speaking. This class provides students with the knowledge necessary to identify and describe communication events in society, analyze them, and make choices about meaning and responses in appropriate and effective ways.

COM 220 Organizational Communication (4)

Communication is key to the success of any organization, yet few organizations focus on how people within the organization communicate or on how the organization communicates to external groups. Success in any professional area depends on the ability to communicate effectively with people from a variety of backgrounds and with diverse interests and purposes. This course covers how organizations are structured and how people communicate within those structures, individual communication styles and their strengths and weaknesses, and barriers to effective business communication. Verbal, written, and nonverbal communication as well as gender and cultural impacts on effective communication are included. *Prerequisite: ENG 111*

Computer Information Systems (CIS)

CIS 190 Principles of Computer Applications (4)

This is a Tier One course in Kendall's 12-course, core curriculum. The course prepares students to effectively use computers and computer applications in a modern business environment. Topics include general computer concepts, data organization, security and privacy, effective communications using word processing and presentation software, financial applications using a spreadsheet, and use of the internet for marketing and communications. Additionally, students are introduced to the computing facilities and resources available to them on campus.

CIS 270 Technology and Innovation (4)

Students learn the principles and drivers governing technological development, technology innovation, and how technology can be used by management to support business goals and to transform business strategy and operations. *Prerequisite: CIS 190*

Culinary Arts (CUL)

Note: All coursework in this program must be taken in the sequence specified by the School of Culinary Arts of Kendall College.

CUL 026 Professional Development—Accelerated (0)

This course is designed specifically to prepare students in the Culinary Arts Accelerated A.A.S. program for a successful internship experience. Working in conjunction with Career Services, students review sources, potential career paths, craft résumés, and identify internship goals. Students test what they have learned as they seek and fulfill a one-day work assignment in the culinary field of their choice. Upon completion of this course, students begin to work with Career Services to secure an internship aligned with their career aspirations.

CUL 101 Survey of Foodservice (1)

This course introduces the different segments of the foodservice industry, highlighting the breadth and depth to which this industry has grown. Various facets of the foodservice industry are presented to the students along with the continued impact of technology and culinary history. Career opportunities and avenues are presented in the context of the attitudes, characteristics, and traits of successful culinary professionals.

CUL 111 Introduction to Professional Cookery (2)

This course introduces students to the professional kitchen. Students learn the theory behind professional food preparation through lecture/demonstration sessions and hands-on practice in the kitchen. The use and maintenance of different knives is stressed as students learn how to cut vegetables, bone fowl, and fillet fish. Students also become familiar with basic preparations, like stock. The safe and sanitary operation of equipment is emphasized.

Note: This course also offered as CUL111A.

CUL 112 Introduction to Stocks, Sauces, & Soups (2)

This course teaches students to prepare classic stocks, hot and cold sauces, and soups. The traditional mother and small sauces are taught along with more modern preparations including salsas, chutneys, relishes, and coulis. Different thickening methods are presented including the use of flour in roux and beurre manié, arrowroot, pureé, and reduction. Emulsion and liaison techniques are highlighted.

Prerequisite: Cul 111

Note: This course also offered as CUL112A.

CUL 113 Purchasing and Inventory Management (2)

This course introduces students to the process of purchasing foodstuffs for a commercial establishment. Emphasis is placed on the importance of menu planning, standardized recipes, product specifications, and yield testing in effective and profitable sourcing of products. Vendor selection, inventory management, and mitigating theft are discussed. Students gain exposure to a working storeroom, from receipt to issues of product.

Note: This course also offered as CUL113A.

CUL 114 Sanitation (0)

This course teaches students how to ensure a healthy and safe foodservice operation. Topics covered include: HACCP (Hazard Analysis and Critical Control Points), personal hygiene, food purchasing/receiving/storage, food preparation and serving, food contamination, food borne illnesses, and pest management. At the end of the course, students take the Chicago and Illinois Sanitation Exam. If passed, students receive the official certification.

Note: *This course also offered as CUL114A.*

CUL 116 Nutrition (2)

This course investigates the role of nutrition in food and health and the impact nutrition has on the foodservice industry. Students learn basic nutrition concepts and discuss current findings and controversies. They explore foods, labels, recipes, and menus for nutritional benefits and plan diets and marketing strategies for specialized populations. Course activities may include computerized diet analyses, restaurant and supermarket visits, and media monitoring. This course meets requirements for the certificate programs only.

CUL 117 Introduction to Garde Manger (2)

This course explores the world of the basic cold food preparation. Students learn techniques for creating different types of hors d'oeuvres, salads, sandwiches, dressings, cold sauces, and more. The presentation of food on individual plates, platters, and tables is introduced as students learn the fundamentals of visual display. *Prerequisite: Cul 118*

Note: *This course also offered as CUL117A.*

CUL 118 Methods of Cooking (2)

This course teaches the cooking methods used for vegetables, starches, meat, poultry, and fish. The rationale for each method is presented along with the techniques required to achieve success. The proper use of different equipment and tools is demonstrated and practiced. *Prerequisites: CUL 112 and CUL 117*

Note: *This course also offered as CUL118A.*

CUL 119 Product Identification (2)

This course provides a survey of important foodservice products including: produce, vegetables, meat, poultry, fish and shellfish, fats and oils, spices, and non-food products. The USDA grading system is discussed in detail as students watch demonstrations of butchery of whole carcasses. Product seasonality and specification sheets are reviewed along with correct handling and storage procedures.

Note: *This course also offered as CUL119A.*

CUL 122 Cost Control (4)

The understanding and appreciation of the "big picture" is essential to one's growth and prosperity in the hospitality industry. Chefs, supervisors, and managers must learn and manage the costs associated with operating their business. This course introduces these concepts and demonstrates their use. In addition, the course uses Microsoft Excel to teach students to develop models to increase their efficiency in executing basic administrative duties.

CUL 124 Quantity Food Production (3)

This course immerses students in the reality of working in a full-service kitchen. Rotating through various stations, students take on different roles and challenges, learning how to cook at-scale to feed the public. Action stations in the servery provide an opportunity to cook, on demand, for hungry guests. Students are exposed to the different types of equipment typically used in volume feeding operations as they prepare new menus daily. Teamwork, speed, and the timely delivery of well-prepared food are stressed. *Prerequisites: CUL 111, 112, 114, 117, and 118*

Note: *This course also offered as CUL124A.*

CUL 126 Professional Development (1)

This course sets the stage for a successful internship. Working in conjunction with Career Services, students assess their skills and abilities, identify internship goals, craft effective résumés, and learn valuable interviewing techniques. Students test what they have learned as they seek and fulfill a one-day work assignment in the culinary field of their choice. Upon completion, students begin to work with Career Services to secure an internship aligned with their career aspirations.

CUL 127 Breakfast (2)

Breakfast is often regarded as one of the most important meals of the day. In this class, students rotate through different stations in the café as they learn and practice different facets of quality breakfast production. Students prepare assorted egg dishes, breakfast proteins, quick breads, and cold buffets. Students also explore international breakfast concepts. *Prerequisites: CUL 111, 114*

Note: *This course also offered as CUL127A.*

CUL 136 Menus (2)

This course encourages culinarians to begin with the menu in mind when starting a foodservice venture. The interplay between cuisine, menu offerings, design, product availability, price point, and profitability are explored. Historic and contemporary menus are used to highlight concepts as students create original menus for the restaurant concept of their choice.

CUL 139 Advanced Skills (2)

This course challenges students to plan, prepare, and serve a multi-course meal using traditional methods of cooking and presentation. Students bring together the concepts and techniques learned in classes prior to Advanced Skills to demonstrate their individual skills and abilities. Emphasis is placed on the timely delivery of food that is cooked and seasoned to perfection, garnished, and presented in an appropriate manner. Advanced Skills teaches students how to work in an organized manner under pressure and prepares students for internship. *Prerequisite: CUL 124*

Note: *This course also offered as CUL139A.*

CUL 140 Fine-Dining Service (3)

This course allows students to practice customer service in an onsite, fine-dining classroom. Students prepare the restaurant prior guest arrival and work throughout the class to provide high-quality foodservice. This experience introduces students to the “front of the house” including topics such as: reservations, seating, interaction with kitchen staff, the timely delivery of food and beverages, point of sale and credit card systems, and sanitation.

CUL 145 Baking & Pastry (4)

This course is an overview of baking and pastry for culinary students. Students become familiar with baking ingredients, their properties, and the way in which to scale and measure them. Producing everything from breads and rolls to cakes and pastries, students gain an appreciation for the contributions made by bakers and pastry chefs in foodservice settings. Fundamental culinary principles covered include teamwork, professionalism, timing and organization, and safety and sanitation.

Prerequisite: Completed block 3

Note: *This course also offered as CUL145A.*

CUL 181 Pastas (1)

Italian cuisine has undoubtedly made a large impact on the dining patterns of Americans. This course explores one of Italy's specialties—pasta. During this class, students study and prepare unique pastas and pasta dishes from Italy's many regions.

CUL 182 Sausage Making (1)

This course gives students working knowledge of how to prepare different varieties of sausage including fresh, smoked, and emulsified. The recipes selected expose students to the ingredients and techniques used around the world to make everything from Bratwurst and Knockwurst to English bangers, Saucisson de Lyon, Chorizo, Kiszka, and Texas hot links.

CUL 202 Internship Practicum Extension (4)

This course provides students the opportunity to continue the first internship for another 400 hours to gain additional knowledge and deepen their internship experience. Credit is awarded on a pass-fail basis for full-time employment amounting to an additional 400 hours over a three-month period. Each student must complete this 400-hour supervised internship at an approved internship site and maintain a 3 of 5 average score on supervisor evaluations, produce and submit written reports, a business analysis paper, and an internship portfolio. Enrollment in this course requires prior approval from the College's Career Services Department and must be completed the quarter immediately following CUL 206.

Note: *This course replaces CUL 201 in the 2008–2009 Culinary A.A.S. and B.A. Programs.*

CUL 206 Culinary Internship Practicum (4)

This course enables students to challenge, test, and hone the knowledge and skills they have acquired and developed in the kitchen and classroom. Through this experience, students build subject matter expertise while continuing to develop the values, attitudes, and behaviors that will make them successful in the workplace. Each student must complete this 400-hour supervised internship at an approved internship site and maintain a 3 of 5 average score on supervisor evaluations, produce and submit written reports, a business analysis paper, and an internship portfolio. *Prerequisites: CUL 126, BPA 170, CUL 114, and third block comprehensive exams. Prerequisites: CUL 114, 026 or 126, and 139, and written and practicum exams post CUL 139.*

Note: *This course replaces CUL 204 in the 2008–2009 Culinary A.A.S. and B.A. Programs.*

CUL 207 Culinary Internship Theory (4)

This course enables students to challenge, test, and hone the knowledge and skills they have acquired and developed in the kitchen and classroom. Through this experience, students build subject matter expertise while continuing to develop the values, attitudes, and behaviors that will make them successful in the workplace. Each student must complete this 400-hour supervised internship at an approved internship site and maintain a 3 of 5 average score on supervisor evaluations, produce and submit written reports, a business analysis paper, and an internship portfolio. *Prerequisites: CUL 114, 026 or 126, and 139, and written and practicum exams post CUL 139.*

Note: This course replaces CUL 205 in the 2008–2009 Culinary A.A.S. and B.A. Programs.

CUL 214 Sanitation Refresher Course (0)

This class serves to reinforce the core sanitation concepts covered in CUL 114. This class stresses real-life solutions to implementing health codes. As part of this class, students conduct a sanitation inspection on one of the kitchens at Kendall College. *Prerequisite: CUL 114*

Note: This course also offered as CUL214A.

CUL 230 Food Writing (2)

This course provides a survey of the various types of food writing commonly found in publications today. Through analysis of sample articles and practice writing exercises, the course examines various types of newspaper and magazine food writing and how they differ, as well as the different tones, styles, and voices appropriate to each. The course also examines how writing advertising or promotional material has a style and tone of its own.

CUL 233 Foodservice Management (4)

This course emphasizes the need to manage human resources effectively to build and maintain a strong foodservice business. Students learn fundamental management principles and strategies for working in the industry, applying what they have learned through case study analysis and class discussion. Industry rules of thumb, resources, and references are highlighted as students transition their thinking from that of an employee to that of a manager and leader.

CUL 240 Regional Cuisines of Mexico (2)

This course explores the rich culinary traditions of Mexico, which runs in tandem with the national trend toward more regionally correct Mexican cuisine. Students study the prominent cuisines of Mexico, primarily through preparing savory foods, and to a smaller degree, sweet foods. *Prerequisites: CUL 111, 112, 117, and 118; or all of the following PCC 111, 112, 117, and 118; BPA111*

CUL 242 Cuisine of China (2)

This course is an overview of the cuisine and culture of the Chinese people. There is both a lecture and lab component. Students learn about the various regions of China and the cooking techniques and ingredients that are unique to those regions. *Prerequisites: CUL 111, 112, 117, and 118; or all of the following PCC 111, 112, 117, and 118; BPA 111*

CUL 243 Cuisine of Thailand (2)

This course is an overview of the cuisine and culture of the Thai people. There is both a lecture and lab component. Students learn about the differences among the four regions of Thailand and the cooking techniques and ingredients that are unique to those regions. *Prerequisites: CUL 111, 112, 117, and 118; or all of the following PCC 111, 112, 117, and 118; BPA 111*

CUL 247 Advanced Sauces (2)

Sauce-making is one of the most challenging facets of the culinary arts. This class focuses on refining the students' knowledge of classical and modern sauces. Students also learn how to pair sauces with different foods by preparing items to serve with different sauces. *Prerequisites: CUL 111, 112, 117, and 118; or all of the following PCC 111, 112, 117, and 118; BPA 111*

CUL 250 Introduction to Foodservice Business Planning (2)

Students will learn the important basics of owning their own business as a foodservice professional. At the core of the class is the creation of a strategic plan for a real business. This plan should function as a feasibility study and a working outline for students' future interests in being personal chefs, caterers, restaurateurs, or other foodservice professionals. The class is also an opportunity for students to examine and test their personal assumptions about their own potential business and market of interest, along with their financial expectations. This class is valuable for those already in a business of their own and for those who work for others and wish to increase their knowledge base of how businesses work.

CUL 252 Advanced Garde Manger (3)

This course extends students' knowledge of cold food preparation. Using traditional and modern techniques, students prepare a variety of Charcuterie items including terrines, savory mousses, pâtés, sausages, cured meats, and smoked meats. Different approaches to creating and styling a buffet are outlined. Students work in teams to create their final exam: a demanding, themed Grand Buffet that demonstrates their mastery of the course material. *Prerequisite: Internship*

CUL 254 Advanced Sauce & Fish (3)

This course applies previously acquired cooking skills to a broad range of seafood. Students learn to identify and distinguish different types of seafood along with the proper procedures for storing, cutting, and preparation. Students systemize the relationship between seafood's characteristics, cooking methods, and sauce choices. Students explore and consider the ramifications of cooking choices on ecology. *Prerequisite: Internship*

CUL 255 Catering (2)

This course exposes students to the world of off-premise catering. The lifecycle of a catering event is discussed from the initial call, through concept development, pricing, and execution, to final billing. Taught from the different perspectives of the players on the team—the salesperson, event planner, chef and kitchen staff, and service captain and serving staff—students gain insight into what makes this type of foodservice unique in the industry.

CUL 256 Advanced Sauce & Meat (3)

This course deepens previously acquired cooking skills, specifically meat cookery. Students learn to identify and distinguish different types of meat along with the proper procedures for storing, cutting, and preparation. Classical, global, and modern meat recipes are executed. Students expand their repertoire by building on the mother sauces to produce classic small and contemporary sauces. Basic guidelines for relating sauce to food are discussed. *Prerequisite: Internship*

CUL 257 Fine-Dining Lunch or Dinner (5)

This course transports students to the world of fine dining as they cook à la carte for the public at Kendall's onsite restaurant overlooking the city of Chicago. Rotating through the different stations in the fine-dining kitchen, students prepare dishes from a seasonal menu along with daily, innovative specials. Emphasis is placed on preparing and presenting high quality food to accompany the special setting and exquisite service. In this class, students also study the many facets of sustainability as it pertains to the foodservice industry. *Prerequisite: Block 6*

CUL 258 Sustainability (1)

This class introduces the students to the concept of farm to the plate. The students learn about the food source and the responsibility of handling the food with respect. There is great emphasis on being responsible citizens for the food usage, source, and abuse in respect to the effect on earth. This course aligns with the Kendall mission of being green.

CUL 259 Basic Cake Decorating (2)

This course shapes the skills needed to create consistent, beautifully decorated cakes. The basics of design and popular styles are discussed, including buttercream and royal icing techniques. Cake construction, filling and frosting methods, borders, calligraphy, and ornamentation are covered. Speed, accuracy, and attention to detail are emphasized as students progress from the basics to proficiency. *Prerequisites: BPA 100, 144; BPC 101, 103; and PCC 101 or CUL 145*

CUL 261 Art of Canning (2)

This course takes advantage of summer's array of fresh fruits and vegetables. Students learn how to preserve these seasonal delights through canning, pickling, fermenting, and preserving with sugar. Commercial applications of these techniques are outlined and discussed.

CUL 263 Food Styling & Photography (2)

This course introduces students to food styling and food photography. The class begins by looking at examples of food-themed artwork and photography, both old and new, from fine art to commercial products. Food styling techniques, such as the way to convey temperature in food and beverages or how to handle meat and poultry, are discussed. Photographic technical issues including focal point, depth of field, apertures, and shutter speed are also addressed. Students have the opportunity to experiment with concepts learned on their own to produce images suitable for Web and print usage. *Prerequisites: CUL 111, 112, 117, and 118; or all of the following PCC 111, 112, 117, and 118*

Note: *An extra fee will be assessed for this course.*

CUL 265 Wedding Cakes (2)

This course introduces students to the art of specialty cakes. Techniques for designing and decorating are addressed as students learn the ins and outs of creating cakes with tiers or alternative stands. Topics include the use of color, texture, and gum paste or real flowers. Practical aspects of this business are discussed including appropriate sizing, production, transportation, and pricing. *Prerequisite: BPA 144 or BPC 103 or CUL 259*

CUL 266 Ice Carving (2)

This course studies the art of ice sculpture and carving. Students become aware of the beauty and function of an ice sculpture by learning what is required to make a block of ice and transform it into a work of art. Starting with templates and rough cuts, students execute ice carvings using proper techniques and tools. Equipment care and safety are stressed. A field trip to a world-class ice making and carving facility is incorporated into the class.

Note: *An extra fee will be assessed for this course.*

CUL 267 Chocolate & Confectionary (2)

This course begins with an exploration of the history of chocolate along with a sampling of various products now on the market. Following an overview of the scientific behavior of chocolate, students create truffle-style candies using molding and dipping techniques. Armed with basic knowledge, students conceive of, design, and execute individual chocolate showpieces, learning in the process what chocolate can (and cannot) do. *Prerequisite: BPA 144 or BPC 103 or PCC 101 or CUL 145*

CUL 268 Sugars (2)

This class offers a survey of the way in which sugar can be used to create distinctive decorations. Methods for molded sugar, blown sugar, pulled sugar, spun sugar, and rock sugar are demonstrated, after which students have the opportunity to try and test various techniques. *Prerequisite: BPA 144 or BPC 103 or PCC 101 or CUL 145*

CUL 270 Frozen Desserts (2)

This course takes an in-depth look into the world of cold, edible delights. The history and culture of frozen dessert making are presented as students learn how to create ice cream, granitas, sorbets, frozen yogurt, frozen desserts, and frozen fillings. Students also become proficient in decorating frozen cakes and desserts for restaurant service. The proper use of special tools and equipment are discussed and demonstrated. *Prerequisite: BPA 144 or BPC 103 or PCC 101 or CUL 145*

CUL 279 Wedding and Special Occasion Cakes (2)

Preparing attractive and delicious cakes that mark life's special events is an essential part of the world of baking and pastry. In this class, students learn various decorating techniques, build and finish wedding cakes, model life-like flowers out of gum paste, and prepare and decorate an assortment of cakes for various special occasions. *Prerequisites: BPA 100, 144; BPC 101; and BPC 103 or CUL 259*

CUL 281 Symposium (2)

This class is designed to expose students to banquet style service and cuisine. In this class, students learn to prepare a multi-course fine-dining menu that is plated banquet style. At the end of this class, students will be able to participate in planning and executing a high-quality banquet experience. *Prerequisites: CUL 205, 206*

CUL 284 Holiday Cookies & Gingerbread Houses (2)

This course celebrates the holiday season around the globe as students learn to make various types of specialty cookies with different flavors, textures, and decorations. A portion of the experience is dedicated to baking and assembling the components for a gingerbread house architected and constructed by individual students. *Prerequisites: BPA 100; BPC 101; and PCC 101 or CUL 145*

CUL 291 Cuisine of North Africa (2)

North African cuisine is rapidly gaining popularity in America due to the wide range of spices and flavors used in the cuisines of Morocco, Algeria, and Tunisia. This class explores the traditional dishes and ingredients of this fascinating part of the world. *Prerequisites: CUL 111, 112, 117, and 118; or all of the following PCC 111, 112, 117, and 118*

CUL 293 French Bistro Cuisine (2)

This course brings the history, culture, and food found in informal dining settings to the forefront. Fresh ingredients, assertive seasoning, and simplicity of design without pretense are emphasized as students delve into this fast-growing segment of the restaurant industry. Recipes for classic and modern appetizers, salads, entrees, and desserts are practiced as students learn to appreciate this flavorful, uncomplicated approach to cooking. *Prerequisites: CUL 111, 112, 117, and 118; or all of the following PCC 111, 112, 117, and 118*

CUL 296 Quick Service Restaurant (2)

This course immerses students in the reality of working in a full-service kitchen. Rotating through various stations, students take on different roles and challenges, learning how to cook at-scale to feed the public. The course provides an opportunity to cook, in a short order environment, on demand, for hungry guests. Students are exposed to the different types of equipment typically used in volume feeding operations as they prepare new menus daily. Leadership, teamwork, speed, and the timely delivery of exceptionally prepared food are stressed. *Prerequisites: Block 6*

CUL 299 Topics Courses

Topics courses are taught each quarter. A sampling of topics courses includes the following:

- Advanced Garnishing Techniques
- Artisan Bread (*Prerequisites: BPA 100 or BPC 101 or CUL 145*)
- Candy Making (*Prerequisites: BPA 100 or BPC 101 or CUL 145*)
- Cheesemaking
- Cuisine of Germany (*Prerequisites: CUL 111, 112, 117, and 118; or all of the following PCC 111, 112, 117, and 118*)
- Cuisine of Market (*Prerequisites: CUL 111, 112, 117, and 118; or all of the following PCC 111, 112, 117, and 118*)
- Custom Designed Cakes & Piped Figures (*Prerequisites: BPA 144 or BPC 103 or CUL 259*)
- Dim Sum (*Prerequisites: CUL 111, 112, 117, and 118; or all of the following PCC 111, 112, 117, and 118*)
- Fermentation
- Floral Arts
- Gum Paste Flowers (*Prerequisites: BPA 100 or BPC 101 or CUL 145*)
- Laminated Dough & Viennoiserie (*Prerequisites: BPA 100 or BPC 101 or CUL 145*)
- Mystery Basket Cooking (*Prerequisite: CUL 139*)
- Savory Baking (*Prerequisites: BPA 100 or BPC 101 or CUL 145*)
- Sculptured Cakes (*Prerequisites: BPA 144 or BPC 103 or CUL 259*)

Courses can also be offered as CUL 199 at one credit hour.

CUL 300 Junior Internship (4)

This is an elective course for students pursuing the Bachelor of Arts in Culinary Arts. This Junior-level internship enables students to challenge, test, and hone the knowledge and skills they have acquired and developed in the kitchen, classroom, and during their first internship. Through this experience, students build subject matter expertise while continuing to develop the values, attitudes, and behaviors that will make them successful in the workplace. Each student must complete this 400-hour supervised internship at an approved internship site and produce and submit an internship portfolio for faculty review. *Prerequisites: Receive a "B" or higher in Internship Theory, an "S" in Internship Practicum, and approval of Career Services and Dean of the program.*

CUL 304 Foodservice Technology (2)

Technology touches almost all aspects of foodservice and is increasingly changing the entire industry. Technological advances have improved communication, facilitated reservations, improved equipment and product consistency, facilitated inventory management, and helped make our food safer. This course explores the many ways that technology is shaping the future of foodservice including equipment, software systems, environmental solutions, safety and sanitation improvements, and the World Wide Web. *Prerequisites: CIS 190 and CUL 122*

CUL 306 Nutritional Foodservice Technology (2)

This course introduces the student to a variety of technologies necessary in the foodservice industry. Bioengineering, food additives, and modification of the food supply to meet the increasing demands of our world are discussed.

CUL 315, 316, 317 Cuisines of Latin and South America, Asia, and the Mediterranean

These courses provide comprehensive exposure to cuisines and cultures from around the world. Students are exposed to various ethnic ingredients and learn how to identify and use them correctly. Classic techniques are practiced, as are traditional recipes. Through class participation, research, and presentations, students compare and contrast regional and national cooking styles and apply what they have learned to modern-day cooking. *Prerequisites: CUL 252, 254, and 256*

CUL 315 Cuisine of Latin and South America (4)

This course explores the cuisines of Mexico, the Caribbean, the Andes, Brazil, Argentina, and Chile.

CUL 316 Cuisine of Asia (4)

This course explores the cuisines of China, Southeast Asia, India, and Japan. Traditional ingredients such as soy and teas are also covered in-depth.

CUL 317 Cuisine of Mediterranean (4)

This course explores the cuisines of Spain, France, Italy, Greece, the Middle East, and North Africa.

CUL 318 Vegetarian Cuisine (2)

Students apply the principles of vegetarian cuisine into different menu courses to provide a healthy diet. The course focuses on the different types of vegetarians, the health benefits, and potential health risks. The recipes incorporate culinary techniques and methods, the sundry of spices, herbs, and other flavoring ingredients to heighten the natural flavor and provide substance. Vegetarian cuisine is applied to international flavors of the Mediterranean, Asia, and Latin America. Lectures and demonstrations teach culinary techniques to address the components of vegetarian cooking. *Prerequisites: CUL 111, 112, 117, and 118; or all of the following PCC 111, 112, 117, and 118; BPA 111*

CUL 320 Value-Added Baking (2)

This course addresses the role of today's pastry chef in light of labor shortages and increased reliance on mixes and par-baked items. Students become familiar with mass produced products, learning when and how to apply them in independent, in-store, restaurant, and hotel bakeshops. Creative uses for and signature items made from value-added pastry products are stressed along with their financial impact. *Prerequisite: CUL 145*

CUL 321 Contemporary Pastry Arts (2)

This class delves into the trends and techniques of modern plated desserts. Students will examine the work of modern pastry chefs and create their own high-end plated desserts. *Prerequisites: CUL 145, 257*

CUL 325 Foodservice Public Relations (4)

This course demystifies the media, revealing its impact on the foodservice industry. Strategies for attracting, retaining, and capitalizing on media attention are discussed along with techniques for being media savvy. Students will learn how to interact with interact with printed press, radio, and TV.

CUL 345 Wines, Spirits, and Food Affinities (3)

This course teaches students to appreciate the way in which wine, beer, and spirits can enhance the dining experience. The history of these beverages is discussed as students learn how to effectively pair them with food based on a food's inherent characteristics, seasoning, and accompaniments. Beverage merchandising is highlighted as a strategy for increasing the sale of both food and beverages. The responsible service of alcoholic beverages is stressed. *Prerequisite: students must be at least 21 years old to register for this course*

CUL 350 Political and Legal Issues of Food (4)

This course outlines the wide range of issues chefs must address to make knowledgeable decisions about the food they cook and serve, many of which have direct implications on their reputations, marketing strategies, and business success. Topics discussed include: the environmental impact of farming practices, agribusiness, organics, the genetic modification of food, obesity and diet, marketing, hunger, and immigration.

CUL 352–CUL 356 Advanced Culinary Skill Development (0)

Accuracy, speed, and proficiency are the signs of an experienced culinarian. Through challenging kitchen assignments and timed exercises, these mandatory sessions are designed to coach students as they develop stronger practical culinary skills. These sessions will also help students learn practical problem solving and develop creative instincts. *Prerequisites: CUL 252, 254, and 256*

CUL 390 Nutritional Cooking (2)

This course presents the nutritional and culinary needs for various market segments of the food industry. Populations include children, teens, the aging, vegetarians, sports and spa enthusiasts, and those with health concerns such as obesity, heart disease, diabetes, hypertension, and food allergies, among others. Through lecture and hands-on experience, students learn strategies and techniques to address lifecycle and dietary concerns without sacrificing flavor or food quality. *Prerequisites: CUL 116 or SCI 123; PCC or CUL 111, 112, 117, and 118.*

Note: This course is also listed as PCC 190.

CUL 399 Culinary Web Design (2)

The Web is increasingly a powerful marketing tool for foodservice. To that end, students learn to create and manage a professional website. Students learn how to obtain a domain name, create a website account, develop a basic website designed to meet specific marketing goals, and maintain and market the site. *Prerequisite: CIS 190*

CUL 420 Foodservice Research and Development (4)

This course explores the rise of the research chef within the food manufacturing industry. As trained chefs with a solid knowledge of food science, research chefs are often involved in creating new or proprietary products intended for wide distribution. Through practical application, students follow the research and development process from ideation to prototype. Students are also introduced to the way in which industrial concerns such as branding and operations impact the research and development process. Students develop product prototypes during the course which are presented to food manufacturing executives at the conclusion of the course. *Prerequisites: CUL 111, 112, 117, and 118; or all of the following PCC 111, 112, 117, and 118*

CUL 436 Facilities Planning (2)

Properly designed facilities are critical to the success of any foodservice operation. Students learn the complexities of designing a facility, and consider flow of product, sanitation requirements, equipment needs, safety, environmental impact, and storage. For the final project, students design a complete facility layout under specific financial and legal constraints. *Prerequisites: CUL 136, 205, 206, and 257*

Economics (ECO)

ECO 310 The Global Economy (4)

This course covers traditional macroeconomics topics in an international context. Topics include national income accounting, inflation, unemployment, fiscal policy, money, the banking system, and monetary policy. Concepts are discussed in the context of comparisons of structure and performance between different types of economies. Macro-economic interdependence among nations and its implications for policy, global commerce, and international entities are examined, as are the economics of social responsibility. *Prerequisites: MTH 140*

ECO 311 Services Industry Economics (4)

This course provides the basics of microeconomics with particular case study of and application to the services industry. Theory and application focus on markets, the price system, and resource allocation, as well as on price determination in competitive and imperfectly-competitive markets. Labor market, environmental, and other regulatory issues are also addressed. *Prerequisites: ECO 310*

Early Childhood Education (EDU)

Note: All coursework in this program must be taken in the sequence specified by the School of Education at Kendall College.

EDU 110 Introduction to Early Childhood Education (4)

Required field experience: 1 hour

An overview of the field of early childhood education, this course covers both the historical roots and current landscape. Included is an introduction to a variety of early childhood programs: child care centers, family child care, parent-child centers, Head Start, hospitals, pre-kindergarten, preschools, and elementary schools. Emphasis is on elements common to all good programs, governing standards and regulations, historical perspectives, and career options for early childhood professionals.

EDU 215 Child Health, Safety, and Nutrition (4)

Required field experience: 1 hour

An overview of the effects that nutrition, safety, and health care have upon the growth and development of the young child, this course offers an examination of an individual's personal health, including a healthy lifestyle, preventative health, and community health. Emphases consist of health education, health problems common to young children, nutrition, wellness, fitness, safety and emergency procedures, and mental health issues.

EDU 222 Child Development (4)

Required field experience: 1 hour

This course provides an overview of physical, motor, social, linguistic, emotional, cognitive, and ethical growth of the child from birth through adolescence. In addition, students focus on current thinking with regard to the conditions that affect children's learning and development, such as risk factors, developmental variations, temperament, rate of maturation, innate abilities, culture, family, and community.

EDU 225 Educational Psychology (4)

This course provides an overview of psychological concepts and theories as they relate to teaching and learning. It examines the role of cognitive, social, and emotional development in learning as well as how individual learner needs can be identified and addressed. The impact of culture and diversity in school settings is explored including ways to create culturally inclusive classrooms. Also presented are ways to encourage motivation and engagement in learning and some of the types and purposes of assessment in today's classrooms. *This course is also listed as PSY 225.*

EDU 230 Child, Family, and Community Relationships (4)

A survey of the ways in which teachers, caregivers, and parents work together for the benefit of young children, this course offers a study of formal and informal contacts; parent participation in group settings; parent education; advocacy for families; and the relationship of family, culture, and community to programs for young children and children's development and learning. Special attention is given to factors that affect young children, such as divorce, child abuse and neglect, illness and death of family members, and life in today's complex society.

EDU 240 Observation and Assessment of the Young Child (5)

Required field experience: 5 hours

A study of observational techniques and developmentally appropriate assessments for young children, including children at-risk and children with special needs, this course examines both formal and informal instruments for measuring young children's social, emotional, cognitive, communication, and motor skills development, and learning. Special attention is paid to the various kinds and purposes of assessment tools and their use in guiding decision-making and instructional planning. The following topics are covered: formative and summative assessments, individual and program evaluation, ethical and legal considerations, unbiased assessment, and cultural variations when observing and assessing young children. *Prerequisite: Second term or later*

EDU 252 Developmentally Appropriate Practices for Infants and Toddlers (5)

Required field experience: 10 hours

Offering an in-depth look at infant and toddler growth and development, this course focuses on developmentally appropriate practices that promote children's total well-being, including play, physical growth and development, mental health, emotional stability, brain development, and human relationships. In addition, students evaluate physical and social environments designed to enrich the learning lives of infants and toddlers. *Prerequisites: EDU 222, second term or later, or permission of the advisor*

EDU 255 Play and Learning for the Preschool Child (5)

Required field experience: 10 hours

A study of the theory, curriculum, methods, and materials for developing creative, positive, and healthy environments in which preschool children can play and learn. Included are the pedagogical fundamentals of mathematics, science, social studies, music, and the arts for preschool children. *Prerequisites: second term or later or permission of the advisor*

EDU 260 Language Acquisition and Development (5)

This course focuses on language acquisition, development, and communication skills—typical and atypical—in young children from infancy through third grade. Observations and readings concentrate on the theories of and influences on how humans acquire and develop language and early reading and writing skills. The course gives an overview of the stages of oral and written language development and discusses current thinking with regard to bilingualism. Special attention is given to the impact of culture and environment on language development. *Prerequisites: EDU 222 or permission of the advisor*

EDU 275 Children's Literature (4)

Required field experience: 1 hour

This survey course focuses on the power and quality of children's literature, birth through adolescence. Students explore the genres of picture books, poetry and verse, folklore, fantasy and science fiction, contemporary realistic fiction, historical fiction, biographies, and nonfiction as well as study the transactional view of reading. Coursework pays particular attention to culturally diverse literature across all genres and involves students in becoming expert assessors of quality with regard to children's literature in general, genre-specific requirements, and aspects particular to the ways diversity is treated in books for all ages and in all genres. Students also learn about authors, illustrators, the multiplicity of awards in the children's literature field, and the insights and delight reading literature can bring to all age groups. *This course is also listed as LIT 210. Prerequisite: second term or later*

EDU 280 Technology in the Classroom (4)

Students learn about and demonstrate an understanding of the uses of technology in educational settings, including computer technology as an instructional resource and management tool in P–12 classrooms. Technology as an instrument for professional preparation and advancement is a focus, as is development of a personal philosophy for the use of technology in teaching and learning. *Prerequisite: second term or later*

EDU 290 The Exceptional Child (4)

Required field experience: 5 hours

In the context that all children are unique and individual, this course pays particular attention to exceptionalities in children from birth through adolescence that include developmental delays, learning disabilities, physical handicaps, social/emotional disorders, and giftedness. Early identification, referral, and inclusion are highlighted in the context of the psychosocial needs of children and their families. One of the course emphases is federal and state legislation that guides the educational requirements for individuals with disabilities. *Prerequisites: EDU 222, 225*

EDU 300 Curriculum and Instruction (4)

Required field experience: 5 hours

This course provides an overview of best practices demonstrated by effective teachers in today's elementary and middle school classrooms. It begins by defining the practices, behaviors, and dispositions of effective, reflective teachers and emphasizes the importance of understanding the diversity and complexity of today's students. It continues by exploring lesson planning structures or designs, and various basic as well as more advanced instructional strategies that will help educators reach every student in their classroom. Finally, this course introduces several forms of assessment that serve specific purposes for allowing teachers to evaluate whether students are demonstrating the learning that meets specific goals and objectives. *Prerequisites: All 100-and 200-level EDU courses required for major.*

EDU 305 Quality Programs for Infants, Toddlers, and Their Families (4)

Required field experience: 5 hours

This course addresses the elements of quality in programs for infants, toddlers, and their families. The skills, knowledge, and abilities for professional and ethical behavior in programs for very young children and their families will be addressed, including family childcare, center-based care, home visiting programs, and parent-child programs. The course also examines the way in which philosophical, cultural, and political trends have impacted research and pedagogy in the field of education for birth to three. *Prerequisites: All 100-and 200-level EDU courses required for major, EDU 252.*

EDU 307 Infant, Family, and Cultural Studies (4)

Required field experience: 5 hours

Concentration requirement: Infants and Toddlers

This course provides students with an overview of the way culture impacts what is “typical” for infants and toddlers. Students focus on the ability to form healthy working relationships with the families of infants and toddlers across a range of cultures. Included is an investigation into the meaning of various child-rearing behaviors and how they relate to parental expectations and cultural traditions to develop culturally appropriate practices. *Prerequisites: All 100-and 200-level EDU courses required for major, EDU 252.*

EDU 308 Infant Screening and Assessment (4)

Required field experience: 5 hours

This course takes a relationship-based developmental approach to using observation and information about the child to perform assessments of infant/toddler behavior within identified contexts. The development of collaborative relationships with families to share in the information is central to the course. Students gain experience in screening and authentic assessment, including the appropriate use of standardized tests and criterion-referenced tools. *Prerequisites: All 100-and 200-level EDU courses required for major, EDU 252.*

EDU 317 Classroom Management for the Early Childhood Teacher (4)

This course focuses on establishing positive physical and emotional learning environments from preschool through the early grades and dealing with difficult and disruptive behavior. Intervention plans are developed with consideration given to the family and community where the classrooms are located. Emphasis is given to strategies for managing individuals and groups. *Prerequisites: All 100-and 200-level EDU courses required for major*

EDU 330 History and Philosophy of Early Childhood Education (4)

The course examines the historical and philosophical antecedents of educational programs for young children. Its scope extends from the ancient Greeks to the present era. This course builds a critical foundation for all future early childhood coursework. The course focuses on the major historical thinkers and early childhood programs influencing current ideas about *best practice* in early childhood education. It serves as a foundation for the development of a reasoned, coherent personal philosophy of education and as a basis for ethical and professional practice and decision making. This course also critically examines educational philosophies and methods in light of current social and political issues. Available as an elective; not a major requirement. *Prerequisites: All 100-and 200-level EDU courses required for major*

EDU 333 Professionalism and the Early Childhood Educator (4)

Using national and state academic standards and learning goals, this in-depth course reviews the pedagogical knowledge teachers should demonstrate in order to prepare for a professional career in teaching. Addressing the responsibility teachers have to support the intellectual, social, emotional, ethical, and physical development of young children, the course also examines the changing role of teachers and the changing character of the workplace for early childhood educators. In addition, it emphasizes the novice-to-expert continuum in teaching with attention to establishing one's own professional growth plan. *Prerequisites: All 100-and 200-level EDU courses required for major*

EDU 336 Theoretical Foundations of Teaching Culturally and Linguistically Diverse Learners (5)

Required field experience: 10 hours

This course provides an overview of the approaches, methodologies, current research, and strategies in cognitive development related to effective ESL and bilingual education. Through observations and learning, students study the history, main concepts, underlying principles, definitions and distinctions, ethical considerations, theories, political and ideological perspectives of ESL and bilingual education. They also come to understand the role language development and language learning play in acquiring English. *Prerequisites: All 100-and 200-level EDU courses required for major*

EDU 337 Assessing the Culturally and Linguistically Diverse Learner (5)

Required field experience: 15 hours

This course addresses the issues and challenges of assessing the culturally and linguistically diverse learner (CLD) in both content-area learning, and language and acculturation. It presents techniques including standardized tests, authentic assessment (portfolios, performance, projects), use of technology, informal assessments, teacher-created assessments, interviews, criterion-referenced assessments, observations, rubrics, checklists, and self-assessments to help prepare educators for assessment of the CLD learner. Applying data to instructional planning is also covered. *Prerequisites: All 100-and 200-level EDU courses required for major*

EDU 338 Methods and Materials for Teaching Culturally and Linguistically Diverse Students (5)

Required field experience: 25 hours

This course explores the multiple dimensions of teaching culturally and linguistically diverse learners by examining research-based instructional methods and strategies. Using the constructivist approach, relevant program models and best practices are investigated in an attempt to build the foundation for a supportive learning environment. Lesson plans will be developed in alignment with corresponding learning standards and the unique needs of the CLD learner. *Prerequisites: All 100-and 200-level EDU courses required for major*

EDU 391 Methods of Teaching Young Children With Special Needs (4)

Required field experience: 5 hours

This course examines developmentally and individually appropriate strategies to foster the social, emotional, cognitive, communicative, and adaptive learning and motor development of young children with special needs in various settings, including the home, school, and community. Curriculum, instructional methods, and materials for teaching young children with special needs, from birth through kindergarten, are examined. A variety of disabilities are addressed, and topics include compliance with pertinent legislation, team collaboration and practices, IFSPs and IEPs, accommodations and modifications for educating children in the least restrictive environment, assistive technology, individual and family-centered programming, and direct educational and behavioral intervention techniques. *Prerequisites: All 100-and 200-level EDU courses required for major*

EDU 393 Screening & Assessment of Young Children with Special Needs (4)

Required field experience: 5 hours

This course provides an overview of the purposes of engaging in assessment and examination of different kinds of measures, such as screening, assessment for eligibility, and ongoing developmental assessment. Specific types of assessment instruments used for early intervention and other early childhood special education purposes are reviewed and implemented, including formal and informal instruments for assessing young children's social, emotional, cognitive, communication, motor skills, family strengths, needs, concerns, priorities, resources, as well as school, home, and community learning environments. Through hands-on practice with a variety of tools, students learn procedures and develop strategies for implementing non-discriminatory assessment, utilizing valid and reliable measures when conducting formative and summative individual and program evaluation. *Prerequisites: All 100-and 200-level EDU courses required for major or permission of the advisor*

EDU 394 Teaming, Collaborating, and Communicating: Resources for Families of Special Needs Children (4)

Required field experience: 5 hours

This course provides an examination of the historical, philosophical, and legal basis for family participation in education and family-centered services. Students develop techniques for promoting positive, supportive relationships with parents of young children with special needs, including strategies for working with socially, culturally, and linguistically diverse families. Family systems theory is reviewed, as well as family stressors, grief, and coping. Emphasis is placed on models for building effective teams, strategies for facilitating consultation and collaboration among professionals, para-professionals, families, and other agencies, as well as techniques for supporting family strengths, addressing family needs, priorities and concerns, and accessing community resources. *Prerequisites: All 100- and 200-level EDU courses required for major.*

EDU 402 Effective Practice in the Diverse Classroom (4)

Focusing on understanding the diverse needs of today's learners, with particular emphasis on English language learners and students with special needs, this course helps early childhood educators determine best pedagogical practices that recognize, respect, and utilize the cultural, gender, linguistic, and ethnic differences of children. Evaluating one's own biases is important in this course, as is learning how to establish classrooms that offer equitable learning opportunities to all children. *Prerequisites: All 100-, 200-, and 300-level EDU courses required for major*

EDU 403 Early Literacy (5)

Required field experience: 5 hours

This course explores the latest research regarding the most effective methods for teaching a pre-kindergarten and kindergarten early literacy curriculum, including strategies to promote the abilities of children as they apply language and thinking skills to classroom life. Included are methods for developing oral and written language, concepts of print, and listening and speaking skills. Emphasis is on meeting diverse learner needs, as is effective use of materials, including the use of technology for literacy learning. *Prerequisites: All 100-, 200-, and 300-level EDU courses required for major*

EDU 404 Literacy Development (5)

Required field experience: 5 hours

This course provides a study of the theory, curriculum, methods, and materials for promoting literacy development in the early grades. Emphasis is on strategies for establishing multiple literacies (reading, writing, speaking, and listening), as well as on phonics, vocabulary, fluency, and comprehension through active, thoughtful reading and metacognitive processing throughout every part of the early childhood curriculum. *Prerequisites: All 100-, 200-, and 300-level EDU courses required for major; EDU 403*

EDU 405 Teaching Mathematics (5)

Required field experience: 5 hours

Utilizing the latest research regarding the most effective methods for teaching a developmentally appropriate mathematics curriculum from kindergarten through the early grades, this course explores strategies to develop children's conceptual understanding of mathematics, including the best use of materials. The National Council for Teachers of Mathematics (NCTM) content and process standards are addressed with an emphasis on real-world problem-solving. *Prerequisites: All 100-, 200-, and 300-level EDU courses required for major*

EDU 406 Teaching Science (5)

Required field experience: 5 hours

Utilizing the latest research regarding the most effective methods for teaching a developmentally appropriate science curriculum from kindergarten through the early grades, this course explores strategies to promote modes of inquiry and analytical skills in science education, including the best use of materials. Also addressed is the integration of science with other curricular content areas.

Prerequisites: All 100-, 200-, and 300-level EDU courses required for major.

EDU 407 Teaching Social Studies and the Arts (5)

Required field experience: 5 hours

Utilizing the latest research regarding the most effective methods for teaching a developmentally appropriate social studies curriculum from kindergarten through the early grades, this course explores strategies to develop understanding of the interrelationships among the social sciences, including historical, geographical, economic, and political concepts. Emphasis is on the integration of the arts and how music, the visual arts, and the performing arts are celebrated differently by diverse cultures.

Prerequisites: All 100-, 200-, and 300-level EDU courses required for major.

EDU 411 ECE Internship I (4)

This is the first of a two-quarter capstone experience that focuses on research and advocacy. Students work independently and research three critical issues impacting education (for the purpose of this experience, students should focus on early childhood education). The framework of a professional inquiry project will be used for this portion of the capstone experience. *Prerequisites: All 100-and 200-level major requirements and junior-standing or higher*

EDU 412 ECE Internship II (4)

This is the second of a two-quarter capstone experience that focuses on applying research to advocacy. Students work independently, while interfacing with professionals at their Internship site to translate research of critical issues completed in their professional inquiry of EDU 411 into an Advocacy Action Plan. Students present the plan to and seek feedback from a representative group at their Internship site as the culmination of their capstone experience. *Prerequisites: All 100-and 200level major requirements and junior-standing or higher*

EDU 426 Cross-Cultural Studies for Teaching Culturally and Linguistically Diverse Learners (8)

Required field experience: 25 hours

This course examines instructional pedagogy for culturally and linguistically diverse learners in a culturally responsive school system. Through readings and research, students investigate social, cultural, and educational influences on students and identify the benefits, barriers, and techniques involved with establishing and fostering relationships with families, communities, and other resources to support CLD learners. *Prerequisites: All 100-and 200-level EDU courses required for major*

EDU 427 Methods and Materials for Bilingual Students (8)

Required field experience: 25 hours

This course uses the constructivist approach to examine methods and techniques for teaching in the bilingual setting. Students address instructional needs and assessment strategies of the culturally and linguistically diverse learner through lesson planning in alignment with relevant learning standards, and study the building of supportive learning environments using communication skills, technology, and best practices. *Prerequisites: All 100-and 200-level EDU courses required for major*

EDU 451 Clinical Practice: Pre-Primary (3)

Clinical practice is a half-day, five-week, supervised “student teaching” experience in a preschool or kindergarten setting. Daily responsibilities include all of those required of a classroom teacher. The actual Clinical Practice (EDU 451) begins the second week of the quarter, but preparatory work begins in EDU 452 the first week of the quarter. *Co-requisite: EDU 452*

EDU 452 Clinical Seminar: Pre-Primary (1)

A weekly online seminar for those enrolled simultaneously in EDU 451 that provides a venue for discussing issues that are encountered during the clinical practice experience. This course begins the first week of the quarter and runs for six weeks. *Co-requisite: EDU 451*

EDU 453 Clinical Practice: Primary Grades (5)

Clinical practice is a full-day, eight-week, supervised “student teaching” experience in one of the primary grades of an elementary school, usually first, second, or third grade. Daily responsibilities include all of those required of a classroom teacher. The actual Clinical Practice (EDU 453) begins two weeks into the quarter, but preparatory work begins in EDU 454 the first week of the quarter. *Co-requisite: EDU 454*

Note: Offered only in the fall and winter quarters.

EDU 454 Clinical Seminar: Primary Grades (3)

A weekly seminar for those enrolled simultaneously in EDU 453 that provides a venue for discussing issues that are encountered during the clinical practice experience. Case studies are used in each session that describe real classroom dilemmas. Topics covered in the seminar include: classroom organization, classroom management, teaching styles, code of ethics, legal implications and actions, school and community culture, parent/teacher communications, conference styles, motivating children to learn, assessment styles, establishing habits of ongoing professional development, and interviewing for a job. Also included is a teacher work sample, or comprehensive teaching unit, that is carried out in EDU 453. *Co-requisite: EDU 453*

English (ENG)

ENG 011 Developmental English (0)

This course focuses on the development of academic reading and writing, addressing the following elements of reading and writing: building a foundation of grammar basics and Standard English usage, setting purposes for reading and writing, guiding independent reading, scaffolding comprehension strategies, making connections among ideas, asking questions to extend knowledge, engaging in collaborative discussions, and learning to write by using a writing process that includes prewriting, outlining, drafting, revising, editing, and publishing.

ENG 111 Composition I (4)

This is a Tier One course in Kendall’s 12-course, core curriculum. It is designed to develop the students’ ability to read, compose, and assess college-level expository writing. Students will be asked to engage in the three-step writing process (generate, draft, and edit) and create personal writings, one of which will be revised. Various patterns of development (e.g., description, narration, analysis) will be explored as methods for students to use in developing academic and personal writing. *Prerequisite: ENG 011 with a passing grade or placement test scores allowing direct entry into Composition series*

ENG 112 Composition II (4)

This is a Tier One course in Kendall's 12-course, core curriculum, and the second composition course. The course focuses on persuasive and research-based writing, emphasizing the use of argument and evidence to support claims. Coursework will involve the planning, writing, and revising essays; conducting and incorporating research; and correctly adhering to pertinent APA standards. A major component of this course will be the research paper which will be peer reviewed and revised.

Prerequisite: ENG 111 with a minimum grade of C

ENG 213 Literature Appreciation (4)

This is a Tier Two course in Kendall's 12-course, core curriculum and fulfills the Aesthetic Awareness Elective. The course is designed to develop students' ability to read, evaluate, and respond to literature in brief writings, critical essays, and class discussion. Students will analyze and engage with literature (i.e., short story, poetry, the novel, and drama) to discover and appreciate the interplay of artistic devices such as plot, point of view, character, language, imagery, and more. The course will stress the role of literature in its attempt to create meaning for both the individual and for society. *Prerequisite: INT 210*

Note: ENG 213 replaces ENG 113 in previous curriculums.

Foodservice Management (FSM)

FSM101 Introduction to Foodservice Management (4)

This course explores the vast world of the foodservice industry. Students study the major facets of the foodservice and food-related industries including the different types of restaurant sectors in the commercial foodservice industry, catering and hotel operations, and the non-commercial foodservice industry, including business and industry, educational foodservice, healthcare foodservice, and vending. Students study each of these market segments in terms of business models as well as the pros and cons of working within each sector.

FSM105 Ingredients (2)

This course acquaints students with a wide array of basic products used in the foodservice industry, allowing them to understand differences in quality and usage. In addition, the course guides students through the procedures involved in purchasing, receiving, storing, portioning, and issuing food and beverage items in a corporate environment. Effective merchandizing and managing of revenue yield in both traditional foodservice operations and retail settings is addressed as critical to profitability.

FSM 122 Cost Control in Foodservice Management (4)

The understanding and appreciation of the "big picture" is essential to one's growth and prosperity in the foodservice management industry. Managers and other professionals must learn and manage the costs associated with operating such businesses. This course introduces these concepts and demonstrates their use. In addition, using Microsoft Excel, the course teaches students to develop models to increase their efficiency in executing basic administrative duties. *Prerequisite: FSM 105.*

FSM160 Service Concepts (4)

This course explains the history and nature of foodservice. Different service styles and techniques are discussed highlighting the way in which local customs and traditions impact large scale service delivery. Students learn to appreciate and select the appropriate service style and technique to use in various situations. Students are introduced to the basics of wine, beer and spirits, and learn the fundamentals of beverage service.

FSM 201 Foodservice Production (4)

This course provides students with strategies for serving large numbers of people around the areas of food safety, procurement, daily operations, food delivery systems, and commissary systems. Students also master strategies for quantity food purchasing, production, and service, evaluate case studies, and design their own quantity foodservice facility.

Note: This course replaces FSM124 in previous curriculums.

FSM 211 Foodservice Law (4)

This course makes the student aware of the legal issues involved in running a foodservice operation. In addition to surveying the laws related to running any establishment – general employment law, OSHA regulations, ADA rulings, rules of incorporation, etc. – the legal constraints specific to the world of foodservice are considered: hygiene regulations, food and beverage licensing, alcoholic consumption issues, labeling and advertising concerns, civil threats related to food poisoning, etc. The course takes a proactive stance to the avoidance of legal entanglements.

FSM 251 Merchandising and Food Retailing (4)

This course examines techniques and environmental manipulation proven to maximize revenues under varying conditions of demand. The course also considers packaging and placement of items to stimulate both intended and impulse buying. *Prerequisites: PSY 322 and CUL 136.*

FSM 281 Food Safety and Crisis Management (4)

This course follows on from CUL114 Sanitation and takes an in-depth look at hygiene issues, food-borne illnesses, allergic and dietary reactions, and food handling and packaging concerns. First aid measures are discussed. Crisis management theory is applied in a series of case-studies related to food contamination and personal safety threats in foodservice venues.

FSM 301 Logistics of Foodservice Management (4)

This course examines systems and processes for purchasing, transporting, receiving, and storing foodstuffs at the single unit level, for multiple units or locations, and in large food wholesaling operations. This course draws on materials from operations research, quality management, and cost accounting. *Prerequisite: MTH140.*

Note: This course replaces FSM450 in previous curriculums.

FSM 345 Wine, Spirits, and Food Affinities (3)

This course teaches students to appreciate the way in which wine, beer, and spirits can enhance the dining experience. The history of these beverages is discussed as students learn how to effectively pair them with food based on a food's inherent characteristics, seasoning, and accompaniments. Beverage merchandising is highlighted as a strategy for increasing the sale of both food and beverages. The responsible service of alcoholic beverages is stressed. Students must be at least 21 years old to register for this course. *Prerequisites: FSM 101. Students must be 21 years of age to enroll in this course.*

FSM 455 Capstone Consulting Project (6)

Under the guidance of a faculty tutor, the student develops a foodservice concept consistent with his or her own ambitions and interests in the industry. Each concept is supported by a detailed business plan, marketing study, and concept design including elements such as décor, service system, and menu. This capstone project serves to bring together all of the knowledge acquired by the student during the course of study. *Prerequisite: FSM 301*

Geography (GEG)

GEG 210 Cultural Geography (4)

This course systematically explores globalization in the context of geography through such topics as cultural geography, population distributions, economic geography, urban geography and political geography/geopolitics. The course focuses on patterns and processes of global change and their variability, as well as on the ways in which changes on a global scale affect and are affected by regional events and conditions.

HIS 251 Food History (4)

This course provides an overview of the relationships between history and food from the Neolithic revolution (10,000 BC) to the present day. Particular focus is placed on the connection between food and society, the struggle for increased control over food production, the symbolic, cultural, and religious importance of food in the past and its decline in the present, and the present ethical and health concerns with diet and wellness related to industrial foods.

Note: HIS 251 replaces HIS 351 in previous curricula

History (HIS)

HIS 330 History and Philosophy of Early Childhood Education (4)

This course examines the historical and philosophical antecedents of educational programs for young children. Its scope extends from the ancient Greeks to the present era. The course provides early childhood educators with a context for understanding and evaluating current practices. Additionally, it serves as a foundation for the development of a reasoned, coherent, personal philosophy of education and as a basis for ethical and professional practice and decision-making.

Note: This course is also listed as EDU 330

Hospitality Management (HOS/HMI)

Note: All coursework in this program must be taken in the sequence specified by The School of Hospitality Management at Kendall College. Course content and course descriptions are the same for courses in the Daytime Program (HOS) and the Combined Online and Weekend Program (HMI) except when listed separately. Course pre-requisites may be satisfied by either modality of the course except when credit hours differ as noted below.

HOS / HMI 101 Survey of Hospitality (4)

This course introduces the different segments of the hospitality industry, explaining their historical and geographic origins. The continued impact of economic factors and cultural evolution is also discussed. Career opportunities and avenues are presented.

HMI 103 Service Techniques (2)

This course gives students the opportunity to practice customer service in fine-dining mock-up during off hours. Students simulate the preparation of the restaurant prior to guest arrival and master the techniques of high-quality foodservice. This experience introduces students to the “front of house,” focusing on topics such as reservations, seating, interaction with kitchen staff, timely delivery of food and beverage, point-of-sale and credit card systems, and sanitation.

HOS 103 *À la carte* Service (5)

This course gives students the opportunity to practice customer service in an onsite fine-dining classroom or mock-up during off hours. Students prepare the restaurant prior to guest arrival and work throughout the class to provide high-quality foodservice. This experience introduces students to the “front of house,” focusing on topics such as reservations, seating, interaction with kitchen staff, timely delivery of food and beverage, point-of-sale and credit card systems, and sanitation.

HOS / HMI 105 Ingredients (2)

This course acquaints students with a wide array of basic products used in food and beverage, allowing them to understand differences in quality and usage. In addition, the course guides students through the procedures involved in purchasing, receiving, storing, portioning, and issuing of food and beverage items.

HOS 119 Baking and Pastry (2)

This intensive classroom/laboratory module provides students with an overview of the essentials of baking and pastry through classroom presentation/demonstration and actual experience.

HMI 121 Culinary Arts (2)

This combined classroom and laboratory course familiarizes students with the basic culture, principles, and practices of food preparation through lectures, demonstrations, and extensive actual food preparation in all areas of a large professional kitchen. The course is intended to give students a solid basis in culinary arts allowing the future manager to work closely with kitchen chefs in developing menus, ensuring proper controls, and maximizing productivity.

HOS 121 Culinary Arts (6)

This combined classroom and laboratory course familiarizes students with the basic principles and practices of food preparation through lectures, demonstrations, and extensive hands-on food preparation in all areas of a large professional kitchen. The course is intended to give students a solid basis in culinary arts allowing the future manager to work closely with kitchen chefs in developing menus, ensuring proper controls, and maximizing productivity.

HOS 123 Mixology (1)

Students spend one intensive week mastering the skills associated with preparing mixed drinks and cocktails. Using real and mock bar supplies, students are able effectively and efficiently to produce the most popular highballs, long drinks, and cocktails while simultaneously acquiring fundamental knowledge about the origins of beverages.

HOS 124 The Art of Dining (4)

The dining experience is characterized by many qualities which enhance the central food and beverage consumables. This course provides students with an overview of the many tangible and intangible elements that combine to produce a superb dining experience. China, glass, silver, linen, uniforming, and plant and flower options are explored, as well as lighting and background music. Specialty service elements and tableside preparation techniques are also incorporated.

HOS 125–HOS 127 The Hospitality Professional (0)

Professionalism in the hospitality industry is more than the mastery of techniques, skills, or concepts. This year-long cycle of workshops and seminars targeted at the young undergraduate develops the whole professional from comportment to enunciation to attire and emphasizes the communication capabilities and protocols fundamental to the hospitality profession. Industry hiring executives assess

the strengths and weaknesses of students viewed as potential candidates for employ. Techniques drawn from theatre training are adapted to hospitality situations, and the resources of Chicago business partners are leveraged to give students the opportunity to develop the professional style expected by the industry. Interviewing skills and résumé writing are addressed as well as the first essential components in students' college portfolios.

HMI 127 The Hospitality Professional (2)

This intensive cycle of workshops extends the previously acquired professional knowledge of adult students, preparing the whole professional from comportment to enunciation to attire and emphasizes the communication capabilities and protocols fundamental to the hospitality profession. Interviewing skills and résumé writing are addressed.

HOS 129 Front Office Operations (2)

This course guides students through the guest cycle clarifying the key operational issues involved in achieving guest satisfaction. Students conduct role-play exercises in the fundamental practices of hotel front office that emphasize both technical and service issues.

HMI 129 Rooms Division Operations (2)

This course guides the students through the guest cycle clarifying the key operational issues involved in achieving guest satisfaction. Students conduct role-play exercises in the fundamental practices of hotel front office and housekeeping that emphasize both technical and service issues.

HOS 130 Property Management Systems (2)

Students are exposed to the basic and advanced functions of a Property Management System (PMS) through experience with the Micros-Fidelio "Opera" PMS. This intensive two-week module places emphasis on understanding the workings of a single PMS as the basis for applying and critiquing computer solutions to hospitality operations.

HOS 131 Housekeeping Operations (1)

This intensive one-week module utilizes Kendall's unique Hyatt Hotels teaching suite to give actual experience in the basics of hotel housekeeping. Although basic cleaning techniques are put into practice, the emphasis of the course is on developing the managerial eye for detail necessary to conduct a successful room or public areas inspections.

HOS/HMI 165 Interior Design in Hospitality (4)

In the last decade, design has come to be accepted as one of the critical success factors of the hospitality industry. This course develops a critical appreciation of design integrity and impact by educating students about the major historical schools and styles of interior design, interior architecture, and furnishing by providing the fundamental precepts of design theory and exposure successful and less successful hospitality design schemes and conceptions. Furniture, fixtures, and fittings are considered from aesthetic, financial, and sustainability viewpoints. Students experiment with design elements as applied to the Kendall Integrative Senior Project. *Prerequisite: Concurrent enrollment with CAP 495*

Note: This course replaces HUM125 for Hospitality students in previous curriculums. This course also offered as HOS 165A.

HOS 180 Meeting Management Systems (1)

This intensive practice-based course introduces students to current software options available to meeting planners and catering executives. Through familiarity with specific systems, students are prepared to understand and critique the systems they will encounter in industry.

HOS 181 Executing the Small Meeting (3)

This introductory course uses small meetings and events at the College as laboratory exercises that allow students concentrating in Meeting Planning and Meetings and Events Management to put into practice the basic theories of meeting management that are the essence of the course.

HOS / HMI 182 Meetings and Events (3)

This meetings, conventions, and events survey course is intended for students who have chosen not to take the Meeting Planning operational specialization or the Meetings and Events Management concentration. As meetings have evolved into the third leg of the hospitality industry alongside lodging and foodservice, a general understanding of meeting management is essential for future hospitality managers regardless of their specific area of interest.

HOS 206 Sophomore Internship Practicum (4)

This industry placement enables students to challenge, test, and hone the knowledge and skills they have acquired and developed in the classroom and to anticipate future areas of study. Through this experience, students become familiar with the culture of the hospitality industry, developing the values, attitudes, and behaviors that will make them successful in the workplace. Each student must complete this 400-hour supervised internship at an approved internship site. *Prerequisites: HOS 125–127, Sophomore standing, and concurrent enrollment with HOS 207*

HOS 207 Sophomore Internship Seminar (2)

This course enables students to reflect on the knowledge and skills acquired during their industry placements and prepare themselves for studies of a more complex nature. Students describe in detail their internship sites from rudimentary organizational, product and service, operational and financial viewpoints, analyze their own performance, and determine what attitudes and behaviors they should modify. Each student must complete an internship portfolio. *Prerequisites: HOS 125–127, Sophomore standing, and concurrent enrollment with HOS 206*

HOS 208 Sophomore Internship Practicum Extension (4)

This course is an optional extension of the required first year internship. Students continue mastering skills in real-world environments. Credit is awarded on a pass-fail basis for full-time employment amounting to 400 hours over a three-month period and is contingent upon successful reference from a College-approved employer. *Prerequisites: HOS 206, 207*

HMI 221 Advanced Culinary Arts (2)

This condensed classroom and laboratory course familiarizes the student with the basic principles and practices of food preparation through lectures, demonstrations, and hands-on food preparation in all areas of a large professional kitchen. The course is intended to give the student a solid basis in the culinary arts, allowing the future manager to work closely with kitchen chefs in developing menus, ensuring proper controls, and maximizing productivity.

HOS 221 Advanced Culinary Arts (4)

Students choosing the food and beverage operations specialization explore further the world of culinary arts introduced to all students in the first year. Utilizing the strengths of the Culinary Arts faculty, this course provides future front-of-house managers with a detailed insight into contemporary menu options and menu development techniques from an international perspective. *Prerequisite: HOS 121*

HOS 226 Professional Development (0)

This course builds off of the content of The Hospitality Professional. Students learn techniques to identify appropriate career options and paths, conduct an effective job search, evaluate potential employment opportunities, and network. *Prerequisites: HOS 206, 207*

HOS / HMI 228 Lodging Management (4)

This course acquaints students with the managerial elements involved in rooms planning, preparation, sales, forecasting, and budgeting. The front office/housekeeping interface is examined with emphasis placed on housekeeping scheduling organization and quality control. Daily, 10-day, monthly, and annual forecasting procedures are examined in detail. *Prerequisites: HOS 129,130, 131 for HOS 228, or HMI 129 for HMI 228*

HOS / HMI 240 Sustainable Tourism (4)

Students are given an overview of the structures and economics of modern tourism, the macro-environment of the hospitality industry. Emphasis is placed on the environmental impacts of tourism with concepts drawn from eco-tourism and sustainable development. Students consult Chicago tourism authorities, tackling realistic projects critical to the planning and development of a destination within a competitive tourism landscape. *Prerequisite: HOS/HMI 241*

HOS / HMI 241 Hospitality Marketing (4)

This course applies marketing principles to the specialized world of hospitality. In today's hospitality market, the paramount goal of the marketing department is to seek and retain customers to maintain a healthy bottom line. Some of the topics explored in this course include the marketing mix, positioning, branding, distribution, product/service mix, strategic marketing, and market segmentation. The course culminates with a consideration of marketing research and marketing planning.

HOS / HMI 272 Financial Accounting (4)

This course introduces the basic principles of accounting including transaction analysis and flow of data to the accounting statements under the Uniform System of Accounts. It also discusses the impact of the treatment of inventory and depreciation on financial statements.

HOS 280 Meeting Content and Delivery (4)

The traditional "sage from the stage" lecture format used in most meetings is no longer viewed as effective by meeting attendees and many meeting owners. This class positions students to understand how to engage adults to create a more immersive meeting experience. The course provides an overview of adult learning principle. It focuses on the design principles and logistical and strategic approaches that meeting planners can utilize to create higher-impact meetings and events. The course considers face-to-face meetings, virtual meetings, hybrid meetings, and other technologies to position students to manage event content in a strategic manner. *Prerequisites: HOS 180 and HOS 181 or HOS 182*

Note: *This course replaces EDU270 in previous curriculums.*

HOS / HMI 311 Legal Issues in Hospitality Management (4)

This course describes the rights and responsibilities of hotels, food and beverage service operators, guests, and employees. Students learn how to create, implement, and enforce compliance procedures in order to uphold the law and mitigate risk. Topics covered include dram shop laws, laws of innkeepers, the Americans with Disabilities Act, proper hiring and firing practices, and sexual harassment. *Prerequisites: HOS 414 for Hospitality students or CUL 258 for Culinary Arts students for HOS 311; no prerequisite for HMI 311*

HOS / HMI 316 Facilities Planning and Management (4)

This course provides students the background needed to understand the engineering and maintenance functions of an operation, the relationship between equipment selection and ongoing operational cost, and the need for preventive and reactive maintenance systems. Topics include service and production area layout and design, HVAC systems, water and wastewater systems, safety and security systems, entertainment systems, laundry and kitchen design and equipment, energy systems, vertical transportation systems, and building management systems. Approaches to and capital expenditures required for managing development, renovation, and expansion projects are discussed along with the need to address regulatory and environmental concerns. *Prerequisites: HOS 324 and concurrent enrollment with CAP 495 for HOS 316; HMI 324 or concurrent enrollment for HMI 316*

Note: This course also offered as HOS316A.

HOS / HMI 322 Human Resources Management (4)

In this course, students consider the functions of the Human Resource (HR) Department and the concept of the support role to line management. They are exposed to a range of contemporary HR management practices and concepts and will be encouraged constantly to question these views using previous work experience, cultural background, and acquired learning as analytical tools. *Prerequisites: HOS 414 for Hospitality students or CUL 258 for Culinary Arts students for HOS 322; no prerequisite for HMI 322*

HOS / HMI 324 Food and Beverage Management (4)

This course challenges students to make effective business decisions. Studying different operating scenarios each week, students work toward maximizing profitability and/or achieving a corporate turnaround. Students learn menu planning and cost control concepts, develop budgets, analyze financial statements, recommend operational adjustments, handle human resource issues, and make policy decisions that affect management, staff, and ownership. *Prerequisites: HOS 103 and HOS 121 or HMI equivalents for Hospitality students; FSM 101 for Business students or concurrent enrollment.*

HOS 326 Seminars and Tastings (0)

This course features food and beverage tastings and seminars by industry leaders and enriches the standard curriculum, leading students to appreciate the need for lifelong learning. *Prerequisite: HOS 206*

HOS / HMI 333 Organizational Behavior (4)

This course demonstrates how psychological, sociological, and cultural theories can be used to describe, explain, and predict human behavior. More specifically, the course will cover topics in individual, group and social, as well as organizational contexts. *Prerequisites: HOS 414 for HOS 333; no prerequisite for HMI 333*

HOS / HMI 342 Services Marketing (4)

This course will examine the service experience from the point of view of both the internal and external customer. The relationship between human resources management goals and marketing goals will be discussed and analyzed in light of theoretical models that link these two areas. Students will be called upon to research and evaluate specific issues within the framework of service management in order to evaluate the application of theory to practice.

HOS / HMI 343 Services Operations Management (2)

The environment of service businesses is considered from the perspectives of the operations management literature. Topics treated include process design and productivity, service blueprinting, queuing theory, and project management. *Prerequisites: HOS 241, MTH 140 and HOS 414 for HOS 343; HMI 241 and MTH 140 for HMI 343*

HMI 345 Wine and Beverage I (2)

This two-quarter course introduces students to the world of wine and alcoholic and non-alcoholic beverages. Students are exposed to the principal *cépages* of the world and learn to match wine and beverage options to food offerings appropriately.

HOS 345 Wine and Beverage (3)

This course exposes students to the principal *cépages* and wine-growing regions of the world; discusses how wine, beer, and spirits are fermented and distilled; introduces students to beverage and food pairing; and develops students' taste and appreciation for beverage qualities. Bar and beverage management techniques are considered, and students develop wine and beverage lists appropriate for a variety of establishments. *Prerequisites: HOS 324 and HOS 414*

HMI 346 Wine and Beverage II (2)

This course completes the Wine and Beverage cycle begun in HMI 345. *Prerequisite: HMI 345; must be taken in the quarter immediately following HMI 345*

HOS / HMI 372 Hospitality Managerial Accounting (4)

This course builds off the content of HOS/HMI 272. Armed with basic accounting techniques, students analyze financial statements, judge operational performance, determine revenue requirements using CVP analysis, and draft financial plans and budgets. *Prerequisites: HOS/HMI 272*

HOS / HMI 398 Business Planning and Feasibility (4)

This course enables students to determine the financial potential of a business concept or existing operation based on market research and analysis. Factors such as the choice of location, competitive situation, and economic conditions are assessed. Students develop their own hotel or restaurant concept, including services and amenities, for which they project market and revenue potential based on market factors. Students then create pro forma financial statements, analyzing their concept's economic viability. *Prerequisites: HOS 241 and HOS 372 and concurrent enrollment with CAP 495 for HOS 398; HMI 241 and HMI 372 for HMI 398*

Note: *This course also offered as HOS 398A.*

HMI 400 Senior Internship Practicum Extension (4)

This optional internship extension provides the opportunity to further develop supervisory skills, rotate through a greater variety of hospitality positions, take on additional administrative responsibility, or gain even greater in-depth experience in a chosen area. *Prerequisites: HMI 402, 403*

HMI 402 Senior Internship Practicum (4)

This industry placement allows students to challenge, test, and hone the knowledge and skills they have acquired and developed in the classroom and to anticipate future areas of study. Through this experience, students develop supervisory or administrative skills or rotate through various departments of an enterprise, deepening their understanding of industry “best practices” and further developing their career portfolios. Each student must complete this 400-hour supervised internship at an approved internship site. *Prerequisites: HMI 407 and concurrent enrollment with HMI 403 and HMI 410*

HMI 403 Senior Internship Seminar (4)

This course enables students to reflect on the knowledge and skills acquired during their industry placements and to compare management theory to industry practice. Students describe in detail their internship sites from organizational, product and service, operational, and financial viewpoints, analyze their own performance, and determine how career objectives may best be realized. Each student must complete an internship portfolio. *Prerequisites: HMI 407 and concurrent enrollment with HMI 402 and HMI 410*

HOS / HMI 407 Strategic Management (4)

Students are guided through the classical Porter strategic planning process exploring various strategic tools for analyzing stakeholder concerns, the internal environment, and the external environment prior to choosing a generic strategy to be adapted at the functional, business, and corporate levels. Case studies involving hospitality organizations and live cases are used to enhance the students’ understanding of theory application. *Prerequisites: HOS 241 and HOS 414 for HOS 407; HMI 241 for HMI 407*

HOS / HMI 408 Senior Management Seminar (2)

This reading course features the works of some of the most recognized management theorists of the last decades, providing students with different and often contradictory approaches to business strategy. In addition to refining the students’ conceptual framework, this course forces students to decide between differing points of view as the basis for strategic action. *Prerequisite: HOS/HMI 407; must be taken in the quarter immediately following HOS/HMI 407*

HMI 410 Management Research Paper (6)

Working independently, each student investigates a management topic of choice in the contemporary hospitality industry and, supported by an appointed tutor, produces a major research paper approximating an undergraduate thesis. *Prerequisite: HMI 408 and concurrent enrollment with HMI 402 and HMI 403*

HOS 414 Senior Internship Practicum (4)

This industry placement allows students to challenge, test, and hone the knowledge and skills they have acquired and developed in the classroom and to anticipate future areas of study. Through this experience, students develop supervisory or administrative skills or rotate through various departments of an enterprise deepening their understanding of industry “best practices” and further developing their career portfolios. Each student must complete this 400-hour supervised internship at an approved internship site. *Prerequisites: HOS 206, HOS 226, Junior standing and concurrent enrollment with HOS 415*

HOS 415 Senior Internship Seminar (4)

This course enables students to reflect on the knowledge and skills acquired during their industry placements and to compare management theory to industry practice. Students describe in detail their internship sites from organizational, product and service, operational and financial viewpoints, analyze their own performance, and determine how career objectives may best be realized. Each student must complete an internship portfolio. *Prerequisites: HOS 206, HOS 226, Junior standing, and concurrent enrollment with HOS 414*

HOS 416 Senior Internship Practicum Extension (4)

This optional internship extension provides the opportunity to further develop supervisory skills, rotate through a greater variety of hospitality positions, take on additional administrative responsibility, or gain even greater in-depth experience in a chosen area. *Prerequisites: HOS 414,415*

HOS 425 Foodservice Strategies and Trends (5)

This concentration course applies strategic management theory to the specificities of the foodservice environment considering how current trends are affecting the competitiveness of foodservice organizations. The evolution of traditional foodservice definitions into today's hybrid concepts is also treated. *Prerequisites: HOS 324, 414*

HOS 426 Issues in Hospitality Management (0)

This series of lectures and interactions with esteemed hospitality executives and academicians completes the series of co-curricular coursework which is a hallmark of the program. Students adopt a pattern of lifelong learning, coming to appreciate the vital importance of making the extra effort to stay at the forefront of industry developments even when this effort has no immediate payoff. *Prerequisite: HOS 414*

HOS / HMI 441 Information Management and e-Marketing (4)

This course is focused on the role, analysis, and design of hospitality/tourism industry information systems and technology applications. Hospitality computer system failure contingency planning, hospitality functional applications, and guest room technologies, as well as current/future trends in hospitality/tourism technology applications are discussed. E-marketing, e-commerce channel distributions, e-marketing tools, e-marketing strategies, website analytics, and their implications for the development of interwoven hospitality technological platforms are also examined. *Prerequisites: HOS 241 and HOS 414 for HOS 441; HMI 241 for HMI 414*

HOS / HMI 442 Management of Sales and Promotions (4)

This advanced course considers the theories and practices of sales, promotions, public relations, and advertising. A summary overview of consumer behavior leads to a consideration of how properties and chains effectively use promotional media. Sales department organization, sales technique, and account management are discussed, as well as the negotiation and management of group and catering contracts. *Prerequisite: HOS 241 and HOS 414 for HOS 442; HMI 241 for HMI 442*

HOS / HMI 444 Leadership (4)

This course considers a wide variety of theoretical approaches used to define, describe, and evaluate leadership. Through a process of critical evaluation and reflection, students are able appreciate how individual, organizational, and cultural factors can influence the effectiveness of leaders. This experience will enable students to develop their own leadership styles. *Prerequisite: HOS/HMI 333*

HOS / HMI 470 Finance (4)

This course presents the analytical tools and concepts of corporate finance with emphasis on TVM and WACC. Students analyze equity structure, leveraging, sources of financing, and risk and returns for new developments and capital projects. *Prerequisite: HOS 372 and HOS 414 for HOS 470; HMI 372 for HMI 470*

HOS 471 Corporate Finance and Risk Management (4)

Building on HOS 470, students perfect their ability to analyze and evaluate financial performance and determine financing options in a multi-unit, multi-business environment. Risk management tools intended to minimize the financial exposure of an enterprise make up the remainder of the course. *Prerequisite: HOS 470 or concurrent enrollment*

HOS / HMI 472 Revenue Management (4)

This course outlines the strategies and methods needed to manage capacity actively in order to maximize profit. Using a systematic process, industry benchmarking, and pricing tools, students learn to balance product availability, pricing, and marketing in light of organizational opportunity, competitive practices, and market forces. An active, dynamic approach is taken to managing revenue streams to ensure an organization's long-term viability and financial health. *Prerequisite: HOS/HMI 372*

HOS 473 Real Estate Finance (4)

This course considers the various methods of valuation of commercial properties, as well as the financing instruments available for real estate investment. Portfolio management techniques are also treated. *Prerequisites: HOS 470 and HOS 414*

HOS 481 Conventions and Large Meetings (4)

The course focuses on large meetings, conventions, trade shows, and exhibitions. Attention is paid to the organization of large meetings and the interface between meeting planners, exhibitors/organizers, city departments, and service providers around the city. Students learn how to plan, organize, and execute a large meeting or an activity associated with a convention. *Prerequisites: HOS 414 and HOS 181 or HOS 182 or concurrent enrollment with HOS 181*

HOS 482 Special Events and Event Marketing (4)

This course explores the related areas of special events and events marketing. The first half of the course focuses on special events proper: banquets and galas within the context of conventions or larger meetings; single events such as fund raisers, balls, and awards ceremonies for the profit and non-profit markets; and personal or religious events such as baptisms, first communions, confirmations, bar/bat mitzvahs, engagements, showers, weddings, birthdays, and funeral-related activities. The second half of the course focuses on events marketing, events used as a marketing tool to promote a company or cause: concerts, sporting events, street fairs, etc. Students will learn how to plan, structure, organize, and execute both types of events. *Prerequisites: HOS 414 and HOS 181 or HOS 182*

HOS 486 Sports and Entertainment (4)

This course provides an overview of sports and entertainment bookings, management, and venues. Although the course gives students an understanding of the specificities of sports, entertainment groups, and attractions, it remains focused on hospitality and presentation aspects. Management of theme, recreation, and nature-based parks is also discussed. *Prerequisite: HOS 414*

HOS 487 Gaming (4)

Students are exposed to the unique aspects of managing casino environments and their associated hospitality components. Although students are given a cursory overview of the various games and of managing odds, emphasis is placed on the financial, operational, marketing, legal, and ethical aspects of running gaming operations. *Prerequisites: HOS 414*

HOS 488 Club Management (4)

This course explores the organization and operations of the two segments of the club industry: traditional private city and country clubs and the rapidly growing segment of health and fitness club and spas. It compares and contrasts the management, marketing, and financial strategies of these operations. It discusses the role of the board of directors and the importance of the development and retention of the membership. *Prerequisite: HOS 414*

HOS 495 - HOS 496 Kendall Integrative Senior Project I-II (3 & 3)

In this course series, senior Meetings and Events Management students support student teams drawn from the Schools of Business, Culinary Arts, and Hospitality Management who design and plan the implementation of a multi-use development. As a group, Meeting Planning students plan and execute the program of presentations that is the culmination of the capstone project for all other students. Individually, they support individual teams in helping them determine how best to present their results and findings. *Prerequisites: Senior standing and approval of the program dean.*

Note: This course also offered as HOS495A and HOS496A.

Humanities (HUM)

HUM 110 Introduction to the Fine Arts (4)

This course is designed to help students develop a basic understanding of the “arts” of various cultures and historical periods. Topics include the elements that are combined into a work of art and the commonalities that exist across the arts disciplines. Upon completion, students apply concepts to an overview of the evolution of artistic style in human culture and in direct experience with the creative process as artist and audience.

HUM 125 Introduction to Design (4)

This course provides a general overview of the principals and elements of design. Students are exposed to contemporary trends in the various fields of design, develop vocabulary and skills in the critical evaluation of design, and develop personal aesthetics. The course contributes to a well-rounded education that includes knowledge and understanding of the great cultural and artistic achievements of humanity and empowers students to take responsibility for the aesthetic quality of their immediate environment.

Note: This course replaces HUM 310 in previous curricula.

HUM 320 The Arts & Culture (4)

This course examines, across historical periods and regions, how cultural norms influence the visual and performing arts, music, design, and literature. Students gain familiarity with various art forms, their evolution over time, their unique cultural elements, and their common characteristics across time and place. Students develop and are able to articulate the context through which they view the arts as an essential component of culture. US and international cultures are included.

Integrative Studies (INT)

INT 110 Introduction to Integrative Studies (4)

This interdisciplinary Tier One course is the first in Kendall's 12-course, core curriculum. This course lays the foundation for success in future coursework at the College and in the student's chosen career by introducing the College's five core competencies: critical reading and thinking, research and synthesis of information, technological literacy, quantitative literacy, and communication. Overall, this course encourages student engagement in the learning community through the use of interactive methods. At the conclusion, students reflect on their development of the school's five core competencies and set goals for further development.

INT 210 Intermediate Integrative Studies (4)

This interdisciplinary course is the mid-point of Kendall's 12-course, core curriculum; all Tier One courses must be completed before enrolling in this course. Using a problem-based learning methodology, where students work in groups and individually to solve a real-world problem, students further their development of Kendall's five core competencies: critical reading and thinking, research and synthesis of information, technological literacy, quantitative literacy, and communication. At the conclusion, students reflect on their development of the school's five core competencies and set goals for further development. *Prerequisites: completion of all Tier One courses (INT 110, ENG 111, ENG 112, CIS 190, COM 101, MTH 122/140)*

INT 310 Advanced Integrative Studies (4)

This interdisciplinary course is the end point (or capstone) of Kendall's 12-course, core curriculum; all Tier One and Tier Two courses must be completed before enrolling in this course. Using a problem-based learning methodology, where students work in groups and individually to solve a real-world problem, students will demonstrate competency in Kendall's five core competencies: critical reading and thinking, research and synthesis of information, technological literacy, quantitative literacy, and communication. The final project requires students to enact a solution that addresses a community problem.

Prerequisites: completion of all Tier One courses (INT 110, ENG 111, ENG 112, CIS 190, COM 101, MTH 122/140) and Tier Two courses (SCI 221, Aesthetic Awareness Elective, Cultural Literacy Elective, and Ethical Awareness Elective)

Literature (LIT)

LIT 210 Children's Literature (4)

This survey course focuses on the power and quality of children's literature, birth through adolescence. Students explore the genres of picture books, poetry and verse, folklore, fantasy and science fiction, contemporary realistic fiction, historical fiction, biographies, and nonfiction, as well as study the transactional view of reading. Coursework pays particular attention to culturally diverse literature across all genres and involves students in becoming expert assessors of quality with regard to children's literature in general, genre-specific requirements, and aspects particular to the ways diversity is treated in books for all ages and in all genres. Students also learn about authors, illustrators, the multiplicity of awards in the children's literature field, and the insights and delight reading literature can bring to all age groups.

Note: *This course is also listed as EDU 275.*

Management (MGT)

MGT 212 Principles of Small Business Management (4)

This course provides students with an overview of the legal, financial, operational, resource management, and marketing issues associated with starting, managing, and growing a small business. The course also addresses general small business trends, as well as sustainability concerns and the global influence and ramifications affecting today's small business enterprise. Consulting, as a particular type of small business, is also specifically addressed, as are the additional considerations related to service providers. *Prerequisites: BUS 110, 280*

MGT 270 Decision-Making (4)

This course uses situation-based challenges and case studies to explore the intricacies of decision-making. Students learn frameworks for structuring decisions, forming and testing a hypothesis, using data to drive decisions, and methods for simplifying complex decisions. Students also examine the issues of data quality, decision-timing, and communicating decisions. *Prerequisites: FSM 211 for students in the Foodservice Management Program*

Note: *This course replaces BUS 270 Decision-Making in previous curricula.*

MGT 320 Managing the Consultant

In this course, students learn what consultants do, who hires them when and why, and what typical functions consultants perform, particularly within services industries. Course content highlights the legal differences between consultants and employees and covers distinctions between outsourcing and consulting. Through case studies, as well as through exposure to existing consulting organizations, participants practice contracting (including setting fees), as well as managing, scheduling, and staffing the work engagement between consultants, employees, and managers. Students also assess their own future consulting potential and practice techniques for building, fostering, and managing consultant/client relationships. *Prerequisites: FSM 211 for students in the Foodservice Management Program; BUS 280 for students in the Business Program*

MGT 321 Entrepreneurship (4)

Using case studies and testimonials, this advanced course analyzes business start-ups—both successes and failures—to determine the key success factors of successful business launches. When to sell-off or, alternatively, how to begin or expand a start-up are also considered on a case basis. *Prerequisites: FSM 211 for students in the Foodservice Management Program; BUS 280 for students in the Business Program*

MGT 322 Human Resources Management (4)

This course introduces human resources (HR), highlighting the elements essential for good people management. Analysis of HR needs, recruitment, selection, and evaluation are detailed. Practical examples illustrate the best practices relative to hiring, firing, employee retention, performance reviews, assessing bonuses, and working with different management styles. *Prerequisite: BUS 210*

MGT 331 Franchise Management (4)

This course encompasses the perspective of the host company, as well as that of the individual franchise operator. It addresses initial and ongoing acquisition and leasing fees, structures, requirements, and insights regarding functioning and other relevant characteristics. The course also covers an overview of the franchise marketplace and the successes and failures of name brand franchise establishments. Students provide a detailed model for a proposed new franchise establishment as a major project assignment. *Prerequisite: MGT 321*

MGT 332 Homepreneurship (4)

This course provides students with in-depth study of the operation of significant and successful home-based businesses, as well as conceptual application to developing and testing an actual business plan. Some of the issues covered relate to zoning requirements and other restrictions, typical types of businesses, insurance, and risk management. *Prerequisite: MGT 321*

MGT 333 Family-Owned Enterprises (4)

This course emphasizes the stewardship, involvement, and management transfer of family businesses from the perspective of the owner, as well as from interacting family members and other stakeholders. Trends in family business, dynamics of the family as co-workers, and generational differences in management and communication style are also addressed. Students study a particular family business in-depth, providing recommendations and proposals for enhancement or improvement.

MGT 334 Virtual Business Ventures (4)

Virtual business, whether in its entirety or as a distribution channel within a business organization, entails unique logistical, legal, marketing, and technological considerations. This course addresses those considerations and also challenges students to innovate an existing business or to start a new business through the incorporation of virtual business techniques. Online marketing techniques and social media strategies are also encompassed through the course objectives. *Prerequisites: CIS 270, MKG 241, and BUS 360*

MGT 340 Leadership in Services Industries (4)

This course analyzes critical leadership skills, situational and environmental factors, human values, and reciprocal roles and interdependencies between leaders and groups. The course provides in-depth demonstration of the skills and techniques essential to effective leadership of a services organization or function. Concepts and applications of goal setting, team building, negotiations, and communications are analyzed, discussed, and practiced. Case and video examples illustrate charisma, crisis management, cultural diversity, ethics, female leadership, goal setting, the language of leadership, motivation, servant leadership, strategy, team building, and transformation leadership. *Prerequisite: ECO 311*

MGT 341 Global Leadership (4)

Through exploration of various approaches and strategies, this course is designed to build the skills needed to effectively lead organizations and departments in today's highly complex and globally competitive world. It focuses on ways to manage, empower, and inspire culturally diverse, and often virtual, individuals and teams. Given today's extensive and intensive global interaction, one's success is increasingly based on understanding and persuading others, both foreign and domestic. This course makes extensive use of role plays, behavioral feedback and coaching, small work groups, films, exercises of critical management problems, and skill practice sessions. *Prerequisites: FSM 211 for students in the Foodservice Management Program; ECO 310 for students in the Business Program*

MGT 410 Management Research Paper (4)

The management research paper is a significant academic business paper devoted to the strategic analysis of an actual firm, the analysis of a real business problem in an actual firm, or the development of a business plan for an actual entrepreneurial endeavor. The research paper is completed with the assistance of a faculty tutor. *Prerequisites: FSM 211 for students in the Foodservice Management Program; BUS 280 and at least one of the following for students in the Business Program: BUS 370, BUS 407, or MGT 321*

MGT 420 Succession Planning (4)

This course teaches students the value and process of planning for employee progression and replacement. Students will learn the steps of career planning, from defining the requirements for a position to evaluating employees under future consideration to strategizing replacement scenarios. Student create career family development plans that include strengths, career goals, and job responsibilities as they relate to the organization's core values and action planning. They also develop organizational processes to identify the best candidates for various positions and will develop potential successors that best fit their strengths and the talent-development process. *Prerequisite: MGT 322; FSM 301 for students in the Foodservice Management Program*

MGT 425 Business Investments and Personal Finance (4)

This course provides an overview of investment vehicles available to the manager and to the investor community. The course focuses on the types, use, and characteristics of equities, fixed income securities, options, and other derivative investment vehicles. In addition, this course provides a guide to managing personal finances, covering the principles of investing, credit, mortgages, taxes, and financial planning. Topics include investing and diversification, risk management, setting personal objectives, and tax efficiency. *Prerequisite: ACC 355*

MGT 441 The Global Enterprise (4)

This course serves as a primer on global business trends, as well as on importing, exporting, off-shoring, global expansion, and other international topics affecting today's small business owner. Students have the opportunity to interact with companies involved in such efforts and map international strategies and logistics for their own business plans. *Prerequisite: MGT321*

Marketing (MKG)

MKG 241 The Art and Science of Marketing (4)

This course focuses on how marketers think, integrating key concepts and skills including market segmentation and sizing, product/service targeting and positioning, the 4Ps (Product, Price, Placement, Promotion), the 3Cs (Customer, Costs, Competition), types of market research, whitespace mapping, and analyzing the consumer purchase process. Special emphasis is placed on promotional techniques.

MKG 341 Marketing Management (4)

This course builds off of the concepts studied in MKG 241. Case studies and relevant examples demonstrate how to apply the concepts, tools, and procedures employed by today's leading brand and marketing managers. Students learn to manage customer acquisition and retention through comprehensive marketing plans, marketing research, promotion strategies, distribution channels, and pricing. Approaches to examining and enhancing services marketing strategies are presented, as well as approaches to developing, promoting, and distributing services to targeted segments of the market. Globalization issues are incorporated throughout the course. *Prerequisite: MKG 241; BUS 203 and BUS 204 for students required to take those courses in their program of study*

Mathematics (MTH)

MTH 016 Developmental Mathematics (0)

This course focuses on the development of basic math and pre-algebra skills. Students will develop their individual abilities by working with mathematical concepts and application problems using the operations of addition, subtraction, multiplication, and division. Students learn how to solve simple linear equations with integers, fractions, decimals, percentages, ratios, and proportions. Graphs, measurements, and geometry will be introduced.

MTH 116 Intermediate Algebra (4)

This course emphasizes student comprehension of standard algebraic topics. Subjects addressed include: polynomials and factoring, rational expressions, rational exponents and radicals, quadratic equations, functions and relations, and exponential and logarithmic functions. *Prerequisites: MTH 016 with a passing grade or placement test score indicating preparedness for direct entry into this course*

MTH 122 Quantitative Literacy (4)

This is a Tier One course in Kendall's 12-course, core curriculum. The course is designed to help students develop critical thinking skills by understanding and applying basic mathematical methods to the solution of real-world problems. Students examine problems and issues that demonstrate mathematical concepts with the goal of becoming critical consumers of quantitative information. *Prerequisites: MTH 016 with a passing grade or placement test score indicating preparedness for direct entry into this course*

MTH 130 Math for Educators (4)

This course is designed to help potential teachers develop their own knowledge of mathematical processes and concepts, as well as their confidence in their mathematical abilities, so they can provide rich instruction that positively impacts children's mathematical thinking and levels of achievement. The NCTM content and process standards are examined. Teacher candidates engage in mathematical explorations designed to increase their conceptual understanding and provide opportunities to apply problem-solving strategies in the areas of number and operations (including number sense and computation), measurement, geometry, algebra, and data analysis and probability.

MTH 140 Business Statistics I (4)

This is a Tier One course in Kendall's 12-course, core curriculum. This introductory statistics class is designed to give students a basic understanding of statistics. Students study random sampling, sample distributions and their graphs, measures of central tendency and dispersion, normal and other theoretical distributions, and point and interval estimation. *Prerequisites: MTH 116 with a passing grade or placement test score indicating preparedness for direct entry into this course*

MTH 240 Business Statistics II (4)

This course builds off of the content from MTH 140. More specifically, students learn one-sample hypothesis testing, simple linear regression, multiple regression and model building, decision making, and statistical quality and production management. Multiple regression techniques and multinomial techniques are emphasized. *Prerequisite: MTH 140*

Personal Chef & Catering and Professional Cookery Certificates (PCC)

PCC 101 Introduction to Baking (4)

This course introduces students to the world of professional scratch baking. Students learn the theory behind bread, roll, cake, and dessert production and have ample opportunity for hands-on practice. The identification, handling, and major properties of ingredients are discussed as is the safe and sanitary operation of equipment.

PCC 111 Introduction to Professional Cookery (2)

This course introduces students to the professional kitchen. Students learn the theory behind professional food preparation through lecture/demonstration sessions and hands-on practice in the kitchen. The use and maintenance of different knives is stressed as students learn how to cut vegetables, bone fowl, and fillet fish. Students also become familiar with basic preparations, like stock. The safe and sanitary operation of equipment is emphasized.

PCC 112 Stocks, Sauces, & Soups (2)

This course teaches students to prepare classic stocks, hot and cold sauces, and soups. The traditional mother and small sauces are taught along with more modern preparations including salsas, chutneys, relishes, and coulis. Different thickening methods are presented including the use of flour in roux and beurre manié, arrowroot, pureé, and reduction. Emulsion and liaison techniques are highlighted.

Prerequisite: PCC 111

PCC 113 Product ID/Storeroom/Purchasing (2)

This course familiarizes students with products typically purchased for use in a professional kitchen. Students are exposed to the procurement process including forecasting, inventorying, purveyor selection, purchasing, and receiving. Safe handling and storage methods are discussed and demonstrated in the onsite storeroom.

PCC 117 Introduction to Garde Manger (2)

This course explores the world of the basic cold food preparation. Students learn techniques for creating different types of hors d'oeuvres, salads, sandwiches, dressings, cold sauces, and more. The presentation of food on individual plates, platters, and tables is introduced as students learn the fundamentals of visual display. *Prerequisite: PCC 118*

PCC 118 Methods of Cooking (2)

This course teaches the cooking methods used for vegetables, starches, meat, poultry, and fish. The rationale for each method is presented along with the techniques required to achieve success. The proper use of different equipment and tools is demonstrated and practiced. *Prerequisite: PCC 112*

PCC 160 Intro to Beverage & Dining Room (2)

This course provides students with an introduction to American table service. Students learn all aspects of quality service. Additional areas of coverage include introduction to wine service, liquor regulations, and development and maintenance of guest satisfaction.

PCC 171 Personal Chef Practicum (2)

This course provides a structure students can use to successfully plan and cook in a private home. Lectures and visits from personal chefs working in the industry highlight the benefits and realities of being a personal chef along with potential problems and their solutions. This course culminates with a student project in which students make dinner for a “mock” family, leaving two meals with reheat instructions, for later consumption. *Prerequisites: PCC 111, 112, 117, and 118*

PCC 190 Nutritional Cooking (2)

This course presents the nutritional and culinary needs for various market segments of the food industry, with particular emphasis for personal chefs and caterers. Populations include children, teens, the aging, vegetarians, sports and spa enthusiasts, and those with health concerns such as obesity, heart disease, diabetes, hypertension, and food allergies, among others. Through lecture and hands-on experience, students learn strategies and techniques to address lifecycle and dietary concerns without sacrificing flavor or food quality. *Prerequisites: CUL 116 or SCI 123; PCC or CUL 111, 112, 117, and 118*

Note: *This course also listed as CUL 390.*

Philosophy (PHL)

PHL 219 Ethics (4)

This is a Tier Two course in Kendall’s 12-course, core curriculum and fulfills the Ethical Awareness Elective. The course is designed to introduce students to the nature and foundations of moral judgments and applications to contemporary moral issues. Topics include an overview of ethical constraints from the prevailing philosophical and religious perspectives. Upon completion, the student will have found solutions to problems of professional and private life against the backdrop of ethical theory.

Prerequisite: INT 210

Note: *PHL 219 replaces PHL 119 in previous curricula.*

Political Science (PSC)

PSC 112 American Government (4)

This course will help students understand a person’s role, rights, and responsibilities as a citizen, as well as the key issues facing American government. Through the work in this course, students will develop an appreciation for the struggle to acquire those freedoms and rights that citizens of the United States enjoy today and what citizens can as a citizen do to maintain them. Students will discover the three principle purposes of government: maintaining order, providing public services, and promoting equality as they relate to how the American Government functions. The Tripartite system of executive, legislative, and judicial branches will be examined to understand their roles and relationships.

Psychology (PSY)

PSY 111 Introduction to Psychology (4)

This course examines human behavior with emphasis on growth and behavioral development, learning processes, memory, thinking, motivation, emotion, reactions to conflict and frustration, sensory function, individual differences in intelligence, aptitudes, and personality. It emphasizes past and current research findings, theories, and methods of research in connection with each topic.

PSY 211 Theories of Personality (4)

This course covers theories of personality. Topics included are basic theoretical perspectives, personality assessment, patterns of personality that emerge through the interaction between individual with the environment, and current topics. Among the theorists studies are Freud, Jung, Adler, and Erikson.

Prerequisite: PSY 111 or SOC 101

PSY 224 Social Psychology (4)

The focus of this course is the social development of individuals and the effects of individual behaviors and groups on one another. Topics include the formation of attitudes and attitude change, the nature of groups and group processes, and theoretical perspectives of social psychology. *Prerequisites: PSY 111 or SOC 101*

PSY 225 Educational Psychology (4)

Required field experience: 1 hour

This course provides an overview of psychological concepts and theories as they relate to teaching and learning. It examines the role of cognitive, social, and emotional development in learning as well as how individual learner needs can be identified and addressed. The impact of culture and diversity in school settings is explored including ways to create culturally inclusive classrooms. Also presented are ways to encourage motivation and engagement in learning and some of the types and purposes of assessment in today's classrooms.

Note: This course is also listed as EDU 225.

PSY 272 Listening Skills and Interviewing Techniques (4)

The psychology of interviewing from the interviewer's and interviewee's perspectives. Listening skills and their relationship to effective interviewing are emphasized.

PSY 275 Motivation (4)

This course provides an overview of current theories and research in motivation. Students will learn the impact of needs, desires, and incentives on behavior. *Prerequisite: PSY 111 or SOC 101*

PSY 280 Developmental Psychology (4)

This course covers human development from conception to death, following a lifespan perspective on physical, cognitive, and psychosocial development. It studies theories of development and applications to real-world problems for the framework for understanding how humans change during the life-cycle.

PSY 309 Introduction to Organizational Psychology (4)

Students apply psychological principles and research to the study of the individual in organizational settings. Topics covered may include research, motivational processes, leadership and management styles, physical environment, stress, alienation, burnout, job satisfaction, organizational change, job performance assessment, communication issues, and technological and cultural influences.

Prerequisites: PSY 111 or SOC 101

PSY 322 Consumer Behavior (4)

This applied psychology course considers the rational and irrational influences on buy decisions taken by consumers. The individual influences of cognition, conditioning, and affect, as well as the more general influences of generation, demographics, and environment are explored with respect to their use in advertising, merchandising, promotions, and sales. *Prerequisites: PSY 111 or SOC 101 for students in the Business Program; FSM 101 for students in the Foodservice Management*

PSY 327 Abnormal Psychology (4)

This course is an introduction to the theoretical approaches and empirical research in psychology used to define, assess, categorize, prevent, and treat psychological disorders. Historical and contemporary beliefs about mental disorders provide a context for the theories and research. *Prerequisite: PSY 111 or SOC 101*

PSY 350 Psychology of Business and Industry (4)

This course presents an overview of the variety of psychological applications in business and industry. Topics include research methods, personnel psychology, performance evaluation, motivation and job satisfaction, organizational behavior, and leadership and management. The focus is on the application of psychological principles and research techniques to industrial and personnel problems, including selection, training efficiency, safety, and design of equipment. *Prerequisites: PSY 111 or SOC 101*

PSY 360 Diversity in the Workplace (4)

This course studies inter-cultural interaction in the workplace and its impact on productivity in a global society. It incorporates social psychology and multicultural studies to enhance student self-awareness and skill in interacting with those from a wide range of backgrounds. *Prerequisites: PSY 224 or SOC 101*

Science (SCI)

SCI 123 Human Nutrition (4)

This course introduces the student to the nutritional needs of humans. This course emphasizes the different aspects of nutrition, which are factors that affect food choices, types of nutrients and their functions in the body, the healthy food choices, diet and fitness analysis, and nutrition controversies.

SCI 223 Life Span Nutrition (4)

This course builds on the foundation nutrition course to discuss the nutritional needs through the life cycle. It focuses on infants through geriatrics to determine the changes and requirements that occur during growth, reproduction, and aging. The role of nutrition in health and disease and nutrition throughout the lifecycle are examined in detail. *Prerequisite: SCI 123*

SCI 220 Science and Culture (4)

This course is an exploration of the interrelationship between science and culture throughout time and in varied cultures. Students study science and the cultures in which scientific discoveries occur and recognize how scientific advances impact the cultures in which they are developed and how the cultural context drives scientific advancement. US and international cultures are included. *Prerequisite: SCI 221*

SCI 221 Environmental Science (4)

This is a Tier Two course in Kendall's 12-course, core curriculum and addresses the College's environmental stewardship value. The course explores the science of the environment through the study of contemporary issues such as air and water pollution, global warming, sustainability, alternative energy resources, deforestation, and endangered species and their ecological, economical, and human health impacts. *Prerequisite: INT 210*

Note: Course replaces BIO 121 and SCI 121 in previous curricula.

SCI 300 Food Science (4)

This course explores the science behind the art through lecture and practical example. By studying basic chemistry and physics, students understand how scientific principles come to life in the kitchen. Key culinary topics addressed include the way taste is perceived, how emulsions are created and maintained, how acid and salt affect meat, how pH changes the texture and color of vegetables, how heat is transferred, and how proteins are denatured. *Prerequisites: at least two of CUL 316-318*

SCI 330 Nutrition I: Prenatal through Age 5 (4)

This course investigates the nutritional needs of women during pregnancy, infants, and children through age 5. Through practical applications in the kitchen and online learning, this course presents nutritional theory in relation to mother and child growth and health, dietary needs, and physiological and biological determinants of nutrient requirements. *Prerequisites: EDU 215 and EDU 222*

SCI 334 Nutrition II: Age 6 through Adolescence (4)

This course explores the relationship between the nutritional needs and the growth patterns of children, age 6 through adolescence. Through practical applications in the kitchen and online learning, this course investigates the psychological, biological, social, and socio-demographic aspects of the changing nutritional needs of children. *Prerequisite: SCI 330*

SCI 336 Community Nutrition (4)

This course links nutritional theory to the premises underlying public health initiatives. It explores the relationship between the basic principles of human nutrition and the social, economic and cultural aspects of nutrition theory, and the impact on the application of childhood nutrition theories. Through the practice of public outreach, students will learn how to be ambassadors of nutrition. *Prerequisite: SCI 334*

Sociology (SOC)

SOC 101 Introduction to Sociology (4)

This course provides a basic introduction to the academic discipline of sociology. It involves learning about sociological reasoning, where students examine critically the social forces that shape personalities, institutions, and culture. The course will also devote special attention to the increased rational organization of society.

SOC 255 Multicultural Dimensions of Society (4)

This is a Tier Two course in Kendall's 12-course, core curriculum and fulfills the Cultural Literacy Elective. The course offers a critical and interdisciplinary approach to the problems and issues which have been raised in the globalization debate and explores some of the many facets of the globalization process. The course enables students to comprehend what it means to live in a diverse, changing, and increasingly interrelated world. *Prerequisites: INT 210*

Spanish (SPN)

Note: Please refer to the "Academic Policies" section of this handbook and catalog for placement policies.

Note: It is highly recommended that courses in the Spanish sequence be taken in consecutive quarters for optimal success.

SPN 111 Spanish I (4)

This is the first course in a three-quarter sequence of Spanish using the communicative approach, which emphasizes using language in real-life situations. It focuses on communication in the present tense. Topics include greetings, likes/dislikes, questions, descriptions of people, cultural learning, and weekend/school/daily activities. A webcam is required for the online version of this course. This course is designed for students who have never studied Spanish or who have little prior knowledge of the language. For example, Spanish 111 is likely appropriate for students who completed one-two years of high school Spanish with difficulty, or students who completed one-two years of Spanish many years ago. Native or fluent heritage Spanish speakers may not take this course.

SPN 112 Spanish II (4)

This is the second course in a three-quarter sequence of Spanish using the communicative approach, which emphasizes using language in real-life situations. Building on the foundation established in Spanish 111, it focuses on communication in the present tense and introduces the past tense. Topics include food, invitations, employment, vacations, daily routine, emotions, and cultural comparisons. A webcam is required for the online version of this course. Spanish 112 is designed for students who have successfully completed Spanish 111 at Kendall or a first-term Spanish course at a different college. Spanish 112 is also likely appropriate for students who have successfully completed two years of high school Spanish. Native or fluent heritage Spanish speakers may not take this course. *Prerequisite: SPN 111 with grade C or better*

SPN 113 Spanish III (4)

This is the third course in a three-quarter sequence of Spanish using the communicative approach, which emphasizes using language in real-life situations. It reviews previous concepts while focusing on communication in the past tense. Topics include comparisons, chores, interests, special occasions, health, childhood, and past activities. Spanish 113 is designed for students who have successfully completed Spanish 112 at Kendall or a second-term Spanish course at a different college. Spanish 113 is also likely appropriate for students who have successfully completed 3 or more years of high school Spanish. Native or fluent heritage Spanish speakers may not take this course. *Prerequisite: SPN 112 with grade C or better*

Speech (SPE)

SPE 112 Group Discussion & Leadership (4)

In this course, students are challenged to deal with the social and political issues often encountered in daily discussions. Students study argumentation theory and practice concepts learned through in-class debates. Using researched evidence, students construct, evaluate, and rebut arguments in both written and oral formats.

Topics Courses

Topics courses (courses that are offered on a one-time basis) may be offered in any subject area at any level during any quarter with the approval of the appropriate Dean. Topics courses will appear on students' transcripts as the prefix of the subject area being studied, followed by 199, 299, 399, or 499, depending on the level of difficulty of the course.

KENDALL COLLEGE ACADEMIC CATALOG 2011-2012

900 N. NORTH BRANCH ST. CHICAGO, IL 60642

KENDALL.EDU



Kendall College
RIVERWORKS CAMPUS • CHICAGO