



**Kendall College**  
CHICAGO • UNITED STATES OF AMERICA

# STUDENT HANDBOOK & ACADEMIC CATALOG

SUMMER/FALL 2014

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. This catalog is updated regularly, and usually published bi-annually, through the Office of Student Life and the Office of the Registrar. It can also be found on the [Kendall College website](#). Degree programs may change, and it is recommended that the academic department website be accessed to view the most up-to-date curriculum information.

# Table of Contents

Academic Calendar .....	I
General Information .....	III
Message from the President .....	1
Kendall College .....	2
Admission .....	3
Academic Policies and Administrative Requirements .....	6
Tuition and Payments .....	19
Financial Aid .....	23
College Policies .....	33
Services and Resources .....	48
Academic Programs .....	54
General Education Program .....	55
The International School of Business .....	57
The School of Culinary Arts .....	60
The School of Education .....	65
The School of Hospitality Management .....	71
Course Descriptions .....	74
Corporate Structure and Officers .....	104

# Academic Calendar

## SUMMER QUARTER 2014

Registration begins	Mon, May 5
Last day to register before late registration fee applies	Sun, June 22
College Closed - Independence Day	Fri, Jul 4
Classes begin for all students	Mon, Jul 7
Last day to add or drop a class / last day for 100% refund	Mon, Jul 14
Last day to withdraw from a course with a 90% refund (new students)	Mon, Jul 21
Last day to withdraw from a course with an 80% refund (cont students)	Mon, Jul 21
Last day to withdraw from a course with an 80% refund (new students)	Mon, Jul 28
Last day for academic withdrawal (10-week courses)	Wed, Aug 20
Graduation application for December 2014	Fri, Sept 12
College Closed - Labor Day	Mon, Sept 1
Last day of classes	Mon, Sept 15
Final exams	Tue-Thu, Sept 16-18
Term ends	Thu, Sept 18
Final grades due at noon	Mon, Sept 22

## FALL QUARTER 2014

Registration begins	Mon, May 5
Last day to register before late registration fee applies	Tue, Sept 16
Classes begin for all students	Wed, Oct 1
Last day to add or drop a class / last day for 100% refund	Wed, Oct 8
Last day to withdraw from a course with a 90% refund (new students)	Wed, Oct 15
Last day to withdraw from a course with an 80% refund (cont students)	Wed, Oct 15
Last day to withdraw from a course with an 80% refund (new students)	Wed, Oct 22
Last day for academic withdrawal (10-week courses)	Mon, Nov 17
Graduation application for March 2015	Fri, Nov 21
Thanksgiving vacation	Wed-Sat Nov 26-29
Last day of classes	Sat, Dec 13
Final exams	Mon-Wed, Dec 15-17
Term ends	Wed, Dec 17
Final grades due at noon	Mon, Dec 22

## WINTER QUARTER 2015

Registration begins	Mon, Nov 3, 2014
Last day to register before late registration fee applies	Sun, Dec 21
Classes begin for all students	Mon, Jan 5
Last day to add or drop a class / last day for 100% refund	Mon, Jan 12
College Closed Martin Luther King, Jr. Holiday	Mon, Jan 19
Last day to withdraw from a course with a 90% refund (new students)	Tue, Jan 20
Last day to withdraw from a course with an 80% refund (cont students)	Tue, Jan 20
Last day to withdraw from a course with an 80% refund (new students)	Mon, Jan 26
Last day for academic withdrawal (10-week courses)	Wed, Feb 18
Graduation application for June 2015	Fri, Mar 20
Last day of classes	Mon, Mar 16
Final exams	Tue-Thu, Mar 17-19
Term ends	Thu, Mar 19
Final grades due at noon	Mon, Mar 23

**SPRING QUARTER 2015**

Registration begins	Mon, Nov 3, 2014
Last day to register before late registration fee applies	Sun, Mar 22
Classes begin for all students	Mon, Apr 6
Last day to add or drop a class / last day for 100% refund	Mon, Apr 13
Last day to withdraw from a course with a 90% refund (new students)	Mon, Apr 20
Last day to withdraw from a course with an 80% refund (cont students)	Mon, Apr 20
Last day to withdraw from a course with an 80% refund (new students)	Sun, Apr 27
Last day for academic withdrawal (10-week courses)	Wed, May 20
Graduation application for September 2015	Fri, Jun 19
College Closed - Memorial Day	Mon, May 25
Last day of classes	Mon, June 15
Final exams	Tue-Thu, June 16-18
Term ends	Thu, June 18
Commencement	Sat, June 20
Final grades due at noon	Mon, June 22

**SUMMER QUARTER 2015**

Registration begins	Mon, May 4
Last day to register before late registration fee applies	Sun, June 21
Classes begin for all students	Mon, Jul 6
Last day to add or drop a class / last day for 100% refund	Mon, Jul 13
Last day to withdraw from a course with a 90% refund (new students)	Mon, Jul 20
Last day to withdraw from a course with an 80% refund (cont students)	Mon, Jul 20
Last day to withdraw from a course with an 80% refund (new students)	Mon, Jul 27
Last day for academic withdrawal (10-week courses)	Thu, Aug 20
College Closed - Labor Day	Mon, Sept 7
Graduation application for December 2015	Fri, Sept 11
Last day of classes	Mon, Sept 14
Final exams	Tue-Thu, Sept 15-17
Term ends	Thu, Sept 17
Final grades due at noon	Mon, Sept 21

**FALL QUARTER 2015**

Registration begins	Mon, May 4
Last day to register before late registration fee applies	Tue, Sept 15
Classes begin for all students	Wed, Sept 30
Last day to add or drop a class / last day for 100% refund	Wed, Oct 7
Last day to withdraw from a course with a 90% refund (new students)	Wed, Oct 14
Last day to withdraw from a course with an 80% refund (cont students)	Wed, Oct 14
Last day to withdraw from a course with an 80% refund (new students)	Wed, Oct 21
Last day for academic withdrawal (10-week courses)	Mon, Nov 17
Graduation application for March 2016	Fri, Nov 21
Thanksgiving vacation	Wed-Sat Nov 25-28
Last day of classes	Sat, Dec 12
Final exams	Mon-Wed, Dec 14-16
Term ends	Wed, Dec 16
Final grades due at noon	Mon, Dec 21

# 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	312.752.2376
Academic Advising	312.752.2036
Business Office	312.752.2024
Career Services	312.752.2012
Computer Lab/IT Dept.	312.752.2548
Enrollment	888.705.3632
Financial Aid Office	866.803.9988 312.752.2070
Library	312.752.2540
Receptionist/Concierge	312.752.2116
Office of the Registrar	312.752.2030
Residence Life	312.752.2182
Security	312.752.2445
Student Life	312.752.2286

## BASIC FLOOR PLAN

<b>8TH FLOOR</b>	Enrollment, Facilities, Finance, Human Resources, Marketing, President’s Office, Provost
<b>7TH FLOOR</b>	Classrooms, General Education, International School of Business, School of Education, School of Hospitality Management
<b>6TH FLOOR</b>	Academic Success Center, Classrooms, Library
<b>5TH FLOOR</b>	Auditorium, Demo Kitchen, Hyatt Hospitality Suite, Skyline Room, Test Kitchen, Wine Room
<b>4TH FLOOR</b>	Board Room, Center for Teaching and Learning, Computer Classrooms, Computer Lab, IT Department, School of Culinary Arts
<b>3RD FLOOR</b>	Cafeteria, Cafeteria Kitchen, Dining Room, Dining Room Kitchen, Quick Service Restaurant, Garde Manger Kitchen, Kraft R&D Kitchen, Pastry Kitchens (1,2,3)
<b>2ND FLOOR</b>	Academic Advising, Admissions, Business Office, Career Services, Events team, Financial Aid, Fitness Center, KC Store, Office of International Affairs, Office of the Registrar, Residence Life, Student Life, Student Lounge
<b>1ST FLOOR</b>	Block One Kitchens, The Daily Grind Coffee Bar, Loading Docks, Lobby, the Riverwalk at Kendall College, Security, Storeroom

## 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!

EMILY WILLIAMS KNIGHT  
President

# Kendall College

## MISSION

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

## 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

## 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. In 1950, the then two-year college changed its name to Kendall College, to honor the Kendall family, founders of the Washington National Insurance Company of Evanston and employer of many Kendall College students. 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 academics with work experience, using engaging teaching methods from a dedicated faculty.

In 1985, the School of Culinary Arts was launched beginning with an Associate of Applied Science (A.A.S.) degree. The A.A.S. in Baking and Pastry and A.A.S. in Culinary Arts degrees at Kendall became accredited by the American Culinary Federation Education Foundation Accrediting Commission (ACFEFAC) and are now recognized as among the leading programs in culinary education in the United States. Building on the success of the Culinary program, a Bachelor of Arts (B.A.) in Hotel and Restaurant Management was launched in 1987. While Business programs at Kendall College began in the 1970s, a new Business curriculum was launched in 2007 to build on the college's reputation for service excellence and professionalism. The two-year Early Childhood Education program was first offered when Kendall was a junior college. The program has expanded as Kendall developed into a four-year institution. In 1994, Kendall launched an Illinois State 04 teacher training certification, a B.A. in Early Childhood Education, and a non-certification B.A. program.

For 70 years (1934-2004), the college was located on a single square block in the city of Evanston, Illinois, one block from Northwestern University. Faced with aging facilities offering limited room for expansion, Kendall took radical steps to ensure a viable future. In 2003, the college acquired the Riverworks site in downtown Chicago,

Illinois. In January 2005, renovation of the state-of-the-art facility was completed, and the entire college was moved to the downtown Chicago location.

Throughout the history of Kendall College, the institution has capitalized on service, access, and innovation to inspire and nurture students' passion for professional leadership and success. With nearly 2,000 students, Kendall continues to refine and sharpen its focus, seeking new ways to serve students and the broader college 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.

## 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](http://www.ncahlc.org), 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 the Professional Educator License - Early Childhood Education (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.

## STATE AUTHORIZATIONS

1. While Kendall College is not regulated in Texas per Chapter 132 of the Texas Education Code, the college is registered as a private institution with the Illinois Board of Higher Education pursuant to sections [1030.10-1030.90](#). Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions. To report concerns and/or complaints students may contact the Illinois Board of Higher Education at 217-782-2551.



2. Kendall College holds a Certificate of Authorization with the Texas Higher Education Coordinating Board. Any complaints can be directed to THECB at the following web address, <http://www.theccb.state.tx.us/index.cfm?objectid=051F93F5-03D4-9CCE-40FA9F46F2CD3C9D>

## Admission

### Guidelines for Admission

Applicants 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 admission interviews are among the methods of evaluation. Special consideration is given to adult students who are returning to school. To be eligible to matriculate into Kendall College, all applicants must have earned a high school diploma or equivalent (e.g., GED). Candidates may be asked to provide evidence of high school completion or equivalent (official documents will be required) if selected for financial aid verification. To determine official GPAs, the college must receive an official institution transcripts directly from the institution or the organization housing the institution's records. Admission interviews are required either in person or on the phone.

All applicants must submit the admission application with completed personal statement and a \$25 nonrefundable application fee. Offers of admission remain in effect for 15 months from the date of the offer.

#### ACADEMIC ENTRY REQUIREMENTS

The following are required for admission to Kendall:

- Official high school transcript from a Department of Education recognized school 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), and
- ACT score of 18 or SAT three-part score of 1290 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, or who graduated more than five years from the intended start date, will be required to take a placement exam prior to admission.

Applicants who do not meet the Academic Entry Requirements will be required to take the Kendall College New Student Assessment as a part of the admission process.

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. All transcripts received become

the official property of Kendall College and will not be returned or issued to the student or to another institution. Students who are contingently admitted while still in high school must provide transcripts with a date of graduation prior to the first day of class; those who do not will be withdrawn from the College. Failure to do so will result in removal from the College, no credits earned and tuition will be refunded. Financial aid will not be disbursed until official documents that confirm admission requirements have been met are on file.

Applicants for the Illinois Professional Educator Licensure (post-baccalaureate) program must submit college transcripts documenting completion of a baccalaureate degree from a regionally accredited institution and proof of successfully passing all sub-sections of the Test of Academic Proficiency (TAP). Students who successfully completed the Illinois Basic Skills Test (96 or 300), the SAT, or the or ACT may have additional options. For details, please refer to the "[Additional Notes Related to Illinois Teacher Licensure](#)" section and the "[Licensure Test Validity Rule Clarifications](#)" section in this catalog.

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, they will stand in place of official academic documents for purposes of admission and financial aid. The student will be asked to take the Kendall New Student Assessment as a part of the admission process.

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

## BRIDGE TO COLLEGE COURSE

Applicants who do not meet the college's published admission standards may be recommended for the Kendall Bridge to College course, which offers workshop-based instruction designed to prepare participants for success at the college level. The Bridge to College course earns no credit; therefore, participants are not eligible for financial aid during the quarter they take the Bridge to College course. The cost of the Bridge course is \$150.

Those who successfully complete the Bridge to College course will be offered admission into the college's academic programs. Non-native English speakers must also provide documentation that they meet Kendall's English Proficiency requirements to be offered admission to the College. The workshop coursework will be applied to the student's academic transcript as non-credit bearing, pre-college coursework at time of full matriculation. The \$150 Bridge to College course fee will be credited to their first quarter tuition balance. Participants who do not successfully complete the Bridge to College course will not be offered admission to the college.

## NEW STUDENT ASSESSMENT POLICY

The Kendall College New Student Assessment is designed to place new students in the academic classes most appropriate to their academic background and experience. The goal is to place students in classes where they will be challenged and successful. Placement decisions are based on multiple factors including past academic record (GPA and performance in specific academic classes) and placement exams. Any student who does not complete the Kendall College New Student Assessment prior to enrollment in the first quarter may be placed in foundational courses (ENG 013 and/or MTH 017) before taking credit-bearing English and math courses.

All incoming applicants for A.A.S. and B.A. degree programs are required to take the Kendall College New Student Assessment prior to registering for classes.

- Applicants who do not meet all Kendall admission guidelines are required to take the Kendall College New Student Assessment as part of the admission process.
- Those in student-at-large status will not be required to take the Kendall College New Student Assessment.

## INTERNATIONAL STUDENTS

Kendall is authorized under federal law to enroll non-immigrant students. An international student at Kendall College is an individual who is neither a citizen nor a permanent resident of the United States. Individuals who are not U.S. citizens, permanent residents or who are "in process" to receive U.S. permanent residency and/or require a visa should apply to Kendall College through the Office of International Enrollment Admissions.

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 untranslated 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 International School of Business must provide proof of access to at least \$33,500.
- Students in the School of Hospitality Management must provide proof of access to at least \$40,500.
- Students in the School of Culinary Arts must provide proof of access to at least \$45,000.

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 will issue the I-20 Form and any appropriate support documentation required to apply for a student visa.

## 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 with minimum subscores of 17 in each content area or 525 for the paper-based test. International applicants must submit the IELTS Examination (Band 5.5 or higher) to prove English proficiency, with minimum subscores in Listening and Speaking of 5.5, and Reading and Writing of 5.0. English proficiency waivers may be granted to students who have previously studied in institutions where English is the language of instruction, have completed extended courses of study in an approved English as a Second Language Program, or have completed extended courses of study in specific international education systems. Non-native English speakers should also see the [Foreign Language Competency](#) policy in the "Academic Policies" section of this handbook and catalog.

Applicants who do not meet Kendall's published English Proficiency requirements may be offered Provisional Admission. To be eligible for Provisional Admission, applicants must meet one of the following requirements:

- |  |          |
|--|----------|
| ■ Test of English as a Foreign Language (TOEFL) Internet Based | 64-70    |
| ■ Test of English as a Foreign Language (TOEFL) Paper Test     | 500-524  |
| ■ IELTS Examination  | 5.0 Band |

Provisionally admitted students must successfully complete Kendall's English Language Institute (ELI) courses. Upon successful completion of the ELI courses, or once documentation that meets Kendall's published English Proficiency requirements is provided,

provisionally admitted students will be admitted to the College. Students who do not successfully complete Kendall's ELI courses or who do not provide documentation of meeting Kendall's English Proficiency requirements will not be offered admission. ELI courses can be repeated two times, for a total of three attempts. Students who do not successfully complete the ELI courses after three attempts will not be allowed to continue at Kendall College until they have provided documentation that meets Kendall's published English Language Proficiency requirements. Students who are provisionally contingently admitted must also meet the requirements for contingently admitted students.

### STUDENTS-AT-LARGE (VISITING STUDENTS)

A student-at-large is a student who wishes to enroll but who is not actively seeking a degree. Such students may be admitted by submitting an application, as well as an official high school transcript with graduation date and unweighted cumulative GPA of at least 2.0 on a 4-point scale 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).

Interested candidates should contact the Office of Enrollment for details on this documentation. Students-at-large may complete up to 24 quarter hours of coursework for transfer into one of Kendall's degree programs.

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 24-credit hour limit may be granted to students covered by articulation agreements that stipulate higher numbers of credit hours. Additional exceptions to the 24-hour limit are at the discretion of the program dean.

A student-at-large looking to complete any courses that are part of Kendall College's Post-Baccalaureate Professional Educator Licensure Program for Early Childhood Education must show proof of having passed the IL Basic Skills Test /Test of Academic Proficiency or get dean approval before taking classes at Kendall College.

### 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 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 Academic Advising. 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 director of Student Life.

### MATRICULATION

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

### 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.

## Academic Policies and Administrative Requirements

### Attendance and Participation

Regular course attendance is expected of all Kendall College students—students who are actively engaged and participate in their courses generally learn more. Some students may need to spend less time to achieve the course objectives, and some may require more. The definition of participation is met if one of the following conditions applies:

- The student is physically in the classroom or lab and participating, or
- The student has participated in the Kendall College Blackboard learning environment including: a) submitting an academic assignment relating to the course topic, b) taking a quiz or test relating to the course topic, or c) participating in an online discussion board covering the academic content of the course.

Any work posted in advance of the first day of class will not be considered work that is required for the course, nor will it be accepted for grading. Online courses require, at minimum, one online academic activity listed above during the first week of class to be considered as participating. Failure to participate during the first week of class through either physical presence or online participation may result in withdrawal from the course. Students who do not participate in any courses during the first week of classes will be withdrawn from the college.

A student maintaining an unapproved absence from classes (two calendar weeks or more without contacting academic advising and getting dean's approval) may be required to withdraw from the College for the term in which that conduct occurs, forfeiting all academic credit, tuition and fees for that term. The Office of the Registrar will inform the student of the withdrawal, along with the steps that the student must take to apply for reinstatement.

### Early Exit/Late Arrival

Kendall College endorses mandatory class attendance. In exceptional circumstances such as a medical condition, illness of a family member, or bereavement, a student may request to leave before the end of the quarter or may return after the start of class. To avoid academic penalty, or being withdrawn from courses which can entail the loss of a visa for some students, the student must petition the program dean for permission for early exit or late arrival. Proper documentation must be attached to the petition. The form may be obtained from the registrar or the academic advisor.

## Grading System

### 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.
- 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 with a lab component. This grade is not calculated in GPA and does not count as credits attempted for financial aid eligibility or for maximum timeframe.

### GRADE POINT AVERAGE COMPUTATION

GPA is computed at the end of each term. Grades of "A," "B," "C," "D" and "F" for courses taken at Kendall are used in computing a GPA and have grade-point values of 4.0, 3.0, 2.0, 1.0, and 0.0, 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.

## GRADES NOT USED IN COMPUTING GRADE POINT AVERAGE

### Audit Grade

This grade option must be arranged by the student within the first week of classes and may not be utilized for culinary coursework with a lab component. This grade is not calculated in the GPA and does not count as credits attempted for financial aid eligibility or for maximum timeframe.

### 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 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 required for completion of the work within institutional policy. All work must be completed in time to adequately evaluate the work and submit grades per the grade due dates on the academic calendar.

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."

### In Progress Grades

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 a grade of "GP" (Grading in Progress) may be assessed until the grade for the course is finalized, not to exceed one additional academic quarter. The same timeframe applies as listed above for resolution of an incomplete grade.

### Withdrawal Grade

The "W" grade is used for withdrawal from the course after the add/drop period as indicated in the "[Academic Calendar](#)." 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 timeframe or as a result of an administrative withdrawal. This grade is not calculated in GPA, but does count as credits attempted for maximum timeframe.

## Definition of Credit

Kendall schedules courses by quarters, and the quarter hour is the standard unit of credit. Credit hours reflect the successful completion of pre-determined learning objectives, verified by student achievement. This is true for campus and online delivery as course and program outcomes remain consistent. Kendall has established equivalency that reasonably approximates the expected learning outcomes by using the following for every 1 quarter credit hour:

- Satisfactory completion of 50 minutes of classroom or direct faculty instruction and a minimum of two hours of out of class work each week for approximately 10 weeks, or
- Satisfactory completion of four hours per week for other academic activities as established by Kendall, including laboratory work and other academic work leading to the award of credit, or
- Satisfactory completion of a minimum of six hours per week for other academic activities as established by Kendall for Internship, Practicum, or Clinical Practice Seminar leading to the award of credit.

Online course learning objectives are achieved through regular and substantive student interaction with instructors, student peers, and with the content, regardless of whether that interaction occurs online or on-ground, assuring alignment by task, requirement, and outcome.

## 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

### 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 six 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. Exceptions include students with formal transfer requirements, and Baking and Pastry students in their first term. Students who wish to take additional credits constituting an overload status must have the approval of the appropriate Dean. Students in overload status will also be assessed tuition charges beyond the full-time tuition rate.

## 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.

### BUSINESS STUDENT AWARDS

#### Business PRO Award

The Business PRO (Professionalism, Responsibility, and Outstanding Academic Achievement) Award is sponsored by the International School of Business and awarded to the graduating senior who has most demonstrated the qualities of professionalism, academic achievement, leadership, and service. At the dean's discretion, additional awards may be given for each of the PRO individual attributes (Business Professionalism Award, etc.).

### CULINARY STUDENT AWARDS

#### Albert L. Furbay Award

Named after the founder of 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, V.P. 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 STUDENT AWARDS

#### Hospitality Management Academic Achievement Award

Each spring, Hospitality Management 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 Management faculty vote to honor a student who personifies professionalism. The award recipient is chosen from a list of candidates made up 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 Management 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 Management 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 STUDENT AWARDS

**School of Education Academic Achievement Award**

Awarded to a graduating student who has shown academic excellence throughout their career at Kendall College. This award is presented to an Education student who embodies the outcomes and competencies expected as an advanced beginning educator.

**School of Education Professional Growth Award**

Awarded to a graduating student who has demonstrated not only academic excellence, but involvement and contribution to the field.

ALL STUDENTS

STUDENT LIFE AWARDS

**The Student Life Leadership Award**

Each spring, the Student Life department at Kendall College awards this to a graduating student who has demonstrated leadership prowess through successful running of and managing of student clubs or organizations.

**The Student Life Spirit Award**

Each spring, the Student Life department awards this to a graduating student who has consistently shown themselves to be a model of Kendall College values, specifically service and community.

**The Student Life Community Award**

Each spring, the Student Life department awards this to a graduating student who has dedicated him/herself to building a cohesive student body through advocacy and event planning for fellow students.

HONOR SOCIETIES

**Alpha Chi**

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

- Attend full- or part-time 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](http://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:

- Attend full- or part-time 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 class 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](http://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 Bachelor of Arts student in the Hospitality Management or Culinary Arts program
- 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](http://www.chrie.org).

**Kappa Delta Pi**

Kendall College, School of Education, invites students to the Alpha Zeta Sigma Chapter of Kappa Delta Pi, International Honor Society in Education. To be eligible a student must:

- Be enrolled in a program offering an Education degree and have the intent to continue academically and professionally in the field of education
- Demonstrate leadership attitudes
- Have junior standing based on collegiate course work completed, with a minimum of 30 hours completed at Kendall College
- Have a cumulative GPA of 3.5 or greater
- Receive an invitation to membership from the Alpha Zeta Sigma Chapter at Kendall College

Additional information for Kappa Delta Pi is available at [www.kdp.org](http://www.kdp.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 enrolled in the International School of Business
- 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.sigmetadelta.org](http://www.sigmetadelta.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 3.7 (with honors)
- Magna Cum Laude to students with a cumulative GPA of 3.8 (with high honors)
- Summa Cum Laude to students with a cumulative GPA of 3.9 (with highest honors)

## 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 third 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.

STATUS AFTER	KC TERM GPA	KC CUMULATIVE GPA	ACADEMIC STANDING STATUS
One Quarter	N/A	< 2.00	Academic Warning
Two+ Consecutive Quarters	> or = 1.75 AND	< 2.00	Academic Warning
Two Consecutive Quarters	< 1.75 AND	< 2.00	Suspension (appeal)
Third Consecutive Quarters	< 1.75 AND	< 2.00	Final Suspension

Students placed on Academic Warning should make every possible effort to improve their grades and retake courses to replace previously earned 'F' grades. If a student earns a term GPA of 1.75 or above but is still below the 2.0 cumulative GPA, the student will remain on Academic Warning. If a student does not meet the minimum term or cumulative GPA then the student will be placed on academic suspension. Kendall 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.

A student may appeal an academic suspension. To assist with this process, students may consult 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 chairperson of the Academic Standing Committee. 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. Students appealing to continue at Kendall should incorporate into their documentation as to what has changed and a plan for improving academic performance. If the appeal is denied, the student must sit out one term, at minimum, and can resubmit an academic appeal to the Academic Standing Committee for the following term. 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 to continue at Kendall will be placed on Level II Probation. Students will be required to meet with an academic coach and complete all requirements outlined by the Academic Status Committee. Students on Level II Probation who earn a 1.75 term GPA or higher will remain on Level II Probation. If a student fails to earn a term GPA of at least 1.75 or a cumulative GPA of at least 2.0 during the subsequent term of enrollment or fail to maintain the stipulations of their Performance Contract will be permanently academically suspended from the college. Students must sit out for one year, at minimum, and can resubmit an academic appeal to the Academic Standing Committee at that time.

Students on Academic Warning 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 on Academic Level II 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. Students who do not successfully complete the terms of their Performance Contract or meet the minimum grade requirements will be dismissed and removed from all future coursework.

Students whose academic performance was impacted by significant documentable circumstances are able to appeal their suspension to the Academic Status Committee.

## Complaint and Grievance Policy

A Kendall College student or parent may feel the need to lodge a formal complaint with the college they wish to have adjudicated.

To be considered a formal complaint, the complaint must meet the following criteria:

1. Be written;
2. Received as a hard copy to the director of Student Life (electronic submissions cannot be accepted); and
3. Include a wet (original) signature.

All formal complaints will be reviewed by the director of Student Life and sent to appropriate parties within the college. All formal complaints will be responded to by written answer to the complaining party within 72 business hours. If the complaint shall take longer to answer, a written timeline will be sent to the complaining party within 72 hours of receipt of the complaint. All answers shall be deemed final and shall have no appeal process.



All formal complaints will be maintained within the Student Life department.

This Student Complaint Policy is not a substitute for the more specific grievance and appeal processes contained in the Academic Grievance Procedure (listed below), the [“Appeal Process”](#) under the [“Code of Academic Integrity,”](#) or the [“Student Judicial Policies and Procedures.”](#) Please refer to those sections in this handbook for more information.

## ACADEMIC GRIEVANCE PROCEDURE

Students may consult the director of Student Life 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 document. For more information on complaints and grievances outside of the area of academics, students should refer to the Complaint and Grievance policy listed above.

A student may be accompanied during any portion of this academic 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 issue is not resolved 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 issue is not resolved following step (2), the student may, within five business days, submit a written petition to the Academic Status Committee through the Committee chair or the director of Student Life. 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 issue is not resolved 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.

## 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 during the designated registration periods based on earned credits.

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 limited to a total of 19 credits. Any students who wishes to take an overload (see the [Overload Status](#) definition) must obtain permission from the program dean.

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, co-requisites, and proper course sequencing. Students registering online take full responsibility for student standing, progress toward degree, tuition and fees, and other policies outlined in this document.

Students who have failed a class may be registered back into the class in the following term by academic advising. This is done to assist students in making progress towards graduation requirements and to assist in improving academic standing. If a student is placed into a course and wishes to take another class then the student should speak with his/her academic advisor to determine the best options.

Students who have been expelled or suspended have a “Dean's Hold” on their record and cannot register without the approval of the director of Student Life.

## COURSE SECTION CHANGES

Students enrolled in a course that has two or more sections may change sections during the term add/drop period if space is available. To change sections, students must consult their academic advisor to complete the required form and receive an updated course schedule.

## 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 advisor 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 withdraw 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 course'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.

Students who wish to withdraw from a course, but who will still be enrolled in one or more courses, must consult their academic advisor to complete the required form to be processed by the Office of the Registrar.

If a course starts after the add/drop period, then any course withdrawal, prior to starting the course, will result in a reduction in a student's course load which may impact financial aid and progress to graduation.

## WITHDRAWAL 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 director of Student Life.
- 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 four quarters of last attending should contact Academic Advising.

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 program leader approval.

No withdrawal is official until the required form is submitted. Students who fail to follow the withdrawal procedure will earn a "F" grade which will appear on their transcript.

**Students with non-attendance in all courses:**

Students must notify academic advising prior to being absent for 14 calendar days for program leader approval. Without approval, students may be administratively withdrawn from the College on the 15th calendar day of being absent. The last date of attendance is used as the official date of withdrawal for refund calculations. A student who is administratively withdrawn from the College will receive a "F" grade unless the withdrawal occurs prior to the last day for academic withdrawal according to the "[Academic Calendar](#)".

Students not registered for courses for two consecutive quarters will be withdrawn from the college.

**Active military or reservist students who get called to duty or training:**

A student who is on active duty or is a military reservist (including members of the National Guard) may withdraw from the college if called for active duty or reassignment. The student must officially withdraw and submit Official Orders to the Office of the Registrar. The student has the choice of withdrawing without penalty. If the student chooses 100% tuition refund, they will be dropped from all registered courses and no academic credit will be earned.

For an Iowa resident who is a student and is a member of the Iowa National Guard or reserve forces of the United States and who is ordered to state military service or federal service or duty, the student may:

1. Withdraw from the student's entire registration and receive a full refund of tuition and mandatory fees; or
2. Make arrangements with the student's instructors for course grades, or for incompletes that shall be completed by the student at a later date. If such arrangements are made, the student's registration shall remain intact and tuition and mandatory fees shall be assessed for the courses in full; or
3. Make arrangements with only some of the student's instructors for grades, or for incompletes that shall be completed by the student at a later date. If such arrangements are made, the registration for those courses shall remain intact and tuition and mandatory fees shall be assessed for those courses.

Any course for which arrangements cannot be made for grades or incompletes shall be considered dropped and the tuition and mandatory fees for the course refunded.

The same options apply to a student who is the spouse of a service member described above if the service member has a dependent child.

Students must contact the Office of the Registrar for assistance in completing this process.

## Leave of Absence

Students wishing to take a leave of absence from the college should notify their academic advisor. Continuing students who do not attend Kendall for one term will remain an active student. If a student does not return after the missed term then the student will be withdrawn. During the non-registered term 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. If a student foresees they will miss more than one term then the student should speak with their academic advisor requesting to withdraw from Kendall. Students wishing to return after missing three or fewer consecutive terms should contact Academic Advising. All other students are subject to the policies outlined in the ["Former Students"](#) section of the catalog.

## Change of Program or Transfers within the College

Students who are interested in changing programs at the college should consult with their academic advisor to determine eligibility, plan their courses through the new program (as determined by the current catalog at the time of the change), and develop new plans for graduation. Students must complete a Change of Major Form with their academic advisor and meet with specific college departments to finish the process. See the ["Catalog Year"](#) section for additional information regarding curriculum requirements.

## 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 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 academic advisor to discuss.

## 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 dean of the program. Core program courses and courses with a kitchen lab component 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.

# 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. Evaluations of transfer credit are completed at the point of acceptance to Kendall. Students can appeal their transfer credit evaluation by completing an Appeal for the Re-evaluation of Transfer Credit form. Forms are available through the Office of Admissions or Academic Advising. Appeals of transfer credit need to be completed prior to the end of the students first quarter at Kendall. To be eligible for transfer credit, official transcripts must be submitted to the Office of 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 Admissions before registration. Petition for Permission of Transfer Credit after Matriculation forms are available in the Office of Admissions and Academic Advising. Those courses not approved will not be guaranteed as transferable to the Kendall degree program. 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), Advanced Placement (AP), and credit approved by the American Council on Education (ACE) or National College Credit Recommendation Service. 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 Admissions. Major requirements will be assessed by the Office of Admissions in consultation with the program dean or chair.

Kendall College accepts non-standard academic credit such as proficiency tests, Kendall's proficiency examination, and experiential learning. The maximum percentage of transfer, non-standard, and experiential learning credits are noted in the table in this section. For the residency requirement a student must complete 45 of the last 90 credits in a baccalaureate program and 22.5 of the last 45 credits in an associate program must be completed at Kendall College. Interested students should see the Office of Admissions for additional information.

## MAXIMUM PERCENTAGE OF TRANSFER, NON-STANDARD, AND EXPERIENTIAL LEARNING CREDITS

Type of Credit	Associate Degrees	Baccalaureate Degrees
	Percentage	Percentage
Transfer	75%	75%
Non-Standard	50%	50%
Experiential	25%	25%

To be eligible for transfer credit, official transcripts must be submitted to the Office of 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 Admissions before registration. Those courses not approved will not be guaranteed as transferable to the Kendall degree program.

## TRANSFER POLICY FOR CULINARY AND BAKING FIRST BLOCK COURSES

Students transferring into Kendall College for Culinary Arts or Baking & Pastry programs must take the entire first quarter (first block) lab course work. Lab coursework from other culinary colleges will not transfer for the individual courses (General Education courses are transferrable). If the student has the equivalent of Kendall's entire first quarter (first block) and would like to transfer into the second quarter, the student must pass Kendall's first block comprehensive practical exam on the first attempt. Students scoring above 70% will be allowed to transfer into the next level courses; students who fall below the 70% threshold on the exam will be required to enroll into the first quarter courses.

Students with an earned Associates of Applied Science in Culinary Arts or Baking & Pastry from an accredited college are exempt from this policy. The first quarter courses set the foundation and are the building blocks for future culinary courses. Students are expected to meet specific competencies in the first quarter courses prior to moving on the next courses. Students with an earned associates degree transferring in the first block courses will be required to take the Kendall first block comprehensive practical exam to assess their skills. Based on the outcome of the exam, students may be required to take additional tutoring.

The exam will be arranged through the dean of the School of Culinary Arts and administered by the faculty of the Culinary/ Baking & Pastry programs. The faculty will give the results to the dean for recommendation to approve or deny transfer credit. Only the dean of the School of Culinary Arts has the ability to waive this policy if he/she sees fit.

# Non-Standard Academic Credit

## 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 of 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 advisor 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 Academic Advising. All applications must be turned into the Office of the Admissions. 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 can be found in the chart in the [“Transfer Credit”](#) section.

## 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 program. 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:

- Consult with their academic advisor regarding the process and approvals necessary.
- Obtain and complete a Credit by Proficiency Examination (CPE) Request Form from their academic advisor or the Office of the Registrar.
- Seek the signature of the registrar, who must verify qualifications listed above.
- 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.
- Return the CPE Request Form to the Office of the Registrar, along with a receipt from the bursar showing payment of the CPE application fee.
- The student and the faculty member set a time and date for the examination. 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.
- If credit is granted, the student is billed the appropriate CPE fee as described in the [“Tuition and Fees”](#) section of this document. Payment of the fee must be received before the credit is posted to the student’s transcript.

# Foreign Language Competency

For the Bachelor of Arts programs, Kendall College requires students to complete eight credit hours of foreign language or show competency as a native speaker.

For native Spanish speakers, refer to the [“Spanish Speakers”](#)

portion of this section. 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 to meet graduation requirements.

## 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.

Two different levels are offered:

- SPN 111 is designed for students who have never studied Spanish or who have little prior knowledge of the language. For example, SPN 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.
- SPN 112 is designed for students who have completed SPN 111 at Kendall with at least a “C” or a first term Spanish course at a different college. SPN 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 SPEAKERS

Native or fluent heritage speakers of Spanish may not enroll in SPN 111 or 112. The foreign language requirement for these students can be waived by completing 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.

## 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 advisor if it is necessary to substitute for a requirement. All exceptions must be brought to the appropriate dean for approval. Minimum graduation requirements must still be met and can be found under the "[Graduation Requirements](#)" policy.

## Academic Forgiveness

Students must replace non-passing grades in their cumulative GPA by re-taking the courses. Courses that are currently being offered are replaced by retaking the same course in a subsequent term. Additional information is located in the “Course Repeats” section below.

For courses that are no longer offered, students can appeal to the Office of the Registrar for substitution forgiveness by completing the Petition for Academic Variance through the Office of the Registrar. These courses must:

- Fulfill the degree requirement for which the non-passing grade was assigned
- Be an approved substitution by the program or General Education dean
- 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.

## 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. Students may only repeat non-passed coursework, based on program requirements, three (3) additional times from the first non-passing attempt for a total of four attempts. This does not include course withdrawals resulting in a grade of “W.”

## 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.

## 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. Students who go onto Academic Warning or Probation the quarter before their internship are required to delay internship and take coursework to improve their GPA until they are back in good standing with the college.

### INTERNSHIP PORTFOLIOS AND PAPERS

Culinary and Baking & Pastry 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. Hospitality students' business analysis papers must be submitted by the end of the eighth week of the registered internship quarter. Each week delay in submitting the paper will result in a 10-point penalty. Late submittal of paper may result in a penalty of a full grade. Students who cannot complete the internship portfolio or paper within this timeframe must contact Career Services in writing to request an Incomplete before the end of the registered internship term. The maximum amount of time allowed for extension should be the end of the fifth week of the quarter following internship. See the "Internship Grades" section below for additional information.

Business students will take an online Applied Professional Development course in conjunction with the Internship Practicum. Failure to submit discussions and assignments in accordance with the course syllabus will result in failure of the course.

### 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. 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.

## 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 emails 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 factoring in zero credit for the final exam grade and then updated when the final exam is completed. See the "[Incomplete Grades](#)" section for more information on eligibility for an incomplete grade. Students should refer to course syllabi for any additional restrictions.

## Catalog Year

Catalog year determines the set of academic course requirements (general education, major, and concentrations) that must be fulfilled for graduation. Students graduate under the catalog in effect at the time of their initial enrollment as a degree-seeking student at Kendall College provided they are not out of classes for more than four quarters.

Students who are out for more than four quarters will be assigned the catalog in effect at the time they resume enrollment. Students may choose to graduate under the requirements of a later catalog, but they must fulfill all graduation requirements from that alternative catalog year.

The college will make every reasonable effort to honor the curriculum requirements appropriate to each student's catalog year. However, courses and programs will sometimes be discontinued and requirements may change as a result of curricular review or actions by accrediting associations and other agencies.

## Graduation

To graduate from any Kendall program, students must:

- Have completed all required program and General Education course requirements.
- Have earned a minimum of 180 credit hours for a bachelor's degree and a minimum of 90 credit hours for an associate's degree.
- Have a cumulative GPA at or above 2.0.
- Have met the residency requirement for the academic program.

It is important students apply for graduation in the quarter prior to the intended graduation term so the institution can review and confirm remaining requirements for the student to successfully graduate in the intended final term.

Official and unofficial transcripts are available through the Office of the Registrar by visiting the [Kendall College website](#).

Student diplomas and official transcripts may be held until financial obligations are met, the career services exit interview complete, and federal student loan exit counseling, if applicable, is complete. Please contact Career Services at 312.752.2012 or [careerservicesgroup@kendall.edu](mailto:careerservicesgroup@kendall.edu) or Financial Aid at 312.752.2070 to resolve these matters.

The graduation fee listed in the "[Tuition and Fees](#)" section is used to subsidize the review of graduation applications and the resolution of related issues, as well as the printing and mailing of diplomas. The fee also pays for diploma covers, alumni culinary jackets, and cap and gown. This fee is charged to every student, whether or not he or she chooses to attend the commencement ceremony.

## Commencement

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.\*
- Any incomplete grades from earlier quarters must be resolved in advance of the ceremony to allow participation.

In addition, all financial obligations must be met. Any account holds, such as a tuition hold, must be resolved in advance of the

ceremony to allow participation. 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.

\* 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

## 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 advisor to discuss continuing their studies.

## 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.



## Tuition and Payments

### 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 will be generated for an active enrolled student three times during a quarter: on the First day of class; after the add/drop period and after the last payment plan due date. Each bill is a snapshot of the student's account for that period in time; therefore, students are responsible for tracking their account through the student portal. For active students, bills will be generated once a month at the beginning of each month if there is a balance left on the student's account. Bills will reflect the total charges for all enrolled classes. Also indicated on the bills will be anticipated credits from tuition discounts which may be pending confirmation of final enrollment status, etc., which will give the student the total balance due at that time. Pending financial aid may or may not be included on the bill.

Tuition and fees under a payment plan have a first payment due to Kendall College on the 15th of the month prior to the first day of class. Students paying their tuition in full have until the first day of class to make their payment. 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 students that have registered for classes. 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 of the payment plan by the scheduled payment date or pay in full by the first day of class. Kendall has partnered with Higher One to administer the 2-month, 3-month, and 12-month plan options. Higher One will assess a \$35 fee on the first payment of the 3-month (quarter) plan, and \$60 on the first payment of the 12-month (annual) plan. Higher One will assess late fees on payment plans as detailed on the contract signed with Higher One. Late fees will be assessed 11 days after the payment is due.

Students can enroll in a payment plan during the open enrollment period thru their student portal:

QUARTER	HIGHER ONE OPEN ENROLLMENT	HIGHER ONE CLOSE OF ENROLLMENT
SPRING 2014	February 15, 2014	April 7, 2014
SUMMER 2014	May 15, 2014	July 7, 2014
FALL 2014	August 15, 2014	October 1, 2014
WINTER 2015	November 15, 2014	January 5, 2015

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.

If the payment is returned due to no sufficient funds (NSF), the college will assess the appropriate bank fees. If another payment is returned due to NSF, the college will require either cash or cashier's check from the student as a form of payment for a period of one year and suspend any payment plan options thru Higher One during this period.

## 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).

### STUDENT ACCOUNT

Students will be able to choose a method of disbursement through their student portal. Higher One offers two options for the student:

#### Direct Deposit

- Students can opt to have their refunds be sent directly to their personal US checking/savings account.
- There is a four-day pre-note process from the time of enrollment.
- Funds are typically available in the student's US checking/savings account within one to two business days.

#### Direct Mail

- The refund will be mailed as a paper check to the student's address on file.
- Receipt of check can be between two to 10 business days.
- Students are responsible to update their address through the student portal

### PARENT PLUS LOANS

At the time of this publication, Parent Plus Loan refunds will be mailed to the address on file.

Students will have the ability to monitor their refunds through the student portal and can make changes to their preferred method of disbursement prior to the funds being released.

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

Students who wish to withdraw from the college should contact their 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

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.

## 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

Full-time status: 12-19 credit hours per quarter. Part-time status: 1-11 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
<b>Business</b>	\$5,592	\$434	\$434	\$4,051
<b>Culinary</b>	\$8,041	\$655	\$655	\$4,913
<b>Education</b>	N/A	\$252	\$252	\$252 per credit hour
<b>Hospitality Management</b>	\$7,382	\$673	\$673	\$3,953

## STANDARD FEES

Kendall Student Fee/Quarter	
• Culinary, Business, & Hospitality	\$350 <sup>1</sup>
• Education	\$200 <sup>2</sup>
Application Fee	\$25
Parking	\$60/quarter
Payment Plan Fee	\$35/quarter or \$60/annum <sup>3</sup>
Payment Plan Late Fee	\$50 <sup>3</sup>
Credit by Exam (Proficiency Test) Application Fee	\$25
Credit by Exam (Proficiency Test)	\$115/credit
Ventra Card Replacement	\$50
Experiential Learning Application Fee	\$25
Experiential Learning Credit	\$115/credit
Graduation Fee	\$100
ID Card Replacement	\$10
Late Registration Fee	\$50
Official Transcript Fee	\$7
Student Insurance	\$300/Quarter beginning Fall 2014 <sup>4</sup>
Capstone Fee	\$75/course

## ADDITIONAL CULINARY ARTS FEES

Culinary Extended Internship	\$655
Wine Lab Fee	\$100
Baking & Pastry Registration Fee*	\$250
Uniforms	\$259 - \$443
Knife Kit	\$472 - \$565
Ice Carving Fee	\$100
Photography Fee	\$100
Pre-Internship Exam for Culinary	\$50

\*Fee will be applied towards tuition

## ADDITIONAL FEES EDUCATION STUDENTS

Clinical Practice: Pre-Primary	\$200
Clinical Practice: Primary	\$200

## ADDITIONAL FEES FOR HOSPITALITY STUDENTS

Beverage Management BEV 201, 320, 330, 420, 450	\$130/course
Hospitality Extended Internship	\$673

<sup>1</sup> Includes student activity, technology, facility, and meal plan fees.

<sup>2</sup> Includes student activity and technology fees.

<sup>3</sup> Payment plan fee (please refer to Higher One on the student portal for fee amount. Fee is dependent on the payment plan and may be subject to change).

<sup>4</sup> Rate shown is for students under 35.

### 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:

TWO TO FOUR BEDROOM UNIT, SINGLE (PRIVATE) BEDROOM	\$3,950 per quarter**
TWO TO FOUR BEDROOM UNIT, DOUBLE (SHARED) BEDROOM	\$3,250 per quarter**
RESIDENCE HALL DEPOSIT One-Time	\$200 (non-refundable)**

\*\* Rates go into effect Fall Quarter 2014

## 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 day of each term.

Students may also opt for the payment plan through Higher One and make a one-third payment on each date as advised.

Payment plan fees are assessed on the first payment of the payment plan.

Payments may be made online with check or credit card. Cash payments may be made on campus.

Financial aid must be finalized by the first payment.

Higher One will assess a late fee on the 11th day after the payment is due.

## Payment Calendar: Quarter and Annual

For an annual plan, the first payment date will be the same as a 3-month plan and again on the 15th of each month thereafter.

	SUMMER 2014	FALL 2014
	June 15, 2014	September 15, 2014
	July 15, 2014	October 15, 2014
	August 15, 2014	November 15, 2014
	WINTER 2015	SPRING 2015
	December 15, 2014	March 15, 2015
	January 15, 2015	April 15, 2015
	February 15, 2015	May 15, 2015

## 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

Due on the first day of the term if not enrolled in a Higher One payment plan.

### PAYMENT PLAN

Due on the 15th of each month beginning the month.

- If a student enrolls in a payment plan after the first payment due date, their first payment will be due at the time of enrollment.
- Students have the option of enrolling in automatic debit/ACH through the Higher One payment plan website.
- Late fees are assessed on the 11th day after the payment is due.
- Students must complete the payment plan enrollment process and e-sign their payment plan agreement before the plan goes into effect.
- Students have the option of increasing a payment if additional charges are incurred after the enrollment.

- 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.
- 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.
- The payment plan option is not available after the last payment plan due date, after which payment is due in full.

## Financial Aid

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 sections detail 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.

## 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 and entrance counseling. 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 date of their program or renewal date of their loans to ensure the following deadlines are met.

The Free Application for Federal Student Aid (FAFSA) should be submitted at least four 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 Department of Education releases the new FAFSA each January 1st.

A fully executed Master Promissory Note and entrance counseling 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 2014-2015 FAFSA is for award periods from July 1, 2014 through June 30, 2015.
- The FAFSA is available at [www.fafsa.gov](http://www.fafsa.gov)
- Kendall College strongly suggests that all students who are eligible and who filed a federal tax return use the IRS data retrieval tool when filing out their FAFSA on the web. This process may expedite the certification and awarding process.
- Kendall College's Title IV code is 001703

### 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 randomly selected for verification or may be selected on the basis of predetermined criteria. If selected for verification, candidates may be asked to provide official documents showing evidence of high school completion or equivalent. This selection process occurs at the US Department of Education. 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 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 four 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. Required documents may include, but are not limited to:

- Proof of social security number
- Proof of legal name
- Proof of date of birth
- Proof of citizenship
- Proof of registration with the Selective Service
- IRS tax transcript (personal copies of tax returns are not accepted for 2013-2014)
- Copies of W-2 forms
- Documentation of SNAP benefits
- Documentation of federal student loan default resolution
- Documentation of federal student grant overpayment resolution

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 the Office of Financial Aid cannot be held responsible if funds are not able to disburse for the term. Delays can occur that are outside of the Office of Financial Aid's control. 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 or decline student loan awards in writing. At present, this is done by reviewing, signing, and returning the signed award letter to the Office of Financial Aid. Students may contact the Office of Financial Aid via email ([financialaid@kendall.edu](mailto:financialaid@kendall.edu)) or telephone 312.752.2070.

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 or a GED certificate
- Enroll in an eligible program as a regular student seeking a degree or certificate
- Register (or have registered) with the Selective Service, if required
- Have a valid social security number
- Meet satisfactory academic progress standards
- Not be in default on a federal student loan nor owe overpayment 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.

### KENDALL-BASED SCHOLARSHIPS, AWARDS, AND TUITION REDUCTIONS

Students who are awarded a Kendall-based scholarship, award, or tuition reduction must enroll in courses each quarter of the calendar year to meet the requirements of continuous enrollment. Certain scholarships, awards, and tuition reductions also require full-time enrollment to maintain eligibility. Please refer to your scholarship or award notification letter for details.

Petitions for a period of non-enrollment or reduced course load are available in the Office of Academic Advising.

### OVERLAPPING FINANCIAL AID

Federal aid received at another institution can impact the amount of federal aid that a student may receive at Kendall College. Per federal regulations, Kendall participates in the federal transfer monitoring process whereby the US Department of Education may take up to 90 days into the start of a student's first term to notify Kendall College that the student has federal aid awarded at another institution that overlaps into his or her enrollment dates at Kendall.

The Office of Financial Aid may not be able to make an initial award offer to a student or may have to cancel aid that has already been awarded if we receive information 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 student's prior institution ends even one day after his or her start quarter at Kendall College, the student has an overlapping period and we must deduct aid received at the other institution from the student's annual eligibility at Kendall College. The student may be asked by this office to have his or her prior institution complete an Overlapping Financial Aid Form to confirm the last date of attendance and disbursed loan amounts.

To prevent duplication of living allowance between schools, Kendall must remove the living allowance from the student's cost of attendance at Kendall during periods of overlap. Students must make alternative arrangements for payment if they become ineligible for federal aid based on aid received at another institution.

### 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. 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.

## KENDALL-BASED SCHOLARSHIPS, AWARDS, AND TUITION REDUCTIONS

Students who are awarded a Kendall-based scholarship, award, or tuition reduction must enroll in courses each quarter of the calendar year to meet the requirements of continuous enrollment. Certain scholarships, awards, and tuition reductions also require full-time enrollment to maintain eligibility. Please refer to your scholarship or award notification letter for details.

Petitions for a period of non-enrollment or reduced course load are available in the Office of Academic Advising.

## ENROLLMENT STATUSES FOR FINANCIAL AID

ENROLLMENT STATUS	UNDERGRADUATE STUDENTS
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

## Federal Pell Grants

Federal Pell Grants are generally awarded to undergraduate students who have not yet earned a bachelor's or professional degree. All recipients are limited to a lifetime eligibility of six years of full-time Pell. The Department of Education determines eligibility using a standard need-based formula established by Congress. The Pell Grant range for the 2014-2015 award year (July 1, 2014 to June 30, 2015), is \$582-\$5635. 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 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 very low EFC will be considered first for a FSEOG. Just like Pell Grants, this grant does not have to be repaid.

## Federal Direct Loan Program

Federal Direct Loans—both subsidized and unsubsidized—are available to undergraduate and graduate students through June 30, 2012. Only undergraduates will be eligible for subsidized loans for loan periods that begin on or after July 1, 2012. Students must be enrolled at least half-time to receive a Direct Loan. Federal Direct Loans borrowed while enrolled at another institution may impact a student's loan eligibility at Kendall College.

Federal Direct Subsidized Loans are need-based. The federal government pays the interest on the loan while the student is enrolled at least half-time in school. All subsidized loans first disbursed on or after July 1, 2013 carry an interest rate of 3.86%.

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 Master 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), increasing the amount of the debt. Unsubsidized loans carry an interest rate of 3.86% for undergraduate and 5.41% graduate students.

Both the subsidized and unsubsidized loans have a 1% processing fee deducted from each disbursement of the loan.

Students typically 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 continue to 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>) and will help students understand their rights and obligations as a student loan borrower. Loan counseling must be completed before students can receive loan funds.

## EXIT COUNSELING

To help students manage their student loans after graduation, federal regulations also require that they complete Exit Counseling. The US Department of Education has compiled the *Exit Counseling Guide: For Direct Loan Borrowers*. This guide provides a general overview of information to successfully repay the Direct Subsidized

and Direct Unsubsidized Loans. For more detailed information about any of the topics covered in this guide, review the Master Promissory Note. Exit Counseling is also available online at [www.studentloans.gov](http://www.studentloans.gov) or [http://www.nslds.ed.gov/nslds\\_SA/](http://www.nslds.ed.gov/nslds_SA/) and should be completed:

- Before the student graduates
- Before the student transfers to another institution
- Before withdrawal and leaves of absence
- If the student is enrolled less than half-time

To manage their student loan portfolio students should check regularly with the National Student Loan Data System (NSDLS) at [www.nslds.ed.gov](http://www.nslds.ed.gov). This database shows the status of a student's loans during repayment, the servicer of the loans, interest rates, and their outstanding principal balance. This database is accessible 24 hours a day and requires access with a student's federal PIN number.

### UNDERGRADUATE STUDENTS: DIRECT LOAN MAXIMUM

GRADE LEVEL	DEPENDENT UNDERGRADUATE STUDENT†	INDEPENDENT UNDERGRADUATE STUDENT
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 in 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.

### FEDERAL STUDENT LOAN REPAYMENT PLANS

There are six repayment plan options for Federal Direct and Stafford Loans; some of the options carry a lower monthly payment than the standard repayment plan. Choosing these options extends the term of the loan and increases the total amount of interest paid during the life of the loan. Students may learn about the various options and their ability to move between plans by visiting <https://studentloans.gov>.

#### STANDARD REPAYMENT

Borrowers pay a fixed monthly amount for a loan term of up to 10 years. There is a \$50 minimum monthly payment.

#### EXTENDED REPAYMENT

Like standard repayment, but allows a loan term of 12 to 30 years depending on the amount borrowed. Stretching out the payments over a longer term reduces the size of the monthly payment, but increases the total amount repaid during the life of the loan.

#### GRADUATED REPAYMENT

Starts off with lower monthly payments, which gradually increase every two years. The loan term is 12 to 30 years, depending on the amount borrowed. The monthly payment must be at least \$25 and will amount to at least the interest accruing.

#### INCOME-BASED REPAYMENT

A new plan started in 2009 for all federal loan borrowers. Income-based repayment extends the loan term for up to 25 years. The monthly amount is based on the borrower's income and resets annually. It caps the monthly payments at a lower percentage of income than income contingent repayment. If income is low enough, the interest that accrues is waived for a fixed period of time. At the end of 25 years, any remaining balance on the loan will be cancelled and the amount cancelled is taxable.

#### INCOME-CONTINGENT REPAYMENT

Only for Direct Loans. Monthly payments are based on the borrower's income and the total amount of debt. Payments are adjusted each year as the borrower's income changes. The loan term is up to 25 years. At the end of 25 years, the remaining balance on the loan will be cancelled and the amount cancelled is taxable. There is a \$5 minimum monthly payment.

#### INCOME-SENSITIVE REPAYMENT

Students may qualify for income-sensitive repayment if they do not have any Direct Loans. This payment plan ties the monthly payment to a percentage of gross monthly income.

### LOAN DEFERMENTS

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 may be 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 must include their enrollment start date and the term for which they are requesting an in-school deferment.

NOTE: Any deferment paperwork sent to Kendall's registrar's office 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 a student's eligibility at Kendall College. The Office of Financial Aid may ask students to provide additional information about prior loans in order to process new loans at Kendall College.

#### DIRECT SUBSIDIZED LOANS:

Undergraduate annual borrowing ranges from \$3,500-\$5,500 depending on 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 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.

As the borrower, students are responsible for knowing the total amount of federal loans they have borrowed. Having sufficient remaining eligibility is important to a student's ability to successfully complete their academic program. A summary of each borrower's federal loan debt is available via the National Student Loan Data System at <http://www.nslds.ed.gov>.\*

\* This includes dependent students whose parents cannot borrow PLUS loans.

### FEDERAL DIRECT PARENT LOANS FOR UNDERGRADUATE STUDENTS

Federal PLUS Loans are available to all parents 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.

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 6.41%. A federal loan fee of up to 4.288% may be deducted from the loan disbursement. 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.

### DEPARTMENT OF EDUCATION STUDENT LOAN OMBUDSMAN

The Kendall Office of Financial Aid is always ready to assist with any questions or concerns regarding student loans. If loan issues cannot be resolved, the Department of Education's Office of the Ombudsman for student loan issues is available. An ombudsman resolves disputes from a neutral, independent viewpoint. The Federal Student Aid Ombudsman will informally research a borrower problem and suggest solutions to resolve the problem. Student borrowers can contact the department's Office of the Ombudsman via the following:

#### ONLINE ASSISTANCE

<http://studentaid.ed.gov/redirects/ombudsman-ed-govv>

#### TOLL-FREE TELEPHONE

877.557.2575

#### FAX

202.275.0549

#### MAIL

US Department of Education FSA Ombudsman  
830 First Street NE, Fourth Floor  
Washington, D.C. 20202-5144

# 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 will help in understanding the differences between federal and private loan funds.

	FEDERAL LOANS	PRIVATE LOANS
<b>Credit Check Required?</b>	Direct Loan: No PLUS: Yes (limited)	Yes
<b>Credit Score or Debt-to-Income considered?</b>	Direct Loan: No PLUS: No	Yes
<b>Co-Signer Required?</b>	Direct Loan: No PLUS: Usually no	Usually yes
<b>Deferment Options</b>	Several options	Depends on lender
<b>Grace Period</b>	Direct Loan: typically 6 months  FEDERAL LOANS	Depends on lender  PRIVATE LOANS
<b>Interest Rate</b>	Fixed	Usually variable
<b>Loan Fees</b>	Direct Loan: up to 1% PLUS: up to 4%	Depends on lender
<b>Flexible Repayment options</b>	Many options available	Generally none
<b>Loan Forgiveness Options</b>	Several options available	Generally none
<b>Penalties for Early Repayment</b>	None	Depends on lender

## CHOOSING A PRIVATE LOAN

When choosing a private education loan, students should compare the loan terms offered by several lenders in order 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>. When choosing a lender, the borrower should make sure that Kendall students are eligible for the lender's programs.

### Several points to research when considering a private loan:

- What is the interest rate; is it fixed or variable? Is the rate capped?
- What fees must be paid for this loan and when are they paid?
- How will the student receive loan funds?
- When does repayment begin and is there a grace period?
- What will the monthly payment be?
- What will be the total cost if the student uses the full repayment period?
- Are there penalties for early repayment?
- Are there deferment, forbearance, or cancellation options?

Most private loan programs require the Office of Financial Aid to certify a student's eligibility before approving the loan. If students receive financial aid, they must notify the Office of Financial Aid of any private loans they borrow, as it may affect their aid eligibility.

## Truth in Lending Act

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

### SELF-CERTIFICATION FORM

Students must complete this form and return it to the lender before receiving their 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 "right-to-cancel" period begins. During this period of three to six days, the student may cancel the loan by contacting the lender. The lender cannot release the first disbursement of the loan funds until the end of the right-to-cancel period.

## State Grant Aid

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 a reciprocity policy for their state grants. Check with the appropriate state agency as indicated here: [http://wdcrobcop01.ed.gov/Programs/EROD/org\\_list.cfm?category\\_ID=SHE](http://wdcrobcop01.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 carries no interest during the in-school period and through a nine-month grace period. There are no loan fees, and the interest rate at repayment is fixed at 5%. There is a 10-year repayment period.

## Federal Work-Study

Federal Work Study 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, as well as providing them with positions that complement their educational programs or career goals, whenever possible. To be eligible, students must be in good academic and have demonstrated financial need. Kendall College provides as many work study positions as funding allows.

## Yellow Ribbon Program

Kendall College is a participant in the Veteran Affairs (VA) Yellow Ribbon program for the 2014-2015 VA fiscal year. Eligible students are awarded on a first-come, first-serve basis for admitted students with the Post-9/11 Certificate of Eligibility in hand. Additional information on the Yellow Ribbon Program can be found at [http://gibill.va.gov/benefits/post\\_911\\_gibill/yellow\\_ribbon\\_program.html](http://gibill.va.gov/benefits/post_911_gibill/yellow_ribbon_program.html). To complete required paperwork or get assistance with questions please contact the VA Certifying Official at 312.752.2170 or [veterans@kendall.edu](mailto:veterans@kendall.edu).

## 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.

For students to access federal financial aid, a consortium agreement is required 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 to take coursework at the host institution that will fully transfer toward the Kendall degree program. Kendall 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, Kendall College will disburse federal aid to the Kendall student account, and the Bursar's Office will pay the host institution.

## 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.

In some instances, a Return of Title IV (R2T4) calculation will be required. Details may be found in a later section of this document.

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.

### WITHDRAWAL FROM A TERM

Students withdrawing from any or all courses in the term prior to the completion of 60% 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 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 Bursar’s 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 day 11 of the term, and refunds are released to eligible students by day 25 of the term (14 days after funds have disbursed to the student’s account). Students must participate in 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 an academic progress review for a prior term. Students have access to review their student account on MyKendall and should check their student account balance regularly.

### 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 official or unofficial 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% of the term has passed, students have earned 100% of the federal financial aid disbursed to them. Students withdrawing from any course prior to the completion of 60% of the quarter may find that funds are owed to the school.

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. Other enrollment changes that may trigger an R2T4:

- Withdrawal to zero credits
- Failure to participate in more than 60% of the quarter along with failure to earn a passing grade in all courses attempted in the quarter
- Lack of active participation for at least 14 consecutive days in a quarter
- Official leave of absence during the quarter

### EXAMPLES OF TITLE IV CALCULATIONS

#### EXAMPLE 1

Erika Jones is a bachelor’s 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	\$5,121
Fees	\$275
<b>TOTAL</b>	<b>\$5,396</b>

#### Erika’s financial aid package consists of:

Direct Subsidized Loan	\$1,824
Direct Unsubsidized Loan	\$2,322
<b>TOTAL</b>	<b>\$4,146</b>

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

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 Management 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	\$7,026
Fees	\$275
<b>TOTAL</b>	<b>\$7,301</b>

**His financial aid package consists of:**

Direct Subsidized Loan	\$2,820
Direct Unsubsidized Loan	\$3,980
<b>TOTAL</b>	<b>\$6,800</b>

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

## Satisfactory Academic Progress Standards

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.

Financial Aid satisfactory academic progress requirements are 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 status. Upon receiving this status, a student has one period of enrollment to return to the requirements listed below. If the student does not meet the requirements, they 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.

	BACHELOR'S DEGREE	ASSOCIATE DEGREE
MINIMUM FINANCIAL AID CREDIT COMPLETION RATE	67%	67%
MINIMUM CUMULATIVE FINANCIAL AID GPA	2.0	2.0
MAXIMUM TIME FRAME TO RECEIVE FEDERAL AID	270 attempted credits	144 attempted credits

### 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 existed 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.

## TREATMENT OF COURSES AND CREDITS FOR SATISFACTORY ACADEMIC PROGRESS FOR FINANCIAL AID ELIGIBILITY

### COURSE REPETITIONS

Repeating courses for which a grade of “D” or better has already been earned do not count as earned or as completed credits toward the student’s completion rate.

### 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 the student 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 out of a total of 40 attempted credits 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 GPA: CUMULATIVE

The GPA 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 fails to make satisfactory academic progress during their most recent period of enrollment. The student has one period of enrollment to be successful and maintain eligibility for financial aid.

### STATUS - FINANCIAL AID PROBATION

This status is assigned to a student who fails to make satisfactory academic progress during a period of enrollment, fails to successfully return to satisfactory progress during one term of Financial Aid Warning, completes a successful appeal for mitigating circumstances, and has eligibility for financial aid reinstated on a probationary basis. Financial Aid Probation is assigned for one period of enrollment. It may be extended if accompanied by an academic plan.

### ACADEMIC PLAN

To bring the student back to satisfactory progress 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 satisfactory progress 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 retain eligibility for financial aid.

### STATUS - FINANCIAL AID INELIGIBILITY

This status is assigned to a student who failed to be successful during the period of Financial Aid Warning or Probation. Students who do not complete a successful appeal, who are not successful 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 financial aid eligibility. A student with Financial Aid Ineligibility status is not eligible for financial aid until the student meets all the requirements again. Simply sitting out a term, paying

cash, or changing academic programs will not return a student to satisfactory academic progress.

**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 Bursar by the appropriate tuition due date.

## College Policies

### Knowledge of Regulations and Procedures

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 director of Student Life 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 director of Student Life. 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.

**STATE OF IOWA REPORTING OF SUSPECTED SEXUAL ABUSE REQUIREMENTS**

Any faculty or staff who is a resident of Iowa, is participating in residencies in Iowa, or other Kendall College staff providing student services support, recruitment, or field representative services in Iowa, who in the scope of their employment responsibilities for Kendall College examines, attends, counsels, or treats a child, are required to report suspected physical or sexual abuse to Kendall College academic program leadership and local Iowa law enforcement authorities. Suspected physical or sexual abuse of a child should be reported immediately to local Iowa law enforcement authorities in Iowa by dialing 911. Kendall College academic program leadership should be notified of suspected physical or sexual abuse of a child within 24 hours by telephone to the individual's program director or supervisor followed by a confirmatory email.

## Health and Immunization

### TUBERCULOSIS AND BACKGROUND CHECKS

All School of Education 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 tuberculosis (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

## Student Allergies

Students must alert the college regarding any food allergies. It is recommended that the student utilize the American Disabilities Act portion of the Academic Success Center services. Depending on the severity, Kendall may not be able to accommodate for all coursework that interferes with the allergy.

## 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](http://www.Kendall.edu).

Students in the online School of Education program and the online Business 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.

## 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 at 312.752.2110 or Kendall Security at 312.752.2445. After 6:00 pm, all incidents should be reported to Kendall Security at 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 Helpline 800.222.1222
- 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. Students may update their personal information through the college internet portal at any time under the Student Services section.

## 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 director of Student Life. 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.

## Alcohol and Drug Policy

### 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.
- Students in uniform are prohibited from ordering and/or drinking alcoholic beverages while patronizing The Dining Room on campus.

### 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 director of Student Life 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 director of Student Life, who will contact the student's parents or legal guardians.

## 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 technology to better provide our students with 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 the 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

The 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 the sixth floor (room 624).

### COMPUTER KIOSKS

Students also have access to computer kiosk stations in 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 Chicago 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 visiting the Bursar's office on the second floor.

## COMPUTING REQUIREMENTS

Kendall College requires students to have access to computing and internet resources. Computers and internet access are available in Kendall College's computer lab; however, many students have their own computing resources.

To help ensure success, students should be proficient using e-mail, the Internet, and common desktop productivity software, listed on the [Kendall Admissions website](#).

## ADDITIONAL TECHNOLOGY RECOMMENDATIONS

Some programs may require additional technology requirements that are not mentioned on the Admissions website. Please refer to the program within this catalog to review any special technology needs for the program of study. In addition, please refer to the section titled [College Policies](#).

Kendall also strongly recommends that all students use a cloud-based backup service or purchase a portable hard drive.

During the course of the program, requirements (either hardware or software) may change from the original technology recommendation. Make sure to consult the software/hardware requirements within the program or with the faculty member or Dean for any technology recommendations that may have changed since the original recommendation mentioned on the Admissions website or within the program of study.

## TECHNICAL SUPPORT

Technical support is available by calling 312.752.2548. Questions or issues may also be addressed by sending an email to [itsupport@kendall.edu](mailto:itsupport@kendall.edu).

## ACCEPTABLE USE POLICY FOR INFORMATION TECHNOLOGY

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 in accordance to the "Reporting Violations" policy which can be found within this section.
- 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.

Kendall College acknowledges the pervasiveness of use of social media sites within modern society. Kendall College realizes that many members of its community, including faculty, staff, and students; rely and use social media to network themselves as well as to communicate and maintain relationships with family and friends. Kendall Colleges encourages the use of social media for these tasks. However, the inappropriate use of social media postings is not acceptable for any member of the Kendall College Community.

### SOCIAL MEDIA USE

Kendall College expects members of its community to conduct themselves in a professional manner when engaged in any form of communication, including the use of social media. Examples of

the inappropriate use of social media include the following: the use of inflammatory, vulgar or obscene language; language that constitutes harassment, threats or bullying; the use of defamatory language; language encouraging or inciting illegal behavior; and language that otherwise constitutes a violation of College rules and regulations including the Student Standards of Conduct.

Kendall College has a responsibility to request and expect professional and civil behavior by the members of its community. The College may at times monitor social media sites. Violation of the Kendall College Social Media Policy is a Level 4 offense that may result in sanctions including expulsion.

### 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 college 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.

## 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 associate 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 director of Student Life. Students who feel they have been sexually harassed should consult the college's anti-harassment policy in this Handbook and catalog, or contact the director of Student Life.

## Standards of Dress

Kendall College strives to provide an environment that is safe, 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. When on campus, students will follow the required protocol. Students will also follow the dress code when attending off-campus activities in conjunction with their course requirements and assignments.

Smart Business Casual is expected of all programs (see below for the Culinary program). Students giving presentations should be in professional attire. Smart Business Casual includes:

- Slacks, corduroy pants, khakis, and capri pants (no more than 3 inches above the ankle)
- Casual dress shirts (with or without collars), golf shirts, sweaters, and turtlenecks
- Casual dresses, skirts, culottes/skorts (no more than 3 inches above the knees), or mid-length split skirts
- Loafers, boots, flats, dress sandals, deck, or boat shoes

- Casual socks or stockings or no socks (if it is appropriate for the rest of the outfit)
- Sleeveless blouses, vests, shirts, and/or dresses that cover the shoulders
- Clothing should be pressed and fit properly

The following items are not appropriate attire at any time in classrooms or kitchens:

- Denim of any color (including jackets, pants, shirts, skirts, and dresses)
- Shorts of any type
- Knee-knockers or peddle pushers
- Sweatpants, sweatshirts, bib overalls, spandex, leggings, or other form-fitting pants
- T-shirts, shirts with offensive/derogatory or large lettering or logos, midriff tops, tank tops, halter tops, and tops with thin/spaghetti straps, unless worn under another blouse, jacket, or sweater
- Mini-skirts and spaghetti-strap dresses
- Clothing that is too sheer, revealing, or tight-fitting
- Athletic shoes, sneakers, thong sandals, or slippers

Culinary students who are in a kitchen, in a lecture class, on campus, or representing the college are required to be dressed in full uniform without apron and hat or in "Smart Business Casual". A partial uniform is not appropriate.

Instructors will enforce the dress code in all classes, including General Education classes. Students not adhering to this policy may be asked to leave class and lose points for assignments or participation. Faculty or staff may write up a student for dress code violation through documentation sent via email to the director of Student Life or through completion of an incident report. Special events requiring different clothing are exceptions and must be pre-approved by the instructors or program leaders.

## Required Disclosure Reporting

### CLEARY (CAMPUS SECURITY) ACT

Kendall College publishes the Annual Security Report by October 1 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 director of Student Life. 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

### NOTICE TO STUDENTS REGARDING PRIVACY OF RECORDS

The Family Educational Rights and Privacy Act (FERPA) of 1974 (Public Law 93-380) 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. Exceptions, which permits disclosure without consent, include:
  - 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.

- Disclosure to officials at schools, colleges, or universities participating in cross-enrollment programs for the purposes stated in the bullet above. Kendall College currently exchanges academic information with Walden University and The National Hispanic University; if other institutions are added, this arrangement will be automatically extended to include them.
- Disclosure of education records without consent to officials of another school, upon request, 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 ASC 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), 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 post-secondary 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.

## 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.

### ACADEMIC INTEGRITY RESOURCES

There are several resources 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 plagiarism, 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 the 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 director of Student Life 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 director of Student Life of the offense; provide a brief write up of the incident and copies of any evidence.
  - c. Whenever the director of Student Life is notified that a student has committed a subsequent or second violation of the Code of Academic Integrity, the director notifies the instructor to convene a meeting with the student and respective program leader or dean 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. The instructor will also notify the director of Student Life of the sanction levied.

A central file of all reports of academic dishonesty will be maintained in the Office of the director of Student Life. Faculty members are obliged to report all violations of the Code of Academic Integrity, including those determined to be caused by carelessness to the director of Student Life and to their academic

leader or dean. In cases of repeated violations, the director of Student Life 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 director of Student Life.

The student may also request to have the director of Student Life 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 director of Student Life 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.

## 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 IT 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](http://www.educause.edu/legalcontent).

### TURNITIN

Kendall College subscribes to Turnitin, an online plagiarism detection and prevention service. By enrolling in Kendall College classes, the student consents to the uploading of required papers to Turnitin, where they will be checked for originality. Papers submitted to Turnitin are saved as source documents within the Turnitin database solely for the purpose of detecting plagiarism in other papers.

## 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 director of Student Life. 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 director of Student Life 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 director of Student Life, if he/she wishes to challenge the sanctions levied by the Judicial Board.

### APPEAL

The director of Student Life 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 director of Student Life, the director 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 director of Student Life, regarding the outcome of his/her petition. In all cases the decision of the director of Student Life 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 violation will be subject to disciplinary action up to and including expulsion from the college.

**ALCOHOL**

Students eating in the Dining Room are prohibited from drinking alcohol if they are wearing their uniform whites.

**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).

**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.

**DISORDERLY CONDUCT**

Lewd, obscene, or disorderly conduct on college property or at college-sponsored functions is prohibited.

**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.

**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.

**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.

**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.

**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.

**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.

**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. 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, is prohibited. Outside vendors are not permitted on college property without prior approval of the Office of Student Life.

**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.

**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.

**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.

**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.

**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.

**DISCIPLINARY SANCTIONS**

Any student who is sanctioned for violation of college rules and regulations will first meet with the director of Student Life to attempt to resolve the situation. If the director of Student Life's decision is not acceptable to the student, or if circumstances require greater investigation and/or discussion, the student may request, or the director of Student Life 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 director of Student Life 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 director of Student Life, academic dean, faculty advisor, Student Life coordinator, 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 director of Student Life, academic dean, faculty advisor, Student Life coordinator, 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 director of Student Life, academic dean, faculty advisor, Student Life coordinator, registrar, and other appropriate administrative staff
- Educational and other sanctions as deemed appropriate

- 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 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. Students wishing to change academic advisors should request the change, in writing, to the director of Academic Advising, whose decision is final. Academic advisors are assigned to all new students at the beginning of their first quarter of coursework. Contact Academic Advising at [advising@kendall.edu](mailto:advising@kendall.edu) or 312.752.2036.

## John A. Miller Academic Success Center

At the John A. Miller Academic Success Center (ASC), students can receive free academic tutoring on a variety of subjects including math-related subjects like accounting, cost control, recipe costing, statistics and foundational math. You can also find help with Spanish, written assignments, and additional subjects including Bridge and Integrative Studies. The academic support specialists work with you in the College's core academic competencies: communication skills, critical reading and thinking skills, quantitative literacy skills, research skills, technology literacy skills, cultural literacy knowledge, and discipline expertise. Online services are available for all students.

The ASC 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.

### SPECIAL NEEDS ACCOMMODATION

Kendall College follows the guidelines of the American Disabilities Act (ADA) 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 students' advocate for acquiring special need accommodations.

## Services and Resources

### 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:

- Explain degree components and applied transfer credits prior to a student's first term.
- 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.

## Career Services

Career Services offers a wide range of resources to help students gain perspective on career choices and to understand the value of education in relation to work. The office also plays a central role establishing relationships in the community with employers, industry experts, and business leaders. Students can contact the Career Services team at [careerservicesgroup@kendall.edu](mailto:careerservicesgroup@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

Required courses that engage students in conversations about internship goals and career aspirations. Students participate in this course six months in advance of the planned internship.

### CAREER COUNSELING AND EMPLOYMENT

Personalized meetings 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 and alumni receive assistance in the following areas:

- Professional development
- Researching career options and utilizing job search engines
- Online job listing database
- Job search advising
- Networking
- Résumé and cover letter writing
- Interview coaching and mock interviews

### WALK-IN SERVICES

Career Services counselors are available to provide resources, answer questions, and assist with job searching. Appointments are preferred for more in-depth services.

### 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.

### 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 also 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 also offer annual conferences and quarterly newsletters.

## 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 75 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, and education.

The library is a member of several consortia, including CARLI (which supports our online catalog) and LIBRAS (17 local academic libraries). CARLI is a consortium of over 100 Illinois libraries that share an online catalog. The Kendall College library is able to provide interlibrary loans of over nine million unique titles, is available to current students, faculty, and staff of the college, both on and off campus.

The library's electronic resources include:

- OCLC - Online Computer Library Center, a global network of library content and services
- EBSCOhost - A wide collection of databases
- Gale Culinary Arts Database
- FirstSearch
- CQ Researcher
- Wall Street Journal Online

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

Kendall Library Hours:

Monday-Thursday	8:00 a.m. to 7:00 p.m.
Friday	8:00 a.m. to 5:00 p.m.
Saturday	8:00 a.m. to 4:00 p.m.

## Office of Student Life

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. The Office of Student Life connects students with campus resources including:

- Ventra U-Pass 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

The Office of 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.

The Office of Student Life is located in the Student Services area of the 2nd floor and is open:

<b>Monday-Thursday</b>	9:00 a.m. to 6:00 p.m.
<b>Friday</b>	9:00 a.m. to 5:00 p.m.
<b>Saturday</b>	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](mailto:studentlife@kendall.edu).

## COUNSELING

Kendall College does not currently have a mental health counselor on campus. Counseling services are offered to all current Kendall students at no cost through a Student Assistance program run through ComPsych® GuidanceResources® Worldwide. Students may call 866.645.1761 to speak with a mental health, financial, or legal counselor at any time of day.

## PARKING AND TRANSPORTATION

### PARKING STICKERS

Kendall College parking stickers may be purchased at the Cashier’s Office. The cost of the sticker for the 2014-2015 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 Management 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. The U-Pass is not valid during breaks between quarters, but students may add money to their Ventra Card through the CTA Ventra machines.

- 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.
- Students must register their Ventra U-Pass permit to protect purchased passes and transit value by visiting the CTA website at [ventrachicago.com](http://ventrachicago.com) or by calling 877.NOW.VENTRA.
- Additional information about the U-Pass is provided at <http://www.transitchicago.com/upass/>.
- A replacement for a lost or stolen U-PASS is \$50 USD. Students must visit the Business Office and pay the non-refundable replacement fee. The U-PASS will then be delivered to Kendall College.



## ID/MEAL PASSES

The Kendall photo ID provided to each student at orientation also serves as the student's meal pass and print card. Participation in the student meal plan is mandatory for non-Education full-time students. A quarterly fee is automatically assessed to full-time students except as noted below.

## LOST OR STOLEN ID

The Kendall photo ID is provided to each student at orientation for security purposes and also serves as the student's meal pass and print card. 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 Office of Student Life with their receipt to receive a replacement ID card.

## DINING AND CAFETERIA INFORMATION

### KENDALL STUDENT MEAL PLAN

- Full-Time Culinary, Hospitality, and Business students are eligible for two meals at the Cafeteria or QSR each day. Part-time Culinary, Hospitality, and Business students are eligible for one meal at the Cafeteria or QSR each day.
- Early Childhood Education Students may opt in for a part-time meal plan and will be assessed a fee of \$97.50.

## 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:

<b>Breakfast</b>	7:15 a.m. to 8:30 a.m.
<b>Lunch</b>	11:30 a.m. to 1:00 p.m.
<b>Dinner</b>	5:30 p.m. to 7:00 p.m.

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

### QUICK SERVICE RESTAURANT

The Quick Service Restaurant (QSR) is a 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.

### THE DAILY GRIND COFFEE BAR

The Daily Grind is located in the lobby and open to all students, faculty, and staff. The Daily Grind offers gourmet coffees and beverages. The coffee bar is open Monday through Friday from 7:00 am until 6:00 pm; during the academic terms with additional food options available for purchase. The Daily Grind is not a part of the college's meal plan. Purchases at The Daily Grind are the individual student's responsibility.

### 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 at The Buckingham (59 E. Van Buren), 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](mailto: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](mailto:studentlife@kendall.edu) or visit the Office of Student Life.

### 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.

- The club/organization must be passed through the Student Programming Board.

The Office of Student Life 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.

#### 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 grow 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 (HSMAI), Kendall College Collegiate Chapter was formed in January 2011, with support and guidance from HSMAI 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 International 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 (Helping Children Overcome the Perils of their Environment) 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 made up 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 MPI-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).

## OFFICE OF INTERNATIONAL AFFAIRS

The Office of International Affairs (OIA) provides support to international students to facilitate a successful transition to the United States and assists Kendall students considering study abroad opportunities. OIA provides international student assistance with the basics of status maintenance, employment, and internship regulations, and adjustment to academic life at Kendall College.

# 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 scheduling, graduation, reporting, records management, policy development, communications, quality assurance, veteran services and academic standing determinations. The registrar works hand-in-hand with various departments to ensure students are in compliance with all academic requirements. Students can contact the Office of the Registrar at [registrars@kendall.edu](mailto:registrars@kendall.edu) or by calling 312.752.2030.

## ACADEMIC POLICIES

The Office of the Registrar develops policies that are aligned with the standards of federal and state agencies, accrediting bodies, and 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.

## ACADEMIC SCHEDULES

Course and final exam schedules are maintained by the Office of the Registrar and published for the Kendall College community.

## 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.

## CONFERRING DEGREES

Every student who intends to graduate from Kendall College should petition to graduate through the Office of the Registrar. A final graduation audit of academic requirements is made to determine eligibility to have a degree conferred. 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.

## 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 assists faculty and staff with various reports, as needed, with information from student records.

## STUDENT RECORDS

All attendance, student registrations, withdrawals, addresses changes, and other information pertinent to students' records are processed and maintained 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.

## VA CERTIFICATION

The registration of all veterans must be certified by the Office of the Registrar with the Veteran's Administration on a quarterly basis.

## 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 Professional Educator License in Early Childhood Education (Birth through Grade 3) Preparation
- Bachelor of Arts in Hospitality Management
- Associate of Applied Science in Baking & Pastry
- Associate of Applied Science in Culinary Arts
- The School of Education also offers Illinois Professional Educator License in Early Childhood Education (Birth through Grade 3) Preparation
- All degree programs share a 45-credit-hour residency requirement and each builds on a General Education Core.

## COLLEGE-WIDE COMPETENCIES AND LEARNING OUTCOMES

The college has identified skills, knowledge, and values that graduates of the college will acquire as a result of their study at Kendall College.

### SKILLS

#### COMMUNICATION

Presenting concepts in oral and written form using Standard English appropriate to the subject, audience, and purpose.

#### CRITICAL READING AND THINKING

Problem solving through analysis of data and consideration of different points of view.

#### QUANTITATIVE LITERACY

Applying basic mathematical computations to real-world problem solving.

#### RESEARCH AND SYNTHESIS OF INFORMATION

Identifying credible source material to draw reasoned conclusions.

#### TECHNOLOGICAL LITERACY

Employing technologies appropriate to specific situations.

### KNOWLEDGE

#### CULTURAL LITERACY

Ability to understand the role of an individual as a responsible, ethical, and contributing citizen of the community, state, and nation, as well as understand the growing interdependence of nations, interact positively in cross-cultural settings, and show respect for diversity in views and customs.

#### DISCIPLINE EXPERTISE

Appropriate application of the knowledge, skills, and approaches associated with the professional area of study.

### VALUES

#### AESTHETIC AWARENESS

Appreciation for and understanding of the creative process in the human experience.

#### ENVIRONMENTAL STEWARDSHIP

Recognizing actions that result in the promotion and preservation of quality of air, water, land, and natural resources now and for future generations.

#### ETHICAL AWARENESS

Ability to distinguish between ethical and non-ethical behavior in various situations and to choose actions according to a code of conduct based on respect for self, others, and surroundings in case study situations.

# 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.

## THE BACHELOR OF ARTS GENERAL EDUCATION CORE

Kendall College has a 15-course core (60 credit hours)\* that is divided into three tiers and uses two Integrative Studies classes (INT 110, INT 210, Advanced Integrative Studies course) to immerse students in situations where they use their academic skills to solve real-world problems. Collectively, the core is conceptualized around Kendall’s nine institutional competencies: Communication, Critical Thinking and Reading, Quantitative Literacy, Research and Synthesis of Information, Technological Literacy, Cultural Literacy, Aesthetic Awareness, Environmental Stewardship, and Ethical Awareness.

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 two required courses Science and Culture (SCI 220) and Environmental Science (SCI 221) 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. During either Tier One or Tier Two, students will take two foreign language courses, and the college recommends that students take these courses in consecutive quarters. Finally, Tier Three—the final general education class (Advanced Integrative Studies)—will allow students to demonstrate their learning in regards to Kendall’s core competencies and values.

The hallmarks of Kendall’s core are the Integrative Studies courses (INT 110, INT 210, and Advanced Integrative Studies course); 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, and end of the students’ academic career.

As a requirement for the general education core, Bachelor of Arts (BA) students will complete three elective courses that align with the college’s core values. The following chart depicts the courses that fulfill each elective requirement. The courses are subject to change and not every course is offered each quarter.

### AESTHETIC APPRECIATION ELECTIVES

ENG 210	A History of U.S. Independent Film
ENG 213	Literature Appreciation

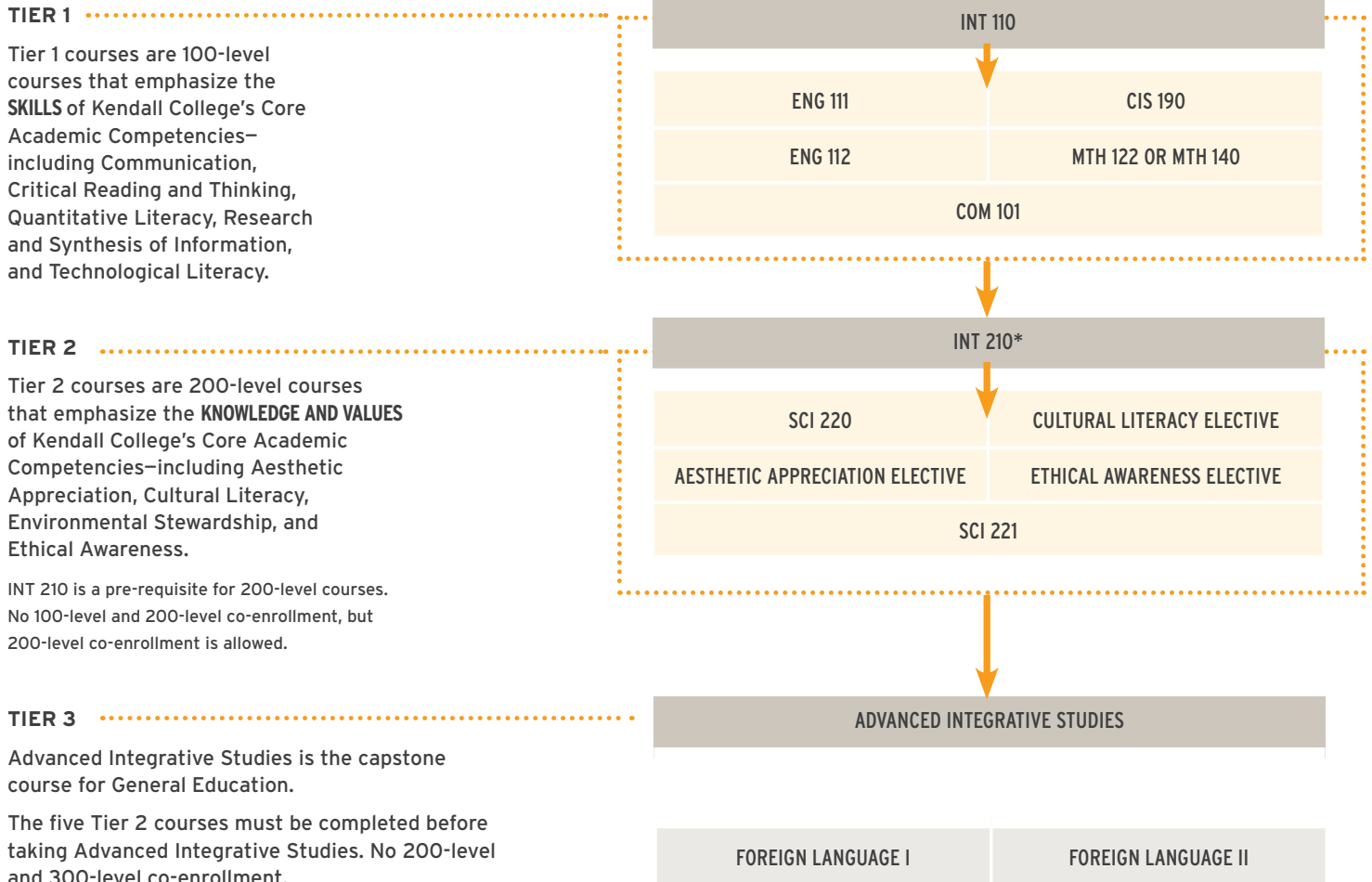
### CULTURAL LITERACY ELECTIVES

ANT 210	Cultural Anthropology of the Digital Age
GEG 210	Cultural Geography
SOC 210	Sociology of Western Religions
SOC 211	Cuisine and Culture
SOC 255	Multicultural Dimensions of Society

### ETHICAL AWARENESS ELECTIVES

PHL 210	Ethics and Business
PHL 219	Ethics

THE GRAPHIC BELOW ILLUSTRATES THE SEQUENCE OF THE 15-COURSE (60-CREDIT HOUR)\* CORE.



\* Students enrolling in the Bachelor of Arts in Business or Hospitality Management will take 56 credit hours of general education. Students in these programs will not take INT 210.

**THE ASSOCIATE OF APPLIED SCIENCE GENERAL EDUCATION CORE**

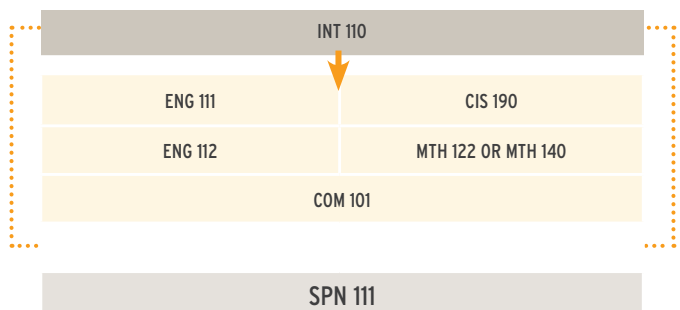
The following are requirements of the General Education Core for all A.A.S. degree programs. Students take the Tier One courses in the general education core minus COM 101 Effective Communication Skills. If a student continues to a B.A. degree after completing an A.A.S. at Kendall, the student will be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

**REQUIREMENT OF INT 110 INTRODUCTION TO INTEGRATIVE STUDIES**  
This course is required of all incoming degree program students. Three exceptions are:

- Students have earned an associate or bachelor’s degree or recognized international equivalent from an accredited institution.
- Students matriculate with three or more Tier One courses applied to transfer credit. 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.



# The International School of Business

## BACHELOR OF ARTS IN BUSINESS

The B.A. in Business program teaches practical skills that help define successful careers and business ownership. With a focus on the small to medium business environment, it prepares graduates to succeed in a variety of industries on a global scale.

Success in a changing and increasingly unpredictable marketplace is a fundamental focus. While the program is innovative, the curriculum still provides the solid academic foundation contained in more traditional business programs. The curriculum utilizes tools such as situation-based challenges, living case studies, management simulations, and integrative projects.

The required Business and General Education courses are designed to provide general management competencies and a strong academic grounding. The program inspires curiosity, stimulates creativity, and fosters innovation. The program culminates in the integrative senior capstone project that gives the student an opportunity to demonstrate his or her acquired business competencies holistically in a 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 industries.

In addition to critical foundational business knowledge, this program focuses on the critical “soft” skills necessary to succeed in today’s organizations. This degree focuses on development of the following:

- Leadership capabilities
- International perspective
- Presentation skills
- Sales and relationship-management skills
- Business acumen and professional polish
- Critical-thinking and decision-making skills

## COURSE MODALITIES

Most courses in the B.A. in Business program are offered in both campus-based and online formats. The features that already make the Kendall program so innovative, engaging, and unique are further enhanced through the tools used in delivering online courses and related projects, exercises, and presentations and provide students with the skills to use these same communication tools in the workplace. A list of courses available online can be found in the published registration schedule for each term.

The program offers the flexibility to vary modality by course and by quarter. Faculty members teaching online Business courses are available during the quarter for virtual tutoring, help sessions, online live chats, Skyping, etc.

## DEGREE REQUIREMENTS

Major Requirements	102
Concentration Courses	24
Bachelor of Arts General Studies Core	56

### Total Credits = 182

Throughout the Business program, students are expected to follow course sequencing and prerequisite requirements as provided by their academic advisor. Failing to do so may extend a student’s time to graduation and/or impact financial aid eligibility.

## MAJOR REQUIREMENTS

ACC 272	Financial Accounting (4)
ACC 372	Managerial Accounting (4)
BUS 101	Business Fundamentals (4)
BUS 126	Professional Development (0)
BUS 170	Practical Negotiation and Conflict Management (4)
BUS 210	Business Contracts and Law (4)
BUS 250	Project Management (4)
BUS 270	Decision-Making (4)
BUS 280	Business Case Development (4)
BUS 302	Internship Practicum (4)
BUS 324	Human Resources Management (4)
BUS 326	Applied Professional Development (4)
BUS 330	Strategic Alliances (4)
BUS 340	Leadership (4)
BUS 370	Finance (4)
BUS 380	Operations Management (4)
BUS 395	Supply Chain Management (4)
BUS 411	Strategic Planning (4)
CAP 495	Kendall Integrative Senior Project I (3)
CAP 496	Kendall Integrative Senior Project II (3)
CIS 290	Information Technology (4)
ECO 310	The Global Economy (4)
ECO 331	Microeconomics (4)
MKG 235	Marketing Principles (4)
MKG 265	Design and Innovation (4)
MKG 341	Marketing Management (4)
Business Program Elective (4) *	

\* Small Business Management and Culinary Entrepreneurship concentration students select either an additional Small Business Management elective course, or from one of the Management concentration courses. Students in the International Business concentration select an additional Management concentration course. Students in the Management Concentration select a Small Business Management course.

## CONCENTRATIONS REQUIREMENTS

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 Management or Small Business Management. These concentrations allow students to practice concepts learned in real-life business settings.

### CULINARY ENTREPRENEURSHIP CONCENTRATION

Leveraging Kendall's rich history and award winning culinary program, students with an Associate of Applied Science (AAS) degree in Culinary Arts or Baking & Pastry can pursue their dreams to open restaurants or bakeries, start their own food production businesses, be a freelance nutritionist or personal chef, or operate a variety of food related small businesses. Students in this concentration are required to take two culinary related courses, plus foundational Small Business Management courses and electives.

NOTE: Only students with an AAS in Culinary Arts or Baking & Pastry may opt for this concentration. While many of the courses below are available online, CUL 420 and SCI 300 are only available as campus-based courses.

Students are required to take:

- CUL 420 Food Service R&D (4)
- SBM 312 Principles of Small Business Management (4)
- SBM 321 Entrepreneurship (4)
- SBM 460 Entrepreneurial Finance (4)
- SCI 300 Food Science (4)

Students can take one of the following as their concentration elective plus an additional SBM elective as their Business Program Elective:

- SBM 331 Franchise Management (4)
- SBM 332 Homepreneurship (4)
- SBM 333 Family-Owned Enterprises (4)
- SBM 334 Virtual Business Ventures (4)
- SBM 335 Merchandising and Retailing (4)

### INTERNATIONAL BUSINESS CONCENTRATION

The Business Bachelors of Arts concentration in International Business capitalizes on the wide array of business programs offered throughout the Laureate International University network. This 24 credit concentration requires students to spend a minimum of 6 months (or two quarters) studying at an approved institution outside of the United States. To complete the credit hours required for the International Business concentration, students must take MGT 345 (Exploring International Business) and one additional Management concentration course at Kendall College plus a minimum of 16 quarter credit hours earned through study abroad. (Standard semester credit to quarter credit conversion rates will apply.)

Students may select from a number of programs and courses that have been pre-approved by the dean, or may petition the

dean for approval of courses from programs outside the network. The study abroad courses that count towards the concentration credits must be business related and not a repetition of any if the required Kendall BA Business program Core courses. Students are responsible for ensuring they meet the entrance, language proficiency, prerequisite, and visa requirements of the host institution and country. If eligible and with dean approval, students may opt to also perform an internship in the host country.

Students must have a minimum of sophomore standing plus earned a minimum of 32 credit hours in the Kendall College Business Bachelors of Arts program before being eligible to study abroad.

### MANAGEMENT CONCENTRATION

This concentration provides a solid foundation in general management capabilities with coursework such as international business, organizational development, and corporate responsibility. 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:

- MGT 345 Exploring International Business (4)
- MGT 375 Contemporary Topics in Personal Finance (4)
- MGT 385 Organizational Development (4)
- MGT 413 Corporate Responsibility (4)
- MGT 430 Business Analytics and Reporting (4)
- MKG 427 Business Development (4)

### SMALL BUSINESS MANAGEMENT CONCENTRATION

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

- SBM 312 Principles of Small Business Management (4)
- SBM 321 Entrepreneurship (4)
- SBM 460 Entrepreneurial Finance (4)

#### CONCENTRATION ELECTIVES (12 CREDITS)

Students pick three of the following:

- SBM 331 Growth Strategies and Franchise Management (4)
- SBM 332 Homepreneurship (4)
- SBM 333 Family-Owned Enterprises (4)
- SBM 334 Virtual Business Ventures (4)
- SBM 335 Merchandising and Retailing (4)

### GENERAL EDUCATION REQUIREMENTS

Students take the 14 course (56-credit hour) general education core as outlined in the "[General Education Program](#)" section.



### REQUIRED INTERNSHIP (BUS 302 AND 326)

As part of the defined program of study, students must take BUS 126 Professional Development, BUS 302 Internship Practicum, and 326 Applied Professional Development. Students may request experiential learning credit for BUS 302 Internship Practicum, and obtaining pre-approval from the Program Director and following the guidelines provided by the Office of Admissions.

### KENDALL INTEGRATIVE SENIOR CAPSTONE PROJECT

The Kendall Integrative Senior Capstone project consists of two-quarter courses (CAP 495 and CAP 496) in which a team project is assigned to a group of students made up of representatives of the International School of Business, School of Culinary Arts, and School of Hospitality Management. As the capstone activity of these programs, it requires the undivided and uninterrupted attention of the student over the two terms. Hospitality Management students concentrating in Meeting, Incentive, Convention and Exhibition (MICE) take HOS 495 and HOS 496 and work with the CAP 495/496 students.

To enroll in CAP/HOS 495 and 496, the student should have achieved senior standing and more specifically, must meet required Business Program course pre-requisites as indicated in the course description. This 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.

#### REQUEST FOR VARIANCE

As part of the defined program of study for students starting the B.A. in Business program in Fall 2012 forward, students must take the Kendall Integrative Senior Capstone courses, CAP 495 and 496 (3 credits each). Students requesting a variance must meet the following requirements, submit associated evidence in advance of typical sequencing, and obtain pre-approval from the International School of Business dean.

#### REQUIREMENTS FOR VARIANCE

Students requesting a variance must show evidence of at least one of the following:

- That they work full-time (40 hours a week or more) on a consistent basis during the scheduled hours that the class meets. Typical evidence consists of documentation from their employer(s) indicating typical hours per week and tenure of employment (i.e., how long the employee has worked there, as well as whether the position is temporary, and if so, expected date of termination).
- That their full-time, permanent residence for the time of typical course sequencing exceeds 50 miles in distance from the Kendall College Chicago campus.

Students granted the variance are instead required to take BUS 475 Senior Project & Portfolio (6 credits) in the online format.

### PROGRAM DATA

Kendall College is committed to providing students the information they need to make an informed decision about where to pursue their education. Please find detailed information for the Business program relating 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. It is also available at <http://www.kendall.edu/about/legal-information/program-data-information-index-page>.

# The School of Culinary Arts

Kendall College's acclaimed School of Culinary Arts offers a B.A. degree in Culinary Arts and A.A.S. degrees in Culinary Arts and Baking & Pastry.

## MISSION

The School of Culinary Arts 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 B.A. 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.

This program 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.

## DEGREE REQUIREMENTS

Culinary Arts Requirements	121
Internships	8
Comprehensive Exams	
See Comprehensive Exam Section	0
Bachelor of Arts General Education Core	60
<b>Total Credits = 189</b>	

## MAJOR REQUIREMENTS

CUL 102	American Cuisine Project: a Global Chef's Perspective (2)
CUL 109	Storeroom Ops and Purchasing (2)
CUL 110	Sanitation (1)
CUL 111	Introduction to Professional Cookery (2)
CUL 112	Introduction to Stocks, Sauces, and Soups (2)
CUL 118	Methods of Cooking (2)
CUL 122	Cost Control (4)
CUL 125	Quantity Food Production: International Kitchen (3)
CUL 126	Professional Development (1)
CUL 127	Breakfast Production (2)
CUL 136	Menus (2)
CUL 139	Advanced Skills (2)
CUL 142	Fine Dining Service (2)
CUL 145	Introduction to Baking and Pastry (4)
CUL 206	Culinary Internship Practicum (4)
CUL 207	Culinary Internship Theory (4)
CUL 232	Foodservice Management (2)
CUL 244	Garde Manger (2)
CUL 246	Fish and Sauce (2)
CUL 248	Meat and Sauce (2)
CUL 249	Fine Dining Restaurant - Lunch or Dinner (4)
CUL 255	Catering (2) or CUL 281 Symposium (2)
CUL 280	Sustainability (2)
CUL 292	Modern Cuisine: the Science of Cooking (2)
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 420	Foodservice R&D (4)
CUL 436	Facilities Planning (2)
CAP 495	Kendall Integrative Senior Project (3)
CAP 496	Kendall Integrative Senior Project (3)
HIS 251	Food History (4)
HOS 241	Hospitality Marketing (4)
HOS 272	Financial Accounting (4)
HOS 311	Legal Issues (4)
HOS 372	Hospitality Managerial Accounting (4)
HOS 398	Feasibility Studies (4)
SCI 123	Human Nutrition I (4)
SCI 223	Life Span Nutrition (4)
SCI 300	Food Science (4)

\* Please see concentration requirements for differences in major requirements.

**CULINARY NUTRITION CONCENTRATION REQUIREMENTS**

Students in the B.A. 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. 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)
- SCI 223 Life Span Nutrition (4)
- CUL 306 Nutritional Food Technology (2)
- CUL 318 Vegetarian Cuisine (2)
- CUL 390 Nutritional Cooking (2)

Students taking this concentration do not take CUL 304, CUL 315 or Foreign Language II as part of their program requirements.

**GENERAL EDUCATION REQUIREMENTS**

Students take the 15 course (60-credit hour) general education core as outlined in the "[General Education Program](#)" section.

**ASSOCIATE OF APPLIED SCIENCE IN CULINARY ARTS**

The A.A.S. 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.

**DEGREE REQUIREMENTS**

Culinary Arts Requirements	56
Internships	8
Comprehensive Exams	
See Comprehensive Exam Section	0
Associate of Applied Science	28
General Education Core	
<b>Total Credits = 92</b>	

**MAJOR REQUIREMENTS**

- CUL 102 American Cuisine Project: a Global Chef's Perspective (2)
- CUL 109 Storeroom Ops and Purchasing (2)
- CUL 110 Sanitation (1)
- CUL 111 Introduction to Professional Cookery (2)
- CUL 112 Introduction to Stocks, Sauces, and Soups (2)
- CUL 118 Methods of Cooking (2)
- CUL 122 Cost Control (4)
- CUL 125 Quantity Food Production: International Kitchen (4)
- CUL 126 Professional Development (1)
- CUL 127 Breakfast Production (2)
- CUL 136 Menus (2)
- CUL 139 Advanced Skills (2)
- CUL 142 Fine Dining Service (2)
- CUL 145 Introduction to Baking and Pastry (4)
- CUL 206 Culinary Internship Practicum (4)
- CUL 207 Culinary Internship Theory (4)
- CUL 232 Foodservice Management (2)
- CUL 244 Garde Manger (2)
- CUL 246 Fish and Sauce (2)
- CUL 248 Meat and Sauce (2)
- CUL 249 Fine Dining Restaurant - Lunch or Dinner (4)
- CUL 255 Catering(2) or CUL 281 Symposium (2)
- CUL 280 Sustainability (2)
- CUL 292 Modern Cuisine: Science of Cooking (2)
- CUL 296 Quick Service Restaurant (2)
- SCI 123 Human Nutrition (4)

**GENERAL EDUCATION REQUIREMENTS**

Students take the 7 course (28-credit hour) general education core as outlined in the "[General Education Program](#)" section.

## ACCELERATED ASSOCIATE OF APPLIED SCIENCE IN CULINARY ARTS

The Accelerated A.A.S. 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.

### DEGREE REQUIREMENTS

Culinary Arts Requirements	56
Internships	8
Comprehensive Exams	0
See Comprehensive Exam Section	
Associate of Applied Science	
General Education Core	28 (transfer)

**Total Credits = 92**

### MAJOR REQUIREMENTS

CUL 026	Professional Development (0)
CUL 102	American Cuisine Project: a Global Chef's Perspective (2)
CUL 109	Storeroom Ops and Purchasing (2)
CUL 110	Sanitation (1)
CUL 111	Introduction to Professional Cookery (2)
CUL 112	Introduction to Stocks, Sauces, and Soups (2)
CUL 118	Methods of Cooking (2)
CUL 122	Cost Control (4)
CUL 125	Quantity Food Production: International Kitchen (4)
CUL 136	Menus (2)
CUL 139	Advanced Skills (2)
CUL 142	Fine Dining Service (2)
CUL 145	Introduction to Baking and Pastry (4)
CUL 206	Culinary Internship Practicum (4)
CUL 207	Culinary Internship Theory (4)
CUL 232	Foodservice Management (2)
CUL 244	Garde Manger (2)
CUL 246	Fish and Sauce (2)
CUL 248	Meat and Sauce (2)
CUL 249	Fine Dining Restaurant - Lunch or Dinner (4)
CUL 255	Catering(2) or CUL 281 Symposium (2)
CUL 280	Sustainability (2)
CUL 292	Modern Cuisine: Science of Cooking (2)
CUL 296	Quick Service Restaurant (2)
CUL 345	Wines, Spirits, and Food Affinities (3)
SCI 123	Human Nutrition (4)

## CULINARY NUTRITION CONCENTRATION REQUIREMENTS

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 223	Life Span Nutrition (4)
CUL 306	Nutritional Food Technology (2)
CUL 318	Vegetarian Cuisine (2)
CUL 390	Nutritional Cooking (2)

### GENERAL EDUCATION REQUIREMENTS

Students accepted into the Accelerated Program who have earned a bachelor's 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.

### ASSOCIATE OF APPLIED SCIENCE IN BAKING & PASTRY

The A.A.S. 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.

#### DEGREE REQUIREMENTS

Culinary Arts Requirements	63
Internships	8
Comprehensive Exams	
See Comprehensive Exam Section	0
Associate of Applied Science	
General Education Core	28
<b>Total Credits = 99</b>	

#### MAJOR REQUIREMENTS

BPA 100	Introduction to Baking (4)
BPA 102	Pastry Theory (3)
BPA 111	Culinary Basics (4)
BPA 130	Introduction to 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	Hotel/Restaurant Dessert Production (5)
BPA 203	Sugars and Sugar Confections (2)
BPA 204	Chocolate and Mignardise Techniques (3)
BPA 208	Wedding Cakes and Gum Paste (3)
BPA 211	Internship Practicum (4)
BPA 212	Internship Theory (4)
BPA 236	Facility & Business Planning (2)
BPA 240	Artisan Breads (3)
BPA 262	Bread and Confectionery Production (4)
BPA 266	Special Needs Baking (2)
BPA 281	Banquet Symposium (2)
CUL 110	Sanitation (1)
CUL 122	Cost Control (4)
CUL 126	Professional Development (1)
CUL 232	Foodservice Management (2)
SCI 123	Human Nutrition (4)

#### GENERAL EDUCATION REQUIREMENTS

Students take the 7 course (28-credit hour) general education core as outlined in the "[General Education Program](#)" section.

#### FINE DINING COURSE SELECTION

Course selection for the Fine Dining set of courses (CUL 142, CUL 249, CUL 280, 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 11:00 pm on Saturdays. During the first week of the term, students will be given specific dates and times of their course assignments.

### KENDALL INTEGRATIVE SENIOR CAPSTONE PROJECT

The Kendall Integrative Senior Capstone project consists of two-quarter courses (CAP 495 and CAP 496) in which a team project is assigned to a group of students comprised of representatives of the International School of Business, School of Culinary Arts, and School of Hospitality Management. As the capstone activity of these programs, it requires the undivided and uninterrupted attention of students over the two terms. Hospitality Management students concentrating in Meeting, Incentive, Convention and Exhibition (MICE) take HOS 495 and HOS 496 and work with the CAP 495/496 students.

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.

### ALLERGY POLICY

The Culinary Arts curriculum requires the student to be exposed to many different types of foods some of which are known allergens. The nature of the curriculum teaches a variety of techniques and skills which require hands on/tasting involvement. If you have allergies to foods, please speak with your enrollment advisor prior to beginning your program to work with the Academic Success Center to review your individual needs. If you find you are in environment that aggravates the allergies, Kendall may not be able to alter the class to accommodate your needs. This may affect completion of the program.

### ASSOCIATE OF APPLIED SCIENCE DEGREE FOR BACHELOR OF ARTS STUDENTS

Students enrolled in the Bachelor of Arts in Culinary Arts can opt to receive an Associate of Applied Science in Culinary Arts degree in the middle of their program after all the appropriate associate equivalent courses have been passed. Students can apply to receive the associate degree by applying for graduation in the term the last of the associate equivalent courses will be taken. Students will earn the associate degree and continue forward with the Bachelor of Arts program. Students can speak with the Office of the Registrar in regards to this policy.

### COMPREHENSIVE EXAMS

Students are evaluated three times throughout the culinary associates degree or baking and pastry associates degree to determine proficiency and comprehension of the curriculum. The exams are given after the first block, the third block and the sixth or seventh block. Each comprehension exam includes a written comprehension and a cooking practical comprehension exam and must be passed or progress in the program may be impacted. The student will be allowed three attempts. On the third attempt, tutoring is required with an instructor before taking the exam. There are associated costs with each exam. If the student fails the third attempt, it is possible they will be made to retake the whole quarter that was failed. All the compressive exams must be passed to move on and complete the associates degree. The student will not be allowed to take the sixth or seventh block written exam until culinary academic and culinary classes are completed and passed.

BPA 090	First block written exam
BPA 091	First block practical exam
BPA 092	Third block written exam
BPA 093	Third block practical exam
BPA 094	Sixth block written exam
BPA 095	Sixth block practical exam
CUL 090	First block written exam
CUL 091	First block practical exam
CUL 092	Second block written exam
CUL 093	Second block practical exam
CUL 094	Sixth or Seventh block written exam
CUL 095	Sixth or Seventh block practical exam

### PROGRAM DATA

Kendall College is committed to providing students the information they need to make an informed decision about where to pursue their education. Please find detailed information for the Culinary Programs relating 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. It is also available at <http://www.kendall.edu/about/program-data-information-index-page>

# The School of Education

The School of Education at Kendall College offers a B.A. 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 Professional Educator License in Early Childhood Education (Birth through Grade 3).

## MISSION

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

Kendall's Early Childhood Education program has three tracks:

- B.A. in Early Childhood Education with Illinois Professional Educator Licensure Preparation prepares students for work with young children, birth through grade 3, in educational settings that require licensure. This track is approved by the Illinois State Board of Education.
- B.A. in Early Childhood Education, Non-Licensure prepares students for a career in the early childhood field where licensure is not required.
- Illinois Professional Educator Licensure Preparation (post-baccalaureate) prepares students who have already earned a B.A. or B.S. for work with young children, birth through grade 3 in educational settings that require licensure. This track is approved by the Illinois State Board of Education.

### COURSEWORK IS AVAILABLE ON CAMPUS AND ONLINE

Most Early Childhood Education program courses require up to ten (10) hours of field work experience, not including Internships or Clinical Practice.

## BACHELOR OF ARTS IN EARLY CHILDHOOD EDUCATION WITH ILLINOIS PROFESSIONAL EDUCATOR LICENSURE IN EARLY CHILDHOOD EDUCATION (BIRTH THROUGH GRADE 3)

### DEGREE REQUIREMENTS

Early Childhood Education Major Requirements	92
Concentration Requirements	20-23
Clinical Practice (Pre-Primary & Primary Age/Grade Levels)	12
Bachelor of Arts General Education Core.	56

**Total Hours: 180-183**

### ILLINOIS STATE BOARD OF EDUCATION TEACHER LICENSURE TESTING REQUIREMENTS

- Illinois Basic Skills Test (Field 096 or 300) or Test of Academic Proficiency 400
- Illinois Content Area Test, Early Childhood Education (Field 107)
- Illinois Pre K-Grade 12 APT

NOTES: Effective December 19, 2012 Basic Skills Tests (96 and 300) and the Test of Academic Proficiency (TAP400) scores are valid for 10 years. All Illinois other licensure tests will be valid for 5 years. Further clarifications can be found in the "Additional Notes" section.

Effective July 24, 2012 ACT/SAT scores can be used in lieu of a passing score on the Test of Academic Proficiency (TAP) for admission to an Illinois Educator Preparation Program. Further clarifications can be found in the "[Additional Notes](#)" section.

### SCHOOL OF EDUCATION TEACHER LICENSURE PREPARATION TRACK REQUIRED KEY ASSESSMENTS:

- Early Childhood Education Major Course-based Assessments
- Lesson Plan Portfolio (LPP)
- Clinical Practice Evaluations
- Disposition Assessments
- Teacher Performance Assessment (edTPA)

**MAJOR REQUIREMENTS**

NOTES: Courses in boldface must be taken at Kendall College.

- ECE 215 Child Health, Safety, and Nutrition (4)
- ECE 230 Child, Family, and Community Relationships (4)
- ECE 240 Observation and Assessment of the Young Child (4) \*
- ECE 252 Developmentally Appropriate Practices for Infants and Toddlers (4) \*
- ECE 275 Children's Literature (4)
- ECE 317 Classroom Management (4)
- ECE 401 Pre-Primary Teaching and Learning (4) \***
- ECE 403 Emergent Literacy (4) \***
- ECE 405 Literacy Development (4) \***
- ECE 407 Methods of Teaching Mathematics (4) \***
- ECE 409 Methods of Teaching Science (4)\***
- ECE 411 Methods of Teaching Social Studies and the Arts (4) \***
- SOE 110 Survey of American Education (4)
- SOE 112 Teaching and Learning in a Diverse Society (4)
- SOE 115 The Psychology of Teaching and Learning (4)
- SOE 201 Knowledge and Skills Building for Teachers (4)
- SOE 222 Child Development (4)
- SOE 260 Language Acquisition and Development (4)
- SOE 290 Children with Exceptionalities (4) \*
- SOE 302 Foundations of Curriculum, Instruction and Assessment (4)
- SOE 327 Response to Intervention (4) \*
- SOE 380 Technology Integration in the Classroom (4)
- SOE 420 Methods of Teaching Children with Exceptionalities in the General Education Classroom \*

\*These courses require fieldwork.

A grade of "C" or higher must be earned in any School of Education course for teacher candidates (Illinois Administrative Code 25.100). Any School of Education course resulting in a grade less than "C" will need to be repeated prior to Clinical Practice experiences.

**CLINICAL PRACTICE (12 QUARTER HOURS)**

- ECE 460 Clinical Practice and Seminar: Pre-Primary (6) \***
- ECE 465 Clinical Practice and Seminar: Primary (6)**

\* If unable to complete licensure requirements to move forward with clinical practice, then the following courses can be taken to earn the B.A. in Childhood Education, Non-Licensure:

- ECE 440 Final Project (4)

Two Education electives (8 credits), select from the following:

- ECE 250 (4)            - ECE 320 (4)            - GRA 201 (4)
- SBM 212 (4)            - SOE 327 (4)

**GENERAL EDUCATION REQUIREMENTS**

Students take the 14 course (56-credit hour) general education core as outlined in the "[General Education Program](#)" section.

**B.A. IN EARLY CHILDHOOD EDUCATION, NON-LICENSURE**

**DEGREE REQUIREMENTS**

Early Childhood Education Major Requirements	84
Concentration Requirements	20-23
Electives	8
Internship or Capstone	12
Bachelor of Arts General Education Core	56
<b>Total Hours: 180-183</b>	

**MAJOR REQUIREMENTS**

NOTES: Courses in boldface must be taken at Kendall College, with exception of ECE 440 as approved by the Dean.

- ADM 300 Survey of Early Childhood Administration
- ADM 311 Leadership and Advocacy for the Early Childhood Education Program Director
- ADM 313 Legal Aspects of Early Childhood Administration
- ADM 315 Fiscal Management in Early Childhood Administration
- ADM 317 Staff Management and Human Relations in Early Childhood Programs
- ADM 319 Marketing and Public Relations for the Early Childhood Program Director
- ECE 215 Child Health, Safety, and Nutrition (4)
- ECE 230 Child, Family, and Community Relationships (4)
- ECE 240 Observation and Assessment of the Young Child (4) \*
- ECE 252 Developmentally Appropriate Practices for Infants and Toddlers (4) \*
- ECE 275 Children's Literature (4)
- ECE 317 Classroom Management (4)
- ECE 401 Pre-Primary Teaching and Learning (4) \***
- ECE 403 Emergent Literacy (4) \***
- SOE 110 Survey of American Education (4)
- SOE 112 Teaching and Learning in a Diverse Society (4)
- SOE 115 The Psychology of Teaching and Learning (4)
- SOE 201 Knowledge and Skills Building for Teachers (4)
- SOE 222 Child Development (4)
- SOE 260 Language Acquisition and Development (4)
- SOE 290 Children with Exceptionalities (4) \*
- SOE 302 Foundations of Curriculum, Instruction and Assessment (4) \*
- SOE 380 Technology Integration in the Classroom (4)

\*These courses require fieldwork.



## ELECTIVES

Students choose Education elective courses. Eight credit hours are required.

## GENERAL EDUCATION REQUIREMENTS

Students take the 14 course (56-credit hour) general education core as outlined in the "[General Education Program](#)" section.

## CONCENTRATION REQUIREMENTS

All B.A. students are required to take 20 to 23 quarter hours in their concentration.

### CHILDHOOD NUTRITION CONCENTRATION

This 20-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) \***
- ECE 415 Methods and Materials for Teaching Nutrition (4) \***
- GRA 201 Fundamentals of Grant Development (4) \***

\* These courses require fieldwork.

### ENGLISH AS A SECOND LANGUAGE (ESL) CONCENTRATION

This 23-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:

- ESL 330 Cross-Cultural Studies for Teaching Culturally and Linguistically Diverse Learners (5) \***
- ESL 336 Theoretical Foundations of Teaching Culturally and Linguistically Diverse Learners (4) \***
- ESL 337 Assessing the Culturally and Linguistically Diverse Learner (4) \***
- ESL 420 Methods and Materials for Teaching Culturally and Linguistically Diverse Students (5) \***
- ESL 427 Methods and Materials for Bilingual Students (5) \***

\* These courses require fieldwork.

### OPTIONAL: ESL OR BILINGUAL ENDORSEMENT

Students who are seeking Illinois Professional Educator License in Early Childhood 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 Target Language Proficiency test (TLP) through the Illinois Licensure Testing System.

- ESL 330 Cross-Cultural Studies for Teaching Culturally and Linguistically Diverse Learners (5) \***
- ESL 336 Theoretical Foundations of Teaching Culturally and Linguistically Diverse Learners (4) \***
- ESL 337 Assessing the Culturally and Linguistically Diverse Learner (4) \***
- ESL 420 Methods and Materials for Teaching Culturally and Linguistically Diverse Students (5) \***
- ESL 427 Methods and Materials for Bilingual Students (5) \***
- SOE 260 Language Acquisition and Development (4)**

\* These courses require fieldwork.

By July 1, 2014, the Illinois State Board of Education will require all preschool teachers who provide native language/English as a Second Language (ESL) instruction to English Language Learner students must hold the ESL or bilingual endorsement or approval that corresponds with the teaching assignment. For more information call the Illinois State Board of Education, Division of Educator Licensure, at 217.557.6763, or visit [http://www.isbe.net/bilingual/pdfs/preschool\\_faq092611.pdf](http://www.isbe.net/bilingual/pdfs/preschool_faq092611.pdf).

While it will not be a requirement, the School of Education recommends that students seeking the Illinois Professional Educator License in Early Childhood should consider adding the ESL endorsement, and/or the Bilingual endorsement to their program.

Students with certificates other than the Illinois Professional Educator License in Early Childhood are responsible for contacting the Illinois Board of Education or Regional Office of Education to confirm if a particular approval or endorsement can be added to the certification held prior to applying to Kendall College. For more information call the Illinois State Board of Education, Division of Educator Licensure, at 217.557.6763.

### GRANT MANAGEMENT

This 20-quarter hour concentration provides a foundation for the teacher candidate to explore varied mechanisms at the local, state, and federal level for funding educational initiatives.

- ACC 272 Financial Accounting (4) \***
- GRA 201 Fundamentals of Grant Development (4) \***
- GRA 302 Research of Grant Development (4) \***
- GRA 305 Grant Writing (4)**
- GRA 307 Principles of Grant Management (4) \***

\* These courses require fieldwork.

### INFANTS AND TODDLERS CONCENTRATION

This 20-quarter hour concentration provides a foundation for working with infants and toddlers. The following three courses meet the Illinois State Board of Education early childhood standards. (ECE 305, 307, 308)

- ECE 250 Relationships in Infancy (4)**
- ECE 305 Quality Programs for Infants, Toddlers, and Their Families (4) \***
- ECE 307 Infant, Family and Cultural Studies (4) \***
- ECE 308 Infant Screening and Assessment (4) \***
- ECE 309 Early Intervention (4) \***

\* These courses require fieldwork.

### SMALL BUSINESS MANAGEMENT CONCENTRATION

This 20-quarter hour concentration prepares students with a foundation in business and entrepreneurship. This concentration helps students understand the “business of education.” Career opportunities for those students with this concentration can center around independently owned and operated daycare centers or centers for learning.

- BUS 101 Business Fundamentals (4)
- SBM 312 Principles of Small Business Management (4)
- SBM 321 Entrepreneurship (4)

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

- SBM 331 Growth Strategies and Franchise Management (4)
- SBM 332 Homepreneurship (4)
- SBM 333 Family-Owned Enterprises (4)
- SBM 460 Entrepreneurial Finance (4)

### SPECIAL EDUCATION CONCENTRATION

This 20-quarter hour concentration provides a foundation for working with young children with special needs. Students who complete the special education coursework and earn the Professional Educator License in Early Childhood may apply for the Early Childhood Special Education Approval from the Illinois State Board of Education. (The Special Education Approval is not considered an endorsement or special education certification.)

- ECE 320 Screening and Assessment of Young Children with Special Needs (4) \*
- ECE 322 Methods of Teaching Young Children with Special-Needs (4) \*
- ECE 323 Teaming, Collaborating, and Communicating: Resources for Families of Special Needs Children (4) \*
- ECE 325 Autism-Spectrum Disorders and Developmental Delays in Young Children (4) \*
- ECE 327 Strategies for Challenging Behavior in Young Children (4)

\* These courses require fieldwork.

### ILLINOIS PROFESSIONAL EDUCATOR LICENSE IN EARLY CHILDHOOD EDUCATION (BIRTH THROUGH GRADE 3) 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 licensure. 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 5 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.

### LICENSURE REQUIREMENTS

Required coursework	68
Clinical Practice (Pre-Primary & Primary Age/Grade Levels)	12
<b>Total Hours = 80</b>	

### Illinois State Board of Education Teacher Licensure Testing:

- Illinois Basic Skills Test (Field 96 or 300) or ICTS Test of Academic Proficiency 400
- Illinois Content Area Test, Early Childhood Education (Field 107)
- Illinois Pre K-Grade 12 APT

NOTES: Effective December 19, 2012 Basic Skills Tests (96 and 300) and the Test of Academic Proficiency (TAP400) scores are valid for 10 years. All Illinois other certification tests will be valid for 5 years. Further clarifications can be found in the “Additional Notes” section.

Effective July 24, 2012 ACT/SAT scores can be used in lieu of a passing score on the Test of Academic Proficiency - TAP for admission to an Illinois Educator Preparation Program. Further clarifications can be found in the “Additional Notes” section.

### School of Education Teacher License Preparation Track Assessments:

- Lesson Plan Portfolio (LPP)
- Clinical Practice Evaluations
- Disposition Assessments
- Teacher Performance Assessment (edTPA)

### REQUIRED COURSEWORK (68 HOURS)

- ECE 215 Child Health, Safety, and Nutrition (4)
- ECE 240 Observation and Assessment of the Young Child (4) \*
- ECE 252 Developmentally Appropriate Practices for Infants and Toddlers (4) \*
- ECE 317 Classroom Management (4)
- ECE 401 Pre-Primary Teaching and Learning (4) \*
- ECE 403 Emergent Literacy (4) \*
- ECE 405 Literacy Development (4) \*
- ECE 407 Methods of Teaching Mathematics (4) \*
- ECE 409 Methods of Teaching Science (4) \*
- ECE 411 Methods of Teaching Social Studies and the Arts (4) \*
- ECE 460 Clinical Practice and Seminar: Pre-Primary (6)
- ECE 465 Clinical Practice and Seminar: Primary (6)
- SOE 112 Teaching and Learning in a Diverse Society (4)
- SOE 222 Child Development (4)
- SOE 290 Children with Exceptionalities (4) \*

- SOE 302 Foundations of Curriculum, Instruction and Assessment (4) \*
- SOE 327 Response to Intervention (4) \*
- SOE 380 Technology Integration in the Classroom (4)
- SOE 420 Methods of Teaching Children with Exceptionalities in the General Education Classroom \*

NOTES: Courses in boldface must be taken at Kendall College with the exception of ECE 460 under an approved articulation agreement or transfer guide.

\* These courses require fieldwork.

**CLINICAL PRACTICE (12 QUARTER HOURS):**

- ECE 460 Clinical Practice and Seminar: Pre-Primary (6)
- ECE 465 Clinical Practice and Seminar: Primary (6)

**ADDITIONAL NOTES RELATED TO ILLINOIS TEACHER LICENSURE**

**NEW ILLINOIS LICENSURE STRUCTURE**

On July 1, 2013, the Illinois State Board of Education implemented a new system of educator licensure that replaced the previous system of educator certification. Anyone completing Kendall College’s state-approved Teacher Licensure Program after June 30, 2013 will receive a “Professional Education License” with the appropriate endorsement (Early Childhood Education) and grade level assigned. The “Professional Educator License” with the Early Childhood Endorsement will cover Birth through Grade 3.

**GRADE REQUIREMENTS FOR ILLINOIS LICENSURE**

A grade of “C” or higher must be earned in any School of Education course for teacher candidates (Illinois Administrative Code 25.100). Any School of Education course that resulted in a grade of less than “C” will need to be repeated prior to Clinical Practice experiences.

**CONCENTRATION OPTION FOR POST-BACCALAUREATE TRACK**

Candidates in the Illinois Professional Educator License Preparation (post-baccalaureate track) who seek the Special Education Approval from the Illinois State Board of Education must take SOE 260 as well as three Special Education concentration courses: ECE 320, ECE 322, and ECE 323 (in addition to the required program requirements). ECE 325 and ECE 327 are not required for the approval.

**ILLINOIS BASIC SKILLS TEST REPLACED WITH TEST OF ACADEMIC PROFICIENCY TEST**

The Illinois State Board of Education replaced the Basic Skills Test (300) with the Test of Academic Proficiency (400). For more information visit: <http://www.il.nesinc.com>. For further clarification, applicants may contact their Enrollment advisor and current students may contact the School of Education Licensure Officer. Licensure pass rates for the Test of Academic Proficiency (400) are available by visiting the web page dedicated to Program Data for B.A. in Early Childhood Education.

**TEST OPTIONS IN LIEU OF THE TAP 400 TEST (ACT OR SAT)**

Effective December 19, 2012, ACT/SAT scores can be used in lieu of a passing score on the Test of Academic Proficiency 400 (TAP) for admission to an Illinois Educator Preparation Program. Requirements are as follows: ACT plus Writing composite score of 22 or SAT composite score of 1030 for the critical reading and mathematics sections only, official score must be no more than 10 years old at the time the Illinois State Board of Education receives the official score report, applicant cannot have failed the Test of Academic Proficiency 5 times, and if the writing portion of the ACT test was not taken it cannot be used for this purpose. Applicants can inquire about this option with their Enrollment Advisor. Current students can contact the School of Education Licensure Officer. Official ACT/SAT score reports should not be submitted to the Illinois State Board of Education until the applicant/student has received instruction to do so from the Enrollment Advisor or Licensure Officer.

**FOREIGN APPLICANTS AND ILLINOIS LICENSURE**

Foreign applicants prepared as educators outside of the United States may be eligible for Illinois licensure if the foreign credential has been evaluated by an approved evaluator and it is found to be equivalent to a teaching degree. Completion of a state-approved educator program is still required. The applicant must be eligible for employment in the United States by the time the license issued. It is the responsibility of the hiring school district to verify employment eligibility. Visit [http://www.isbe.net/licensure/html/out\\_of\\_state.htm](http://www.isbe.net/licensure/html/out_of_state.htm) for a list of approved evaluators and for more information.

**ILLINOIS LICENSURE TEST VOUCHERS**

Beginning March 2014, Evaluation Systems group of Pearson will issue a specific number of \$25.00 vouchers to each institution to be distributed to deserving students to offset the cost of licensure testing. Vouchers will be limited and specific eligibility qualifications will apply. Contact the Licensure Officer after March 2014 for more information.

**LICENSURE “CANDIDATE” STATUS CLARIFICATION**

Admission to Kendall College does not equate to acceptance to the School of Education’s Illinois Professional Educator Licensure Preparation Program. A separate application process applies. Students can contact the School of Education Licensure Officer for more information.

## INSTITUTIONAL RECOMMENDATION FOR LICENSURE

**IMPORTANT:** Illinois institutions of higher education, such as Kendall College, do not grant teacher licensure. Instead they give institutional recommendation by electronic entitlement to the Illinois State Board of Education for candidates who have successfully completed all the program requirements for licensure. For more detail, contact the Illinois State Board of Education (ISBE) or visit them online at [www.isbe.net](http://www.isbe.net).

## OUT-OF-STATE LICENSURE

If the student's state has a license comparable to an Illinois Professional Educator License (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.

## IOWA AND WISCONSIN LICENSURE REQUIREMENTS

Licensure requirements for graduates of non-Iowa and non-Wisconsin educator preparation programs can be found in the Education Resources site.

## LICENSURE TEST VALIDITY RULE CLARIFICATIONS:

1. Effective December 19, 2012 Basic Skills Tests (96 and 300) and the Test of Academic Proficiency (TAP 400) scores are valid for 10 years. All other Illinois licensure tests will be valid for 5 years. Test validity is determined by the date the test was passed and the date that the fees are processed for the requested license or endorsement.
2. If the Test of Academic Proficiency (TAP 400) or the previous Basic Skills test (96 or 300) was required for entry into an approved Illinois licensure program, those scores will be honored beyond the 10 years. Students can contact the School of Education Licensure Officer for more information.
3. If the Illinois Basic Skills test was previously passed and was required for the issuance of an Illinois license, the TAP test is not required for any subsequent licensure or endorsement.

## PROGRAM DATA

Kendall College is committed to providing students the information they need to make an informed decision about where to pursue their education. Please find detailed information for the Education Program relating 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. It is also available at <http://www.kendall.edu/about/program-data-information-index-page>

# The School of Hospitality Management

The hospitality industry is one of the world's most vast and diverse industries. Every time someone stays in a hotel or resort, dines in a bar or restaurant or attends a sporting or cultural event they are patronizing establishments in the industry. Large meetings and conventions are also part of the industry mix, as are casinos, cruise lines and event planning.

At Kendall you will earn a B.A. degree in Hospitality Management with the opportunity to focus on one of seven concentration areas. Chicago's leading hotels rank Kendall College the No. 1 Chicago program for preparing students for hospitality management careers. Our focus is on the combination of theory and application. The core curriculum includes fundamental business management classes with an emphasis on the hospitality industry. The culmination of coursework and experience is the Integrative Senior Project, an intensive six-month endeavor where students from across the college work in teams to create a fully-formed business plan for a multi-use real estate location.

## BACHELOR OF ARTS PROGRAM CONTENT

### DEGREE REQUIREMENTS

Hospitality Management Core Requirements	89
Concentration Requirements	24
Electives	12
Bachelor of Arts General Education Core	56

**Total Credits = 181**

### PROGRAM COURSE SEQUENCE

A student must elect a concentration during their course of study.

Initially, students acquire the vocabulary, culture, and compartment specific to the hospitality industry and develop the academic skills needed for advanced study. They learn to critique and 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-recommended Dining Room.

Later students are introduced 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.

Finally they study advanced topics in management and leadership and a particular hospitality domain. They participate in an Integrative Senior Capstone Project. The 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 MANAGEMENT CORE REQUIREMENTS

ECO 310	The Global Economy (4)
HOS 101	Survey of Hospitality (4)
HOS 106	Front-of-House Service (3) *
HOS 118	Introduction to Culinary Arts (2)
HOS 119	Introduction to Baking & Pastry (2)
HOS 125	The Hospitality Professional (0)
HOS 195	The Hospitality Professional II (2)
HOS 206	Sophomore Internship Practicum (4) **
HOS 207	Sophomore Internship Seminar (2) **
HOS 235	The Business and Technology of Sustainability (4)
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 333	Organizational Behavior (4)
HOS 365	Interior Design in Hospitality (4)
HOS 372	Hospitality Managerial Accounting (4)
HOS 398	Business Planning and Feasibility (4)
HOS 407	Strategic Management (4)
HOS 409	The Hospitality Professional III (2)
HOS 414	Senior Internship Practicum (4) **
HOS 415	Senior Internship Seminar (2) **
HOS 470	Finance (4)
CAP / HOS 495 & 496	Integrative Senior Capstone Project (3 & 3) ***

\* See the "[Coverage of Dining Room Service for Hospitality Students](#)" section.

\*\* See the "[Internships](#)" section.

\*\*\* See the "[Request for Variance](#)" section at end of program section.

## CONCENTRATION REQUIREMENTS

All students will choose from one of Kendall's concentrations to allow them to develop specific industry expertise in the hospitality industry. Students may take electives in other concentrations to complement their interests. Students should work closely with their Academic Advisors to ensure that they can schedule the appropriate concentration classes. **Students choose one of the following concentrations:**

### ASSET MANAGEMENT

- HOS 471 Corporate Finance and Risk Management (4)
- HOS 472 Revenue Management (4)
- HOS 473 Real Estate Finance (4)
- HOS 479 Introduction to Asset Management (4)
- HOS 489 Franchising and Management Contracts (4)
- HOS 490 Bankruptcy and Restructuring (4)

### BEVERAGE MANAGEMENT

- BEV 201 Introduction to Beer, Wines, and Spirits (4)
- BEV 310 The Business of Beverage Management (4)
- BEV 320 Beer and Fermentation (4)
- BEV 330 Intermediate Wines (4)
- BEV 420 Spirits and Mixology (4)
- BEV 450 Advanced Wine Knowledge (4)

### HOTEL/LODGING MANAGEMENT

- 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 and Analytics (4)
- HOS 442 Management of Sales and Promotions (4)
- HOS 443 Information Management and Social Media Marketing(4)
- HOS 472 Revenue Management (4)

### MEETING, INCENTIVE, CONVENTION AND EXHIBITION (MICE)

- HOS 124 The Art of Dining (4)
- HOS 190 Meeting Management Basics (4)
- HOS 280 Meeting Content and Delivery (4)
- HOS 442 Management of Sales and Promotions (4)
- HOS 481 Conventions and Large Meetings (4)
- HOS 482 Special Events and Event Marketing (4)

## RESTAURANT AND FOOD AND BEVERAGE MANAGEMENT

- BEV 201 Introduction to Beer, Wine and Spirits (4)
- CUL 110 Sanitation (1)
- HOS 105 Ingredients (2)
- HOS 124 The Art of Dining (4)
- HOS 221 Advanced Culinary Arts (4)
- HOS 224 The Art and Science of Mixology (2)
- HOS 360 Advanced F&B Operations (4)
- HOS 421 Restaurant Concept Development (3)

## SPORTS MANAGEMENT

- SPM 200 Business and Economics of Sports Management (4)
- SPM 300 Sports Facilities Management (4)
- SPM 310 Sports Marketing and Communication (4)
- SPM 320 Sports Event Management (4)
- SPM 330 Sports Management Law, Governance and Ethics (4)
- SPM 400 Entrepreneurship, Sustainability and Social Responsibility in Sports Management (4)

## SUSTAINABLE MANAGEMENT IN HOSPITALITY AND TOURISM

- SUS 220 Foundations for Success in Sustainable Hospitality (4)
- SUS 355 Sustainable Operations in Hotels, Venues, and Food and Beverage (4)
- SUS 365 Global Resource Management and Environmental Regulations (4)
- SUS 370 Certifications, Ecolabels, Standards and Awards (4)
- SUS 435 Sustainable Supply Chain Management (4)
- SUS 465 Research, Analytics, Metrics and Reporting for Sustainability (4)

## INTERNSHIPS

Kendall internships have a practicum and seminar portion. The internship allows students to challenge, test, and hone the knowledge and skills they have acquired in the classroom. During the seminar portion, students reflect on the knowledge and skills acquired during their industry placements. The courses include:

- HOS 195 The Hospitality Professional II (2)
- HOS 206 Sophomore Internship Practicum (4)
- HOS 207 Sophomore Internship Seminar (2)
- HOS 409 The Hospitality Professional III (2)
- HOS 414 Senior Internship Practicum (4)
- HOS 415 Senior Internship Seminar (2)

## INTERNSHIPS IN BEVERAGE MANAGEMENT

Students in the Beverage Management program may take the sequence of BEV 206 and BEV 207 or HOS 206 and HOS 207. Also, students may take the sequence of BEV 414 and BEV 415 or HOS 414 and HOS 415.

- BEV 206 Industry Stages Practicum and Seminar (4)
- BEV 207 Industry Stages Practicum and Seminar (2)
- BEV 414 Excursion and Immersion Practicum and Seminar (4)
- BEV 415 Excursion and Immersion Practicum and Seminar (2)

## ELECTIVES

Students choose elective courses based on their course of study.

## GENERAL EDUCATION REQUIREMENTS

Students take the 14-course (56-credit hour) general education core as outlined in the "[General Education Program](#)" section.

## COVERAGE OF EVENING DINING ROOM SERVICE

During the quarter in which they have registered for HOS 106 Front-of-House Service, hospitality management students must be available from 3:00 pm to 10:30 pm during the entire quarter. The administration reserves the right to balance the number of students in the three sections which each run for one-third of the quarter.

## KENDALL INTEGRATIVE SENIOR CAPSTONE PROJECT

The Kendall Integrative Senior Capstone project consists of two-quarter courses (CAP 495 and CAP 496) in which a team project is assigned to a group of students comprised of representatives of the International School of Business, School of Culinary Arts, and School of Hospitality Management. As the capstone activity of these programs, it requires the undivided and uninterrupted attention of student over the two terms. Hospitality Management students concentrating in Meeting, Incentive, Convention and Exhibition (MICE) take HOS 495 and HOS 496 and work with the CAP 495/496 students.

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.

Students may request permission from the Dean of the School of Hospitality Management to complete HOS 491 and 492 in lieu of Capstone.

## REQUEST FOR VARIANCE

As part of the defined program of study for students completing the B.A. in Hospitality Management, students must take the Kendall Integrative Senior Capstone courses, CAP/HOS 495 and 496 (3 credits each). Students requesting a variance must meet the following requirements, submit associated evidence in advance of typical sequencing, and obtain pre-approval from the School of Hospitality Management dean.

## REQUIREMENTS FOR VARIANCE

Students requesting a variance must show evidence of at least one of the following:

- That they work full-time (40 hours a week or more) on a consistent basis during the scheduled hours that the class meets. Typical evidence consists of documentation from their employer(s) indicating typical hours per week and tenure of employment (i.e., how long the employee has worked there, as well as whether the position is temporary, and if so, expected date of termination).
- That their full-time, permanent residence for the time of typical course sequencing exceeds 50 miles in distance from the Kendall College Chicago campus.

Students granted the variance are instead required to take HOS 491/492 Senior Business Planning Project I and II (3 credits each).

## PROGRAM DATA

Kendall College is committed to providing students the information they need to make an informed decision about where to pursue their education. Please find detailed information for the Hospitality Management Program relating 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. It is also available at <http://www.kendall.edu/about/program-data-information-index-page>

# Course Descriptions

## COURSE NUMBERING SYSTEM

- 000-099 are pre-college foundational 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.

## PREREQUISITE

Prerequisites listed in the current catalog apply to program requirements for all catalog years. In cases where the current prerequisite is not a requirement of a student's program then see academic advising for guidance.

## ACCOUNTING (ACC)

### ACC 272 FINANCIAL 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.

NOTE: This course replaces ACC 255 in previous curricula.

### ACC 372 MANAGERIAL ACCOUNTING (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 272

NOTE: This course replaces ACC 355 in previous curricula.

## ADMINISTRATION AND LEADERSHIP (ADM)

### ADM 300 SURVEY OF EARLY CHILDHOOD ADMINISTRATION (4)

This course examines topics of leadership, family partnerships and advocacy, legal issues and regulatory, fiscal management, staff management, and marketing for the early childhood program director.

### ADM 311 LEADERSHIP AND ADVOCACY FOR THE EARLY CHILDHOOD EDUCATION PROGRAM DIRECTOR (4)

This course investigates personal leadership styles as it relates to leadership concepts and practices specifically in early childhood environments, focusing on developing a philosophy and style of leadership, attending to tasks and relationships with families and community, advocating, creating a vision, setting the tone, handling conflict, overcoming obstacles, and addressing ethics. Prerequisite: ADM 300

### ADM 313 LEGAL ASPECTS OF EARLY CHILDHOOD ADMINISTRATION (4)

This course examines the legalities and licensing standards for early childhood environments as required by regulatory agencies. Included in this course is a discussion of ethics, conflict management, partnerships with families and the community, health and safety, minority rights, hiring practices, and insurance liability, and confidentiality. Prerequisites : ADM 300 and ADM 311

### ADM 315 FISCAL MANAGEMENT IN EARLY CHILDHOOD ADMINISTRATION (4)

This course addresses the fiscal responsibilities of a director in early childhood environments, which include daily management and operations, budgeting, financial reporting, cash flow management, grant writing, and fundraising. Prerequisites : ADM 300 and ADM 311

### ADM 317 STAFF MANAGEMENT AND HUMAN RELATIONS IN EARLY CHILDHOOD PROGRAMS (4)

This course explores the various supervisory and group facilitation skills that help build a team structure, build consensus, hire and evaluate staff, strengthen group dynamics, resolve conflict, and support career development. Prerequisites : ADM 300 and ADM 311

### ADM 319 MARKETING AND PUBLIC RELATIONS FOR THE EARLY CHILDHOOD PROGRAM DIRECTOR (4)

This course provides strategies to create a marketing plan for promoting the enrollment in an early childhood environment, persuading prospective families to enroll, and retaining their enrollment, while maintaining a positive public image to families and community. Prerequisites : ADM 300 and ADM 311



## ANTHROPOLOGY (ANT)

### ANT 210 ANTHROPOLOGY OF THE DIGITAL AGE (4)

This course is a Tier Two course in the college's general education core curriculum and satisfies the Cultural Literacy Elective. The course investigates traditional anthropological topics through the lens of digital media such as Second Life, Facebook, online gaming, etc. Some of the potential topics investigated include Ethnocentrism, Race and Ethnicity, Nationalism, Information and Culture, Gender and Identity, and more with the emphasis upon how each concept expresses itself through the digital realm. Topics are subject to change with each incarnation of the course. Students will engage in various forms of participant observation to produce an ethnography of sample digital cultures. The course will culminate with the production of a comparative analysis of the effects of the internet on human beliefs and behaviors. Pre-requisite: All Tier One courses: INT 110, ENG 111, ENG 112, COM 101, MTH122/MTH 140, CIS 190

## 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: First block comprehensive exams (BPA 090 and BPA 091)

### 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, 130, 144

### 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. Prerequisites: BPA 170

### 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, BPA 204, BPA 208, and BPA 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. Prerequisites: BPA 170 and internship (BPA 211 and BPA 212)

### 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 170, BPA 180 and internship (BPA 211 and BPA 212)

### 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. Prerequisites: BPA 170, BPA 180 and internship (BPA 211 and BPA 212)

### BPA 211 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 on supervisor evaluations, and submit a portfolio, written reports, and a business analysis paper. Prerequisites: CUL 126 or CUL 026, BPA 170, CUL 110, and third block comprehensive exams (BPA 092 and BPA 093)

### BPA 212 INTERNSHIP 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 CUL 026, BPA 170, CUL 110, and third block comprehensive exams (BPA 092 and BPA 093)

### 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. Prerequisite: BPA 211

### 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, BPA 204, BPA 208, and BPA 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. Prerequisite: BPA internship (BPA 211 and BPA 212)

### 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 and confections and learn to package them appropriately. Prerequisites: BPA 203, BPA 204, BPA 208, and BPA 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 144

### 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: BPA internship (BPA 211 and BPA 212)

## BEVERAGE MANAGEMENT (BEV)

### BEV 201 INTRODUCTION TO BEER, WINES AND SPIRITS (4)\*

This foundational course navigates the student through an intriguing journey of the vast world of beverages while examining their history, methods of production, styles and merchandising techniques. It explores the essential technical and management aspects of drink while providing the necessary knowledge on building and sustaining a profitable beverage program. Students learn to appreciate beverages through the application of a methodical sensory approach that analyzes and assesses the characteristics of each drink.

\*Course Fee Applies

This course replaces HOS 345 OR the combination of HMI 345 and HMI 346 in previous curricula.

### BEV 206 & 207 INDUSTRY STAGES PRACTICUM AND SEMINAR (4 & 2)

These industry stages allow the students to explore various segments of the beverage industry. They acquire exposure and knowledge to enhance their future studies and the ability to make informed career choices. Students perform multiple one-week stages during a quarter and gain exposure to a variety of different aspects of the industry; sales, retailing, distribution, restaurants, hotels, bars, clubs, etc. For the seminar portion of the class, the students describes in detail product, service, merchandising and operational aspects observed during each stage incorporating knowledge from introductory courses. Students participate in ongoing on-line discussions. Co-requisite: BEV 206 & 207 must be taken concurrently.

### BEV 310 THE BUSINESS OF BEVERAGE MANAGEMENT (4)

Beverage operation management presents several challenges beyond the ability to mix a great drink and select good wines; this course discusses the planning and design of beverage operations including the legal framework and the importance of employee training for beverage laws. Students learn where and how to buy using the three-tier distribution system. In addition, students study how the internet is changing the traditional distribution channels, and highlights the importance of the supplier relationship in the successful merchandising of beverages. It emphasizes inventory control including purchasing, storage, issuing, turnover and par. The course material outlines the elements of beverage cost control and theft prevention. Finally, students analyze the effect of beverage sales mix on the bottom-line.

### BEV 320 BEER AND FERMENTATION (4)\*

This course introduces students to the methods of beer production through field trips to manufacturing facilities and classroom activities. It explores fermentation and the components and procedures used in the production of beer. Students learn to differentiate between the various production methods to distinguish levels of quality and taste differences. Students also learn about service and storage of beer and pairing beers with food. Prerequisite: BEV 201

\* Course Fee Applies

### BEV 330 INTERMEDIATE WINES (4)\*

In this wine course, students build on their introductory knowledge of viticulture, viniculture and varietals to identify the various styles, quality levels, varietals and regional characteristics of wine from the major wine growing regions of the world. Students gain a thorough understanding of the complex components of wine and terroir. Students also learn proper storage, serving methods and expanded food pairing skills. This course is necessary to complete the Level 1 Sommelier examination and is the beginning of the Sommelier Level 2 course. Prerequisite: BEV 201

\* Course Fee Applies

### BEV 414 & 415 EXCURSION AND IMMERSION PRACTICUM AND SEMINAR (4 & 2)

Prior to the Senior year students take an intensive, eight-day trip to an internationally renowned wine growing region to understand and absorb the wine, culture and techniques. This knowledge gives students a broader perspective on wine and its place in the industry. Among the countries that may be visited are France, Germany, Switzerland, Chile and Australia.

For the seminar portion of the class, the students analyze industry practice including production, marketing, promotions, and distribution. This experience also allows student to analyze how their career objectives may best be realized. Students participate in ongoing on-line discussions. Co-requisite: BEV 414 & 415 must be taken concurrently.

### BEV 420 SPIRITS AND MIXOLOGY (4)

This course familiarizes students with various categories of spirits as they explore the art and science of distillation and study the components and procedures used in the production of these signature beverages. Students learn to distinguish types, levels of quality and taste of distilled beverages and then build upon their knowledge to acquire basic mixology skills and begin to construct signature drinks and cocktail menus. Additionally, students learn how to profitably sell and serve spirits through exploring the merchandising and marketing power of alcoholic beverages. As preparation for the BASSET exam, students also learn responsible alcohol service and understand the legal ramifications and liabilities associated with selling alcohol. Upon meeting the successful requirements of this course, students are eligible to test for the Level I - Spirits Professional and the Beverage Alcohol Sellers and Servers Education and Training (BASSET). Prerequisite: BEV 201.

\* Course Fee Applies

### BEV 450 ADVANCED WINE KNOWLEDGE (4)

Students discover the factors that influence wine styles and price and the characteristics of the principal grape varietals used in wine production. They also learn how to use the labeling terms on a bottle to deduce the style and flavor of still wines, sparkling wines, sweet wines and fortified wines produced in the key wine producing regions of the world. Students then learn to apply this knowledge to be able to provide information and advice to customers and staff about wines and to produce analytical tasting notes of wines using industry recognized tasting terminology. Prerequisite: BEV 330

## 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)

### BUS 101 BUSINESS FUNDAMENTALS (4)

This course will introduce students to business terminology, allow them to survey how functional areas of a firm integrate strategically, and explore entrepreneurship as a future career path. Students begin to identify the various stakeholders global organizations encounter and learn to distinguish consumer versus business owners' viewpoint. Students practice research by gathering data on industries and companies. Each student will develop an academic and experiential roadmap for their education at Kendall College that aligns with their career goals. This course interfaces with Kendall College student services departments to help students achieve course objectives.

NOTE: This course replaces BUS 110 in previous curricula.

### 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 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 210 BUSINESS CONTRACTS AND LAW (4)

This course represents an overview of legal issues faced by managers, as well as fundamental legal principles, including how to understand contracts, workplace law, contract disputes, and 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 220 AMERICAN BUSINESS EXPLORATION (2)

In this course, students will perform a variety of activities that expose them to the real world of doing business in a city. Possible activities include field trips to companies in a wide range of industries, attending professional networking events and workshops, interacting with guest speakers and community business leaders, and job shadowing. Students will build a network of connections via an online professional profile and will reflect weekly on their experiences.

NOTE: Course available upon demand at the discretion of the Business program director.

### 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, multi-tasking, 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 101

### BUS 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. Prerequisite: MTH 140

### 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. Prerequisite: MKG 235

#### **BUS 302 INTERNSHIP PRACTICUM (4)**

These courses enable students to challenge, test, and hone the knowledge and skills that they have acquired and developed in their coursework. 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. Prerequisite: BUS 126; Corequisite: BUS 326

NOTE: This course replaces BUS 203 in previous curricula.

#### **BUS 324 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

NOTE: This course replaces MGT 322 in previous curricula.

#### **BUS 326 APPLIED PROFESSIONAL DEVELOPMENT (4)**

This course enables students to prepare for business careers or ownership through analysis of a practical work assignment, personal development, networking, and career planning. Students will apply their knowledge in an actual business environment. By attending various local business networking events, students will begin to gain a broader understanding of contemporary business issues as well as develop confidence in representing themselves in the business community. Under the guidance of the course instructor, students will complete a series of self-reflective exercises and activities designed to plan for their business career. Co-requisite: BUS 302 Internship Practicum (unless previously granted experiential learning credit).

#### **BUS 330 STRATEGIC ALLIANCES (4)**

This course focuses on the strategic, relational, and financial aspects of common types of business alliances and partnerships, including such topics as setting expectations, establishing operational agreements, conducting due diligence, and merging of corporate cultures. Students consider seller and buyer motivations in making decisions related to starting, changing, and discontinuing joint ventures, and other organizational relationships. Prerequisites: BUS 270

NOTE: This course replaces BUS 316 in previous curricula.

#### **BUS 340 LEADERSHIP (4)**

This course provides an in-depth demonstration of the skills and techniques essential to effective leadership, including applications of goal setting, team building, negotiations, communications, and emotional intelligence. Course materials illustrate transformational leadership, forms of influence and motivation, the role of trust and charisma, cultural diversity, ethics, and servant leadership. Prerequisite: BUS 170

NOTE: This course replaces MGT 340 in previous curricula.

#### **BUS 370 FINANCE (4)**

Students are introduced to financial management tools and financial decision-making through an overview of financial economics. Topics presented in the course include financial statement analysis, time value of money, net present value, internal rates of return, cshort-term financial planning, and working capital management. Emphasis is placed both on accurate calculation of financial data and on understanding the implications of outputs on managing the firm. Prerequisite: ACC 372

#### **BUS 380 OPERATIONS MANAGEMENT (4)**

This course covers the analytic and research methods used in evaluating, designing, and re-engineering the operational processes of a business 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, BUS 250

NOTE: This course replaces BUS 360 in previous curricula.

#### **BUS 395 SUPPLY CHAIN MANAGEMENT (4)**

Modern supply chains consist of a complex global network firms and mechanisms to move products from raw materials to end consumer. In this survey course, students consider the role of procurement and raw materials sourcing, logistics, shipping and freight, inventory control, quality assurance, manufacturing, and distribution. Case studies expose students to the challenges of managing supply chains for services and products across borders, through virtual channels, and the opportunity to leverage supply chain management for competitive advantage. Prerequisite: BUS 380

#### **BUS 411 STRATEGIC PLANNING (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: BUS 302, BUS 280 and BUS 370

NOTE: This course replaces BUS 407 in previous curricula.

### BUS 475 SENIOR PROJECT & PORTFOLIO (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: BUS 250, BUS 280, BUS 370, and MKG 341

NOTE: This course replaces BUS 455 in previous curricula.

### CAPSTONE PROJECT (CAP)

#### CAP 495 & CAP 496 KENDALL INTEGRATIVE SENIOR CAPSTONE 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; BUS 302 for business students

### COLLEGE FOUNDATIONAL STUDIES (COL)

#### COL 050 BRIDGE TO COLLEGE (0)

This is a mandatory workshop for individuals who are admitted to the College but are recommended for the Bridge to College course. It prepares participants for college success by engaging them in work on time management, study skills, classroom success skills, and academic writing and mathematics skills. This is a seminar, requiring active participation from each individual. Upon successful completion, students will be accepted to Kendall. The coursework for Bridge to College is non-credit bearing, pre-college coursework.

#### COL 060 EXTENDED BRIDGE MENTORSHIP (0)

This course prepares students for college success. It is mandatory for students who have completed the Bridge to College (COL 050) course. Students will engage in independent, one-on-one learning to reinforce their general academic skills, including time management and study skills in this course. This is a mentorship course that requires active, weekly participation from each student. The coursework for Extended Bridge Mentorship will be applied to the student's academic transcript as non-credit bearing coursework.

### COMMUNICATION (COM)

#### COM 101 EFFECTIVE COMMUNICATION SKILLS (4)

This communication course is a Tier One course and part of Kendall's 15-course core curriculum. It explores theories and models of public speaking to help students deliver convincing, confident, and concise speeches to a variety of audiences. 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.

### COMPUTER INFORMATION SYSTEMS (CIS)

#### CIS 190 PRINCIPLES OF COMPUTER APPLICATIONS (4)

This course is a Tier One course in Kendall's 15-course core curriculum. Students will be introduced to an array of technology tools as they engage in the stages of a research project: identifying a question or problem, gathering information, organizing information, and producing a final presentation. There will be a variety of tools that may be chosen to complete each task related to the project. Students will demonstrate their understanding of those tools by using them to complete the project and to explain why a chosen tool was most appropriate for a particular task.

#### CIS 290 INFORMATION TECHNOLOGY (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

NOTE: This course replaces CIS 270 in previous curricula.

#### CIS 401 MARKETING TECHNOLOGIES (4)

Technology has affected marketing strategy, as well as marketing creativity and efficiency. Students investigate how to consider, leverage, and manipulate relevant technologies to marketing advantage. They also determine how to assess and select marketing technology vendors and experiment with digital applications as well as design-related software, such as Photoshop and InDesign. Prerequisite: MKG 341

### 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 102 AMERICAN CUISINE PROJECT: A GLOBAL CHEF'S PERSPECTIVE (2)

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.

NOTE: This course replaces CUL 101 in previous curricula.

#### CUL 109 STOREROOM OPERATIONS AND PURCHASING (2)

This course introduces students to the process of purchasing foodstuffs for a commercial establishment. Emphasis is placed on the importance of standardized recipes, product specifications, and yield testing in effective and profitable sourcing of product. Vendor selection, inventory management, and mitigating theft are discussed. Students gain exposure to a working storeroom. This class also provides a survey of important foodservice products including dairy products, produce, proteins, seasonings and flavorings. The USDA grading system is discussed in detail. Product seasonality and specification sheets are reviewed along with correct handling and storage procedures. Prerequisites: CUL 111 and 112

NOTES: This course also offered as CUL 109A.  
This course replaces CUL 113 in previous curricula.

#### CUL 110 SANITATION (1)

This course teaches students how to ensure a healthy and safe foodservice operation. Topics covered include: HAACP (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.

NOTES: This course also offered as CUL 110A.  
This course replaces CUL 114 in previous curricula.

#### 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 CUL 111A.

#### CUL 112 STOCKS, SAUCES, AND 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 CUL 112A.

#### 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 111 and CUL 112

NOTE: This course also offered as CUL 118A.

#### 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. Prerequisite: CUL 109

#### CUL 125 QUANTITY FOOD PRODUCTION: INTERNATIONAL KITCHEN (4)

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. Prerequisite: CUL 118 and 127

NOTE: This course also offered as CUL 125A.

#### 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 PRODUCTION (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 and CUL 112

NOTE: This course also offered as CUL 127A.

#### 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 244, CUL 246, and CUL 248

NOTE: This course also offered as CUL 139A.

#### CUL 142 FINE DINING SERVICE (2)

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. Prerequisite: CUL 139

NOTE: This course replaces CUL 140 in previous curricula.

#### 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: CUL 118

NOTE: This course also offered as CUL 145A.

#### 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. Prerequisites: CUL 206

#### 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 094, CUL 095, CUL 142.

#### 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 094, CUL 095, CUL 142.

#### CUL 230 FOOD WRITING (2)

This elective 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 232 FOODSERVICE MANAGEMENT (2)

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.

NOTE: This course replaces CUL 233 in previous curricula.

#### CUL 244 GARDE MANGER (2)

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: CUL 125

NOTE: This course replaces CUL 252 in previous curricula.



### CUL 246 FISH AND SAUCE (2)

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: CUL 125

NOTE: This course replaces CUL 254 in previous curricula.

### CUL 248 MEAT AND SAUCE (2)

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: CUL 125

NOTE: This course replaces CUL 256 in previous curricula.

### CUL 249 FINE-DINING LUNCH OR DINNER (4)

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: CUL 139 and CUL 292

NOTE: This course replaces CUL 257 in previous curricula.

### CUL 250 BUILD-IT! SUCCESSFUL STRATEGIES FOR EMERGING CULINARY LEADERS (2)

Students will learn the important elements of the "business" of foodservice. Whether planning on starting their own business, buying into one, or working for someone else, this course will teach students how to take ownership of the many tools and strategies for success in this exciting and challenging industry.

### 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. Prerequisite: CUL 125

### CUL 263 FOOD STYLING & PHOTOGRAPHY (2)

An elective course that 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, CUL 112, and CUL 118

NOTE: An extra fee will be assessed for this course.

### CUL 266 ICE CARVING (2)

This elective 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 280 SUSTAINABILITY (2)

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.

NOTE: This course replaces CUL 258 in previous curricula.

### CUL 281 SYMPOSIUM (2)

This course is designed to expose students to banquet style service and cuisine. 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. Prerequisite: CUL 125

### CUL 292 MODERN CUISINE: THE SCIENCE OF COOKING (2)

An introduction to contemporary techniques of food preparation which will include sous vide HACCP training and innovative textural use of hydrocolloid in food preparation. The use of science behind cooking will expand the student's toolbox to developing new menus and recipes based on current trends. Prerequisites: CUL 244, CUL 246, and CUL 248

### 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. Prerequisite: CUL 139 and CUL 292

#### 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 CUL 207, an "S" in CUL 206, 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. Prerequisite: SCI 123

#### CUL 315, 316, 317 CUISINES OF LATIN AND SOUTH AMERICA, ASIA, AND THE MEDITERRANEAN (4)

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.

#### CUL 315 CUISINE OF LATIN AND SOUTH AMERICA (4)

This course explores the cuisines of Mexico, the Caribbean, the Andes, Brazil, Argentina, and Chile. Prerequisite: CUL 206 and CUL 207

#### 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. Prerequisite: CUL 206 and CUL 207

#### CUL 317 CUISINE OF MEDITERRANEAN (4)

This course explores the cuisines of Spain, France, Italy, Greece, the Middle East, and North Africa. Prerequisite: CUL 206 and CUL 207

#### 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. Prerequisite: CUL 118

#### 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 and 249

#### 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 and CUL 249

#### 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 18 years old to register for this course

#### 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; CUL 118

#### 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 foodscience, 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. Prerequisite: SCI 300

#### 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. Prerequisite: CUL 249

### EARLY CHILDHOOD EDUCATION (ECE)

NOTE: All coursework in this program must be taken in the sequence specified by the School of Education at Kendall College.

#### ECE 215 CHILD HEALTH, SAFETY, AND NUTRITION (4)

An overview of the effects that nutrition, safety, and healthcare 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.

NOTE: This course replaces EDU 215 in previous curricula.

#### ECE 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.

NOTE: This course replaces EDU 230 in previous curricula.

#### ECE 240 OBSERVATION AND ASSESSMENT OF THE YOUNG CHILD (5)

Required field experience: 10 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.

NOTE: This course replaces EDU 240 in previous curricula.

#### ECE 250 RELATIONSHIPS IN INFANCY (4)

This course explores the theories of relationships between children, families, and communities that begin in infancy and are critical for cognitive, social, and physical development. The basic knowledge required for effective practice for teaching and learning in infancy and methods for working together with families with relationship based practices are explored through the course.

NOTE: This course replaces EDU 134 in previous curricula.

#### ECE 252 DEVELOPMENTALLY APPROPRIATE PRACTICES FOR INFANTS AND TODDLERS (4)

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: SOE 222 and second term or later, or permission of the dean

NOTE: This course replaces EDU 252 in previous curricula.

#### ECE 275 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.

This course replaces EDU 275 in previous curricula.

**ECE 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: ECE 252

NOTE: This course replaces EDU 305 in previous curricula.

**ECE 307 INFANT, FAMILY, AND CULTURAL STUDIES (4)**

Required field experience: 5 hours

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. Prerequisite: ECE 250

NOTE: This course replaces EDU 307 in previous curricula.

**ECE 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: ECE 240 and ECE 252

NOTE: This course replaces EDU 308 in previous curricula.

**ECE 309 EARLY INTERVENTION (4)**

Required field experience: 5 hours

This course explores school readiness for children from birth to age 5 and the potential for various interventions of improving outcomes for children and their families. Teacher candidates will research and evaluate current intervention programs, and will investigate the financial and economic impact of intervention programs in varied community and educational settings. Prerequisites: ECE 250 and ECE 252

**ECE 317 CLASSROOM MANAGEMENT (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 required for major

NOTE: This course replaces EDU 317 in previous curricula.

**ECE 320 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: ECE 240, SOE 260, and SOE 290

NOTE: This course replaces EDU 393 in previous curricula.

**ECE 322 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: ECE 320 and SOE 302

NOTE: This course replaces EDU 391 in previous curricula.

**ECE 323 TEAMING, COLLABORATING, AND COMMUNICATING (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. Prerequisite: SOE 290

NOTE: This course replaces EDU 394 in previous curricula.

#### **ECE 325 AUTISM-SPECTRUM DISORDERS AND DEVELOPMENTAL DELAYS IN YOUNG CHILDREN (4)**

Required field experience: 5 hours

In this course, students will be provided with the knowledge and skills necessary to implement recommended, evidence-based practices with young children (under 6 years of age) with autism-spectrum disorders and/or developmental delays in an inclusive ECE setting. Etiology, diagnostic procedures, current theoretical approaches to intervention, and research on supporting young children with autism-spectrum disorders and/or developmental delays and their families, will be considered. Developmental delays will be considered in their relationship to autism-spectrum disorders and independently in the areas of cognition, social-emotional, gross motor, and speech development. Prerequisites: ECE 320 AND ECE 322

#### **ECE 327 STRATEGIES FOR CHALLENGING BEHAVIOR IN YOUNG CHILDREN (4)**

This course will examine the etiology of behavioral and emotional concerns in young children (under 6 years of age) and strategies for prevention and intervention of challenging behaviors. Both biological and environmental risk factors, along with protective factors will be considered. Individual and full classroom assessment, prevention, and intervention strategies will be discussed, including Functional Assessment and Positive Behavioral Support (PBS), along with current psychological and medical interventions that relate to inclusive ECE environments. Prerequisite: ECE 240

#### **ECE 401 PRE-PRIMARY TEACHING AND LEARNING (4)**

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. Prerequisite: ECE 240

NOTE: This course replaces EDU 255 in previous curricula.

#### **ECE 403 EMERGENT LITERACY (4)**

Required field experience: 10 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. Prerequisite: ECE 240

NOTE: This course replaces EDU 403 in previous curricula.

#### **ECE 405 LITERACY DEVELOPMENT (4)**

Required field experience: 10 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. Prerequisite: ECE 240

NOTE: This course replaces EDU 404 in previous curricula.

#### **ECE 407 METHODS OF TEACHING MATHEMATICS (4)**

Required field experience: 10 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. Prerequisite: ECE 240

NOTE: This course replaces EDU 405 in previous curricula.

#### **ECE 409 METHODS OF TEACHING SCIENCE (4)**

Required field experience: 10 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: ECE 240

NOTE: This course replaces EDU 406 in previous curricula.

#### **ECE 411 METHODS OF TEACHING SOCIAL STUDIES AND THE ARTS (4)**

Required field experience: 10 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: ECE 240

NOTE: This course replaces EDU 407 in previous curricula.

#### **ECE 415 METHODS AND MATERIALS FOR TEACHING NUTRITION (4)**

Required field experience: 5 hours

This course examines current methods, materials, and programs devoted to the teaching of nutrition to children. Teacher candidates

learn how to use experiential approaches to simultaneously increase students' knowledge about nutrition and positive eating behaviors. Schoolyard gardening is explored as means of increasing children's consumption of fruits and vegetables. Throughout the course, teacher candidates will examine the impact of social and media messages on children's eating behaviors. Prerequisites: SCI 330 and SCI 334

#### ECE 440 FINAL PROJECT (4)

This course is the capstone of the early childhood program, providing opportunity for development of a final project that addresses five key elements of early childhood, as well as early childhood administration; educational programming, legal issues and regulatory, fiscal management, staff management, and marketing and public relations. Prerequisite: Completion of 300, 400-level courses

#### ECE 450 INTERNSHIP I (6)

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. Prerequisite: Approval from dean

NOTE: This course replaces EDU 411 in previous curricula.

#### ECE 455 INTERNSHIP II (6)

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 ECE 450 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. Prerequisite: Approval from dean

NOTE: This course replaces EDU 412 in previous curricula.

#### ECE 460 CLINICAL PRACTICE AND SEMINAR: PRE-PRIMARY (6)

A seminar that provides a venue for discussing issues that are encountered during the Clinical Practice experience. Emphasis is placed on generating and compiling an Impact on Student Learning Showcase. Prerequisite: Approval from dean

NOTE: This course replaces EDU 451 and EDU 452 (combined) in previous curricula.

#### ECE 465 CLINICAL PRACTICE AND SEMINAR: PRIMARY (6)

This course is the second of two clinical practice experiences for teacher candidates in the School of Education. During this experience, the teacher candidate will move from theory to practice in a primary learning environment (grades K, 1, or 2), while completing a state-mandated assessment (Teacher Performance Assessment - edTPA). The corresponding online seminar includes a variety of relevant topics related to program competencies;

planning, instructional delivery, assessment, and leadership/professionalism. Prerequisite: Approval from dean

NOTE: This course replaces EDU 453 and EDU 454 (combined) in previous curricula.

### 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. Prerequisite: MTH 140

#### ECO 331 MICROECONOMICS (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. Prerequisite: ECO 310

NOTE: This course replaces ECO 311 in previous curricula.

### EDUCATION (EDU)

#### 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. Prerequisites: All 100- and 200-level EDU courses required for major

Note: This course is available as an elective; not a major requirement.

#### 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

## ENGLISH (ENG)

### ENG 013 FOUNDATIONS IN COLLEGE ENGLISH (2)

The primary focus of this class is on the development of academic reading and writing skills at the college level. In this course, students will develop and organize content, write for a specific purpose and audience, and express ideas in Standard English. Students will also develop critical reading and thinking skills to analyze and respond to readings. Emphasis is placed on a writing process that includes prewriting, outlining, drafting, revising, and editing steps. Students will use a web-based tool to enhance reading and writing skills. ENG 013 is a non-transferable course. In addition, this course does not count toward a student's degree.

### ENG 111 COMPOSITION I (4)

This is a Tier One course in Kendall's 15-course core curriculum. It is designed to develop the student's ability to read, compose, and assess college-level expository writing. Students will be asked to engage in the writing process (generate, draft, revise, and reflect) and create different types of written communication. Various patterns of development will be explored as methods for students to use in academic and professional writing. Prerequisites: INT 110 and ENG 013 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 15-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 planning, writing, and revising essays; conducting and incorporating research; and correctly adhering to APA citation standards. Prerequisite: ENG 111 with a minimum grade of C

### ENG 210 A HISTORY OF U.S. INDEPENDENT FILM (4)

The course is a Tier Two course and satisfies the college's Aesthetic Appreciation elective. The course will examine a number of producers, directors, institutions and collective movements who have operated outside the Hollywood movie industry from the 1940s to the present. Students will view films and, through writing and discussion, engage in a critical study of the producers and directors, use of film conventions, circumstances around the productions, audience reception and ideas of style. Topics/producers may include: Avant-garde filmmakers (Maya Deren, Ken Anger, Stan Brakhage); Roger Corman; Dennis Hopper; Black Independent Movement (Charles Burnett, Haile Gerima); John Cassavetes; Shirley Clarke; David Lynch; Jim Jarmusch; Sundance Institute; Miramax Films; Mumblecore. (Pre-requisites All Tier One courses: INT 110, ENG 111, ENG 112, COM 101, MTH 122/ MTH 140, CIS 190)

### ENG 213 LITERATURE APPRECIATION (4)

This is a Tier Two course in Kendall's 15-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. Prerequisites: All Tier 1 courses (INT 110, CIS 190, COM 101, ENG 111, ENG 112, MTH 122/MTH 140)

NOTE: This course replaces ENG 113 in previous curricula.

## ENGLISH AS A SECOND LANGUAGE (ESL)

### ESL 330 CROSS-CULTURAL STUDIES FOR TEACHING CULTURALLY AND LINGUISTICALLY DIVERSE LEARNERS (5)

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 culturally and linguistically diverse learners. Prerequisite: SOE 260

NOTE: This course replaces EDU 426 in previous curricula.

### ESL 336 THEORETICAL FOUNDATIONS OF TEACHING CULTURALLY AND LINGUISTICALLY DIVERSE LEARNERS (4)

Required field experience: 10 hours

This course provides an overview of current research, theories, and methodologies in cognitive development related to effective ESL and bilingual education. Through observations and readings, students come to understand the role native language development and learning plays in acquiring English. The social history of bilingual education and ethical considerations are examined so that students fully understand the diverse political and ideological perspectives that surround bilingual education today. Prerequisite: ESL 330

NOTE: This course replaces EDU 336 in previous curricula.

### ESL 337 ASSESSING THE CULTURALLY AND LINGUISTICALLY DIVERSE LEARNER (4)

Required field experience: 15 hours

This course addresses the issues and challenges of accurately assessing culturally and linguistically diverse (CLD) learners in content-area learning, language acquisition, and acculturation. Teacher candidates learn about a variety of formal and informal assessment techniques including: standardized tests, authentic assessments, technology-based assessments, teacher-created

assessments, criterion-referenced assessments, interviews, observations, rubrics, checklists, and self-assessments. In addition, teacher candidates learn how to apply data to instructional planning. Prerequisite: ESL 336

NOTE: This course replaces EDU 337 in previous curricula.

### ESL 420 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 (CLD) 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 relevant learning standards and the unique needs of the CLD learner. Prerequisite: ESL 337

NOTE: This course replaces EDU 338 in previous curricula.

### ESL 427 METHODS AND MATERIALS FOR BILINGUAL STUDENTS (5)

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 (CLD) through lesson planning in alignment with relevant learning standards, and study the building of supportive learning environments using communication skills, technology, and best practices. Prerequisite: ESL 420

NOTE: This course replaces EDU 427 in previous curricula.

## ENGLISH LANGUAGE INSTITUTE (ELI)

### ELI 050 ACADEMIC LISTENING AND SPEAKING

This course guides students to develop individual and group presentation skills and express an argument in a controlled discussion. Students will obtain listening and note-taking strategies, make a presentation using multiple sources, and demonstrate the understanding of main ideas and important details in a lecture.

### ELI 050 ACADEMIC READING AND WRITING

This course encourages students to explore topics through reading and discussion before writing paragraphs and essays. Students will learn writing patterns of summary, compare/contrast, cause/effect and argument. Students will practice paraphrasing and documentation skills to write a well-organized paper from culturally appropriate and authentic sources.

## 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. Prerequisites: All Tier 1 courses (INT 110, CIS 190, COM 101, ENG 111, ENG 112, MTH 122/MTH 140)

## GRANTS (GRA)

### GRA 201 FUNDAMENTALS OF GRANT DEVELOPMENT (4)

Required field experience: 5 hours

Designed for novice grant writers, this course will provide the fundamentals into the mechanics of grant proposal writing through a series of practical exercises that will form the basis for their proposal draft. Students will develop skills in initiating research, identifying needs, discovering available funding sources and target audiences to support their grant application.

### GRA 302 RESEARCH FOR GRANT DEVELOPMENT (4)

Required field experience: 5 hours

This course will allow students to obtain detailed data through further research to support the students' grant proposal. Emphasis will be placed on assessing their organizations' strengths and weakness (SWOT analysis), developing a program design, problem statement, timeline, and budget, developing a flow chart of proposed program (Logic Model), and an executive summary. Prerequisite: GRA 201

### GRA 305 GRANT WRITING (4)

This course will teach students to write an application in response to a request for proposal (RFP). Students will discern and address each of the parts of the RFP, review the proposal design, write in a technical style, prepare graphics to present data, develop narratives to support the graphics, and finalize a proposal.

### GRA 307 PRINCIPLES OF GRANT MANAGEMENT (4)

Required field experience: 5 hours

This course will examine best practices for transitioning from a proposal to a funded project, building systematic management processes such as doing a task analysis for the areas to be carried out, developing procedures and timelines meeting the obligations to the funding source, building a trusting relationship with your funding source. The course will allow students to review the awarded grant as a contract and will review the compliance issues and the reporting requirements.



## HISTORY (HIS)

### 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: This course replaces HIS 351 in previous curricula.

## HOSPITALITY MANAGEMENT (HOS)

### HOS 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.

### HOS 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 106 FRONT-OF-HOUSE-SERVICE (3)

This course gives students the opportunity to practice customer service in an on-site 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. The course is offered in three sections. Students will take the course Monday through Saturday for approximately 16 days.

Note: This class replaces HOS 103 in the previous curricula.

### HOS 118 INTRODUCTION TO CULINARY ARTS (2)

This combined classroom and laboratory course familiarizes students 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 students a basis in culinary arts allowing the future manager to work closely with kitchen chefs in developing menus, ensuring proper controls, and maximizing productivity.

### HOS 119 INTRODUCTION TO BAKING AND PASTRY (2)

This intensive classroom and laboratory module provides students with an overview of the essentials of baking and pastry through classroom presentation, demonstration, and actual experience.

### 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, uniforms, floral options, tabletop and other design features are explored, as well as lighting and background music. Specialty service elements and tableside preparation techniques are also incorporated. We will also discuss the etiquette of dining during business meetings, interviews, high tea and other environments. The class will discuss how service affects the service experience and how to design better service systems and culture to fit the concept.

### HOS 125 THE HOSPITALITY PROFESSIONAL (0)

Professionalism in the hospitality industry is more than the mastery of techniques, skills, or concepts. This class helps students develop a professional image fundamental to the hospitality profession. Job search skills and tools are covered in this class.

Note: This class replaces the HOS 125-127 series in the previous curricula.

### 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.

### 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 Hotel’s 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 190 MEETING MANAGEMENT BASICS (4)

This course introduces students to the basics of meeting management. An experiential learning approach uses meetings and events at the college as laboratory exercises that allow students concentrating in Meeting, Incentive, Convention and Exhibition (MICE) to put into practice the basic theories of meeting management.

Note: HOS 190 replaces HOS 181 and HOS 180 in the previous curricula.

**HOS 195 THE HOSPITALITY PROFESSIONAL II (2)**

Students learn techniques to identify appropriate career options and paths, conduct an effective job search, evaluate potential employment opportunities, and network. Prerequisites: HOS 206 and HOS 207

**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 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. Prerequisites: HOS 125 and concurrent enrollment with HOS 206

**HOS 208 SOPHOMORE INTERNSHIP PRACTICUM EXTENSION (4)**

This course is an optional extension of the required sophomore 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 and HOS 207

**HOS 221 ADVANCED CULINARY ARTS (4)**

Students choosing the food and beverage operations concentration 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 118

**HOS 224 THE ART AND SCIENCE OF MIXOLOGY (2)**

This course introduces students to the craft of making cocktails. Students learn the history of the modern cocktail and study various methods of making drinks including molecular Mixology and classic cocktail recipes. Students learn the essential skills for designing cocktails and working behind the bar. BASSET Certification is part of the course as well.

**HOS 228 LODGING MANAGEMENT AND HOTEL ANALYTICS (4)**

This course acquaints students with the managerial elements involved in rooms planning, preparing, sales, forecasting, and budgeting. The front office and housekeeping interface is examined with emphasis placed on housekeeping scheduling organization and quality control. Daily, ten-day, monthly, and annual control procedures and Hotel Analytics are examined in detail. Prerequisite: HOS 129

**HOS 235 THE BUSINESS AND TECHNOLOGY OF SUSTAINABILITY (4)**

The course highlights the strategic business value of sustainability, what it means to run a “triple-bottom-line” business and the role of hospitality and tourism in the “green economy.” Topics include climate change, energy volatility, water scarcity, waste management, pollution prevention, and the impact of emerging technologies on decision-making.

**HOS 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 and service mix, strategic marketing, and market segmentation. The course culminates with a focus on marketing research and marketing planning.

**HOS 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 depreciation on financial statements, and treatments of stocks and bonds.

**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. Prerequisite: HOS 181 or HOS 190

**HOS 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.

#### HOS 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.

#### HOS 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.

#### HOS 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 106 and HOS 118

#### HOS 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.

#### HOS 342 SERVICES MARKETING (4)

This course examines 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 are discussed and analyzed in light of theoretical models that link these two areas. Students are called upon to research and evaluate specific issues within the framework of service management in order to evaluate the application of theory to practice. Prerequisite: HOS 241

#### HOS 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.

#### HOS 360 ADVANCED F&B OPERATIONS

This course builds on HOS 324 Food and Beverage Management and offers in-depth knowledge of menu management, professional customer service, marketing, procurement processes (purchasing, receiving, storage practices), control points, breakeven, technology and social media applications, sustainability (greening), and financial success. The course also discusses other variations of F&B operations (event planning, industrial & institutional catering, off-premises catering and home delivery, and take away). Prerequisite: HOS 324

#### HOS 365 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 Integrative Senior Capstone Project.

#### HOS 372 HOSPITALITY MANAGERIAL ACCOUNTING (4)

This course builds off the content of HOS 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. Prerequisite: HOS 272

#### HOS 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

#### HOS 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. Prerequisite: HOS 241

#### HOS 409 THE HOSPITALITY PROFESSIONAL III (2)

This course prepares students for their senior internship and ultimately career placement. Students reflect on previous internship experience (seminar) and/or work experience. The course uses career focused workshops to address topics like work style assessment, communication styles and giving/receiving feedback. Prerequisites: HOS 414 and HOS 415

#### 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 195 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 195 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 and HOS 415

#### HOS 421 RESTAURANT CONCEPT DEVELOPMENT (3)

This course examines the restaurant from concept development to opening a restaurant, and sustained growth. Topics discussed may include: feasibility, research for growth areas, market and competitive analysis site evaluation, franchising, evaluate or design of a food service operation and menu design. Prerequisite: HOS 324

NOTE: This course replaces HOS 423 in previous curricula.

#### HOS 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

#### HOS 443 INFORMATION MANAGEMENT AND SOCIAL MEDIA MARKETING (4)

This course examines the role, analysis, and design of lodging systems and technology applications: system failure contingency planning, procurement, security, guest room technologies and “apps.” It explores e-commerce, distribution channels, and optimization strategies for search engine, and social media. Website analytics are used to enhance website design and efficiency. Prerequisite: HOS 241

#### HOS 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 to appreciate how individual, organizational, and cultural factors can influence the effectiveness of leaders. This experience will enable students to develop their own leadership styles.

#### HOS 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

#### 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 472 REVENUE MANAGEMENT (4)

This course outlines the strategies and methods needed to manage capacity actively in order to maximize profit. Using hotel analytics, 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 470

#### 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 considered. Prerequisite: HOS 470

#### HOS 479 INTRODUCTION TO ASSET MANAGEMENT (4)

This course is an introduction to the systematic and coordinated processes by which physical assets in the hospitality industry (hotels, conference centers, resorts and other properties) are managed. Asset management requires a cross-functional approach to achieve sustained value in the selection, design, acquisition, operation, maintenance and renewal of physical infrastructure. Prerequisite: HOS 470

#### HOS 481 CONVENTIONS AND LARGE MEETINGS (4)

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. Prerequisite: HOS 181 or HOS 190

#### 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. Prerequisite: HOS 181 or HOS 190

#### HOS 489 FRANCHISING AND MANAGEMENT CONTRACTS (4)

The selection of a management company and a brand is a critical component to the overall success of a hospitality asset. This course considers the point of view of owners or operators in selecting management contracts and/or a franchise model to manage growth and profitability. Students analyze the various elements relevant in the decision including time horizon for investment return, availability of capital for product improvement plans (PIPs), or need to rebrand. Students analyze information in management contracts or franchise agreements taking into consideration issues like agency or service contracts, incentives fees and royalty fees structure, the property management system (PMS), territorial restrictions and other factors. Prerequisite: HOS 470

#### HOS 490 BANKRUPTCY AND RESTRUCTURING (4)

In this course students examine the philosophy, principles, and policies underlying business reorganizations of distressed hospitality properties and the financial and legal issues in real estate workout process financing, refinancing and debt restructuring. Students will examine the role of debtors, professionals, creditors, officers, directors, and other parties in the context of restructuring and reorganization situations for distressed properties. Prerequisite: HOS 470

#### HOS 491 SENIOR BUSINESS PLANNING PROJECT I (3)

For students with working schedules preventing them from enrolling in HOS/CAP 495-496, they can petition the Hospitality Management Dean to complete a business plan for a hospitality management project working independently over two quarters, each student creates a business plan comprised of important elements including: concept and design, feasibility study, operational plan, start-up budget, operational budget, pre-opening and opening marketing plan, ongoing marketing plan, social media plan, and human resources plan. During the first quarter, students work on concept, feasibility study, financial outline and integrated marketing plan. Prerequisites: Senior standing.

#### HOS 492 SENIOR BUSINESS PLANNING PROJECT II (3)

For students with working schedules preventing them from enrolling in HOS/CAP 495-496, they can petition the Hospitality Management Dean to complete a business plan for a hospitality management project working independently over two quarters, each student creates a business plan comprised of important elements including: concept and design, feasibility study, operational plan, start-up budget, operational budget, pre-opening and opening marketing plan, ongoing marketing plan, social media plan, and human resources plan. During the second quarter, students work on design, operational plans, budgets (start up and operating), pre-opening and opening marketing plan, ongoing marketing plan, social media plan, and human resources plan. Prerequisites: Senior standing.

#### HOS 495-496 INTEGRATIVE SENIOR CAPSTONE 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, MICE 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 HOS 481

### 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 AND 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 15-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 15-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 15-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)

### INT 311 ADVANCED INTEGRATIVE STUDIES WITH CAPSTONE (4)

This interdisciplinary course is the end point (or capstone) of Kendall's 15-course, core curriculum; all Tier One and Tier Two courses must be completed before enrolling in this course. Students will co-enroll in this course and either HOS 495 or CAP 495 and will complete problem-based learning projects related to the content of those classes to demonstrate competency in Kendall's five core competencies: critical reading and thinking, research and synthesis of information, technological literacy, quantitative literacy, and communication. 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)

## MANAGEMENT (MGT)

### MGT 345 EXPLORING INTERNATIONAL BUSINESS (4)

Through exploration of various approaches and strategies, this course is designed to build skills needed to effectively lead organizations 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. The course materials cover the nuances of conducting business in various regions of the world. This course makes extensive use of role plays, small work groups, films, exercises of critical management problems, and skill practice sessions. Prerequisite: ECO 310

NOTE: This course replaces MGT 341 in previous curricula.

### MGT 375 CONTEMPORARY TOPICS IN PERSONAL FINANCE (4)

This course provides a guide to managing personal finances through a review of contemporary topics in personal finance, which includes principles of investing, credit scoring, mortgages, taxes and financial planning. Topics include investing and diversification, risk management, setting personal objectives, and tax efficiency. The course also requires students to apply their understanding of these topics by creating budgets, financial goals, loan amortization tables, and basic equity analysis. Prerequisite: BUS 370

NOTE: This course replaces MGT 425 in previous curricula.

### MGT 385 ORGANIZATIONAL DEVELOPMENT (4)

What makes for a highly functioning workplace? This course introduces students to the fundamental principles, theories, and concepts regarding organizational design and development, which are critical to creating highly motivated and effective employees, teams, and organizations. Management topics include: organizational culture, team dynamics, aspects of communication, training and efficiency, change and risk management. Productive, healthy work environments are emphasized, through applications of workplace psychology. Case studies include cross-cultural and dispersed work settings. Prerequisite: BUS 324

### MGT 413 CORPORATE RESPONSIBILITY (4)

In this course students identify corporate sustainability and social responsibility initiatives and assess their effectiveness from the cultural, social, environmental, and financial perspectives of its diverse stakeholders. Students investigate international supply chains and examine related social issues. They identify and evaluate companies' values and ethics. Trends in sustainability, triple bottom line reporting, and responsibility-based entity types are also surveyed. Students apply concepts to an analysis and recommendation for improved environmental and social impact of a selected organization. Prerequisite: BUS 340

### MGT 430 BUSINESS ANALYTICS AND REPORTING (4)

Managers in any area of a business need to be equipped to analyze and explain the metrics, results, and numbers of the business. In this course, students evaluate a company's strengths and weaknesses through financial statement analysis, as well as perform forecasting functions such as regression analysis, and pivot tables. Students will learn how to convert data to information by combining various data sources, spotting trends, prioritizing details, and grouping and highlighting information most pertinent to business decisions. Constructing visual reports, such as executive summaries, and dashboards that highlight key information give students an opportunity to apply course learning. Prerequisite: BUS 370, CIS 290

## MARKETING (MKG)

### MKG 235 MARKETING PRINCIPLES (4)

This course begins with the foundations of marketing and its role in the firm. Students focus on market research, consumer behavior, and the consumer purchase process. Hands-on assignments allow students to practice primary research activities such as online surveys and focus groups, as well as secondary research to identify and segment target markets.

NOTE: This course replaces MKG 241 or PSY 322 in previous curricula.

### MKG 265 DESIGN AND INNOVATION (4)

Innovative design, both in products and services, is increasingly important. 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. The course also addresses methods and approaches to think more creatively, to break paradigms, to better visualize options, and to find and develop innovative business models. Prerequisites: MKG 235

### MKG 341 MARKETING MANAGEMENT (4)

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, promotion techniques, distribution channels, sales strategies, and pricing. The course also includes project management and budgeting of marketing campaigns. Globalization issues are incorporated throughout the course. Prerequisites: MKG 235

### MKG 427 BUSINESS DEVELOPMENT (4)

Business development links marketing with the supply chain and provides a pipeline to sales. Its focus is on the development and growth of profitable new business. For a given enterprise course participants develop best practices for account management and create a plan for account rounding and expansion that appropriately leverages and involves those responsible for sales, marketing, product management and development, and other areas. As part of this process, students learn how to structure and negotiate deals, seek out new business opportunities, and how efforts may differ by industry based on not-for-profit or for-profit status, as well as other regulatory requirements. Prerequisite: MKG 341

## MATHEMATICS (MTH)

### MTH 017 FOUNDATIONS IN COLLEGE MATHEMATICS (2)

The goal of this course is to prepare students to take college-level math courses. Therefore, the class focuses on skills (mainly, basic math and pre-algebra) that are necessary to succeed in these future courses. Students will be prepared for the Placement Test, and ultimately their future math classes, by solving basic mathematical exercises, as well as completing several application questions that require effective communication of mathematical information. This non-transferable course is only eligible for credit at Kendall College. In addition, this course does not count toward a student's degree.

### MTH 122 QUANTITATIVE LITERACY (4)

This is a Tier One course in Kendall's 15-course core curriculum. Students will develop critical thinking skills by understanding and applying basic mathematical methods of real-world problems and activities. Topics of study include quantitative reasoning and writing, logic, financial math, modeling, and statistics, with each topic including an extended project. Prerequisites: MTH 017 with a passing grade or placement test scores allowing direct entry into the course.

### MTH 140 BUSINESS STATISTICS I (4)

This is a tier one course in Kendall's 15-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 017 with a passing grade or placement test score indicating preparedness for direct entry into this course.

## PHILOSOPHY (PHL)

### PHL 210 ETHICS AND BUSINESS (4)

This course is a Tier Two course in the Kendall's 15-course core curriculum and satisfies the Ethical Awareness elective requirement. The course is designed to introduce you to the nature and foundations of moral judgments and its applications to contemporary moral issues to the workplace. Topics include an overview of ethical constraints from the prevailing perspectives of philosophy and business. Upon completion, you will have found solutions to problems of professional and private life against the backdrop of ethical theories. Prerequisites: All Tier 1 courses (INT 110, CIS 190, COM 101, ENG 111, ENG 112, MTH 122/MTH 140)

### PHL 219 ETHICS (4)

This is a tier two course in Kendall's 15-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. Prerequisites: All Tier 1 courses (INT 110, CIS 190, COM 101, ENG 111, ENG 112, MTH 122/MTH 140)

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 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.

## SCHOOL OF EDUCATION (SOE)

### SOE 110 SURVEY OF AMERICAN EDUCATION (4)

This course is an overview of the field of early childhood education and covers both its historical roots and current landscape. A variety of early childhood programs are introduced: 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.

NOTE: This course replaces EDU 110 in previous curricula.

### SOE 112 TEACHING AND LEARNING IN A DIVERSE SOCIETY (4)

This course will promote the awareness of how best to instruct learners from diverse backgrounds, providing for their unique capabilities and talents. Various ways to assure their optimal learning will be included in this course by student collaborations, research, and hands on activities. The diverse students' families and communities will also be considered within this course in order to offer them a relevant, constructive, and sustainable knowledge base that will meet or exceed Common Core Standards.

NOTE: This course replaces EDU 402 in previous curricula.

### SOE 115 THE PSYCHOLOGY OF TEACHING AND LEARNING (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.

NOTES: This course is also listed as PSY 225. This course replaces EDU 225 in previous curricula.



#### SOE 222 CHILD DEVELOPMENT (4)

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.

NOTE: This course replaces EDU 222 in previous curricula.

#### SOE 260 LANGUAGE ACQUISITION AND DEVELOPMENT (4)

Focus 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. Prerequisite: SOE 222

NOTE: This course replaces EDU 260 in previous curricula.

#### SOE 290 CHILDREN WITH EXCEPTIONALITIES (4)

Required field experience: 5 hours

This course provides an historical and current perspective of the exceptional child (birth through age 21) paying particular attention to IDEA and related legislation. Included in this course is an overview of intellectual disabilities, learning disabilities, emotional disabilities, behavior disorders, autism spectrum disorder, communication disorders, physical disabilities, attention deficit disorder, and gifted, as well as a brief overview of respective methods of instruction. Prerequisites: SOE 115 and SOE 222

NOTE: This course replaces EDU 290 in previous curricula.

#### SOE 302 FOUNDATIONS OF CURRICULUM, INSTRUCTION, AND ASSESSMENT (4)

Required field experience: 10 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 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. Prerequisite: ECE 240

#### SOE 327 RESPONSE TO INTERVENTION (RTI) (4)

Required field experience: 5 hours

Explores Response to Intervention (RTI) and how high-quality core instruction is implemented in the general education classroom. Teacher candidates research evidence-based interventions in a multi-tiered instructional environment, learn the dynamics and composition of the RTI team, and plan multi-tiered interventions using differentiated instructional strategies for the RTI classroom. The physical, cognitive, social, and emotional development needs of school-aged children is emphasized. Prerequisite: SOE 290

#### SOE 380 TECHNOLOGY INTEGRATION 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.

NOTE: This course replaces EDU 280 in previous curricula.

#### SOE 420 METHODS OF TEACHING CHILDREN WITH EXCEPTIONALITIES IN THE GENERAL EDUCATION CLASSROOM (4)

Required field experience: 10 hours

Students will review the federal categories for students with disabilities and the special education process. However, the emphasis will be on how students with special needs can access the general education curriculum while being included in the general education classroom. Ideas of how to build in modifications and accommodations into a differentiated instruction whole classroom approach will be shared. Methods of instruction, planning, and environment will be the focus. Transition strategies for student success will also be highlighted.

#### SOE 470 & 475 CAPSTONE I & II (6 & 6)

The Capstone experience for School of Education students occurs over two quarters. Students work in groups and are provided a real-life experience where they partner with a cooperating site and explore and diagnose areas of strength, weakness and opportunities related to curricular improvement, financial improvement, and community relations. Capstone II focuses on the recommendations and action plan designed as a result of the elements collected and researched in Capstone I. Prerequisites: All 100- and 200-level major requirements, junior-standing or higher, and approval from program dean.

## SCIENCE (SCI)

### SCI 123 HUMAN NUTRITION (4)

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 220 SCIENCE AND CULTURE (4)

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. Prerequisites: All Tier 1 courses (INT 110, CIS 190, COM 101, ENG 111, ENG 112, MTH 122/MTH 140)

### SCI 221 ENVIRONMENTAL SCIENCE (4)

A Tier Two course in Kendall's 15-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. Prerequisites: All Tier 1 courses (INT 110, CIS 190, COM 101, ENG 111, ENG 112, MTH 122/MTH 140)

NOTE: Course replaces BIO 121 and SCI 121 in previous curricula.

### SCI 223 LIFE SPAN NUTRITION (4)

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 300 FOOD SCIENCE (4)

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 315-317

### SCI 330 NUTRITION I: PRENATAL THROUGH AGE 5 (4)

Required field experience: 7 hours

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. Prerequisite: ECE 215

### SCI 334 NUTRITION II: AGE 6 THROUGH ADOLESCENCE (4)

Required field experience: 7 hours

Examine 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)

Required field experience: 15 hours

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

## SMALL BUSINESS MANAGEMENT (SBM)

### SBM 312 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 280; BUS 101 for education students

NOTE: This course replaces MGT 212 in previous curricula.

### SBM 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. Prerequisite: SBM 312

NOTE: This course replaces MGT 321 in previous curricula.

### **SBM 331 GROWTH STRATEGIES & FRANCHISE MANAGEMENT (4)**

This course explores various ways that a business grows from one location to multiple locations, with special emphasis on franchising as a growth strategy. Students evaluate the pros and cons of adding locations to an existing business and determine the feasibility of scaling the business model. The content encompasses the perspective of the franchise host, as well as that of the individual franchise operator. It addresses initial and ongoing acquisition and leasing fees, structures and requirements. The course also covers 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: SBM 312

NOTE: This course replaces MGT 331 in previous curricula.

### **SBM 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: SBM 312

NOTE: This course replaces MGT 332 in previous curricula.

### **SBM 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. Prerequisite: SBM 312

NOTE: This course replaces MGT 333 in previous curricula.

### **SBM 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. Prerequisite: SBM 312

NOTE: This course replaces MGT 334 in previous curricula.

### **SBM 335 MERCHANDISING AND RETAILING (4)**

This course covers the operational and marketing nuances of retail businesses. Students examine techniques and environmental manipulation to maximize revenues under various conditions of demand. This course also considers packaging, visual displays, and placement of merchandise to stimulate both intended and impulse buying. A spectrum of retail types is included, with special emphasis on food delivery through retail channels. Prerequisite: SMB 312

### **SBM 460 ENTREPRENEURIAL FINANCE (4)**

Through case studies and business planning exercises, students will learn tactics for how to set clear financial goals for the business, design and use financial statements and dashboard reports, develop revenue and expense forecasts, manage cash resources, and design effective financial exit strategies. Discussions will focus on the application of financial reporting as a foundation for financing a new or small, but expanding business, as well as on balancing the need for business financing with personal entrepreneurial goals. Forms of financing explored include bootstrapping, crowdfunding, commercial loans, government and private grants, venture capital, and using money from friends and family. Prerequisite: SBM 312

## **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 210 SOCIOLOGY OF WESTERN RELIGIONS (4)**

This is a Tier Two course in the Kendall's 15-course core curriculum which satisfies the Cultural Literacy requirement. The course will primarily focus on active religions in the world today and their influences on world cultures. The course will also explore various religious perspectives and ways of thinking about religious themes and religious experiences and will examine common elements that can be found among the world's most dominant or influential religions originating in the Middle East. In particular, the course will review the Abrahamic roots and the shared and diverse traditions of the three major monotheistic religions (Judaism, Christianity and Islam) emphasizing what they have in common as well as how each differs from the other. The course will also focus on non-traditional and secular/humanistic movements which have arisen in the contemporary age and attempt to grasp their cultural influences and impacts. Prerequisites: All Tier 1 courses (INT 110, CIS 190, COM 101, ENG 111, ENG 112, MTH 122/MTH 140).

### SOC 211 CUISINE AND CULTURE (4)

This is a Tier Two course in the College's 15-course curriculum which satisfies the Cultural Literacy requirement. The course seeks to provide information on the cultural foods and nutritional habits of a wide variety of ethnic, racial and regional groups currently living in the United States. The course will use food (cuisine) as a way to understand American popular culture. In particular, the course will focus on such topics as how cultural foods promote ethnic diversity, how regional cuisines reflect social stratification and geographic identity and how cuisines relates to changing gender and class roles. In addition, the topics of the cultural politics of food, the culture of drink, food and identity, and diets and eating disorders. Prerequisites: All Tier 1 courses (INT 110, CIS 190, COM 101, ENG 111, ENG 112, MTH 122/MTH 140)

### SOC 255 MULTICULTURAL DIMENSIONS OF SOCIETY (4)

This is a Tier Two course in Kendall's 15-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: All Tier 1 courses (INT 110, CIS 190, COM 101, ENG 111, ENG 112, MTH 122/MTH 140)

### SPANISH (SPN)

NOTES: Please refer to the Foreign Language Competency section of this handbook and catalog for placement policies. 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 two-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 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.

#### SPN 112 SPANISH II (4)

This is the second course in a two-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

### SPORTS MANAGEMENT (SPM)

#### SPM 200 BUSINESS AND ECONOMICS OF SPORTS MANAGEMENT (4)

This course provides a detailed overview of the sports industry and its management and business practices with a specific focus on business models, economics, finance and strategy.

#### SPM 300 SPORTS FACILITIES MANAGEMENT (4)

Facilities management is critical in keeping any sports venue operating smoothly and efficiently. This course will discuss management functions through the lens of different types of facilities and different sports staged at the venue. The course will cover a range of topics including facility financing, facility and event admission, access control, crowd management, security, emergency operations, alcohol management, box office management, facility maintenance, operational policies and procedures, and human resources management. Prerequisite: SPM 200

#### SPM 310 SPORTS MARKETING AND COMMUNICATION (4)

This course studies the intricacies of the marketing discipline in the sports field including specialized marketing issues like sponsorship rights, fundraising and media rights. Prerequisite: SPM 200

#### SPM 320 SPORTS EVENT MANAGEMENT (4)

This course is an introduction to event planning for athletic, recreational, entertainment, and special events. Topics covered include the event management planning process, budgeting, site selection, booking, ticketing, and sponsorship. Prerequisite: SPM 310

#### SPM 330 SPORTS MANAGEMENT LAW, GOVERNANCE AND ETHICS (4)

This course demonstrates the role of entrepreneurship in sports. The course also brings a new vision on ways that sports management can focus on social responsibility and sustainability. Prerequisite: SPM 200

**SPM 400 ENTREPRENEURSHIP, SUSTAINABILITY AND SOCIAL RESPONSIBILITY IN SPORTS MANAGEMENT (4)**

This course provides an overview of legal principles, sports governance and ethical issues in professional sports. It surveys the broad issues related to sports law (such as antitrust, labor law, and the athlete/agent relationship). The course also focuses on how sports managers apply legal principles to real-life issues such as the legal aspects of risk management and intellectual property rights. Sports management is also subjected to specific forms of governance. Through this course, students will learn about the policies and implementation procedures of various governance structures. Finally, students will be exposed to ethical issues in the playing of sports and in the management/governance of the sports industry. Prerequisite: SPM 200

**SUSTAINABLE MANAGEMENT IN HOSPITALITY AND TOURISM (SUS)**

**SUS 220 FOUNDATIONS FOR SUCCESS IN SUSTAINABLE HOSPITALITY (4)**

Through case studies and real-life examples, the course explains how to build and communicate a case for sustainability to secure buy-in and support from management, customers, colleagues and vendors. Also focuses on obtaining the necessary resources through internal budgeting, capital investment, government incentives and fundraising. Prerequisite: HOS 235

**SUS 355 SUSTAINABLE OPERATIONS IN HOTELS, VENUES AND FOOD & BEVERAGES (4)**

Addresses operational aspects of implementing sustainability programs in hotels, conference centers, attractions, and restaurants, with an emphasis on affordable and cost-effective strategies that generate a return on investment and customer satisfaction. Prerequisite: HOS 235

**SUS 365 GLOBAL RESOURCE MANAGEMENT AND ENVIRONMENTAL REGULATIONS (4)**

Explores how environmental regulations, carbon caps, water use restrictions, municipal waste plans and ordinances, bans on certain chemicals and substances, and similar policies affect hospitality and destination operations, costs, and reputations in the US and around the world. Prerequisite: HOS 235

**SUS 370 CERTIFICATIONS, ECOLABELS, STANDARDS AND AWARDS (4)**

Students will learn about the process used to develop sustainability standards, certifications and ecolabels and how they can be used to obtain a competitive advantage and communicate a high level of environmental performance in the hospitality and tourism industry. Prerequisite: HOS 235

**SUS 435 SUSTAINABLE SUPPLY CHAIN MANAGEMENT (4)**

Since much of an enterprise's environmental footprint is in the supply chain, students learn to adopt best practices used by Disney, Wal-Mart, Bank of America, and others to evaluate, measure, and manage hospitality industry suppliers in alignment with sustainability goals. Prerequisite: HOS 235

**SUS 465 RESEARCH, ANALYTICS, METRICS AND REPORTING FOR SUSTAINABILITY (4)**

Cover the basic processes for managing sustainability performance, including research, analysis, goal-setting, and reporting. Students learn how to use information technology to track outcomes and use public indices such as the Carbon Disclosure Project and Global Reporting Initiative to benchmark progress. Prerequisite: HOS 235

**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.

# Corporate Structure and Officers

## BOARD OF DIRECTORS

**BEVERLY BRYANT, ED.D.**  
PROGRAM DIRECTOR, HOSPITALITY AND TOURISM ADMINISTRATION  
School of Business, North Carolina Central University

**AL CAPITANINI**  
MANAGING DIRECTOR  
Balanced Asset Strategies and Consultant for Italian Village Restaurants

**TONY FOREMAN**  
PRESIDENT AND CO-FOUNDER  
FOREMAN WOLF

**MICHAEL HUCKABY**  
CHIEF EXECUTIVE OFFICER, HOSPITALITY MANAGEMENT AND CULINARY ARTS  
Laureate Global Products and Services

**DAVID KIPLEY**  
PRESIDENT AND CEO  
Construction Methods, Inc.

**CAROL L. KIZER, CCE, RD, FMP**  
FOODSERVICE/HOSPITALITY EDUCATIONAL CONSULTANT  
CHAIR EMERITUS  
Columbus State Community College

**LEE MCGEE (CHAIR)**  
CFO/TREASURER  
Restructure Holdings, Inc.  
(A Sterling Capital Portfolio Co.)

**ROGER MCKINNEY**  
VICE PRESIDENT & CHIEF FINANCIAL OFFICER  
Laureate Education, Global Products and Services

**DR. ROBERT R. ROEHRICH**  
FOUNDER AND PRESIDENT  
Roerich and Associates LLC

## FACULTY AND ADMINISTRATION

### FACULTY

**IRENE ABRONS**  
M.B.A., Keller Graduate School of Management

**BENJAMIN ALDRED**  
Ph.D., Indiana University

**DINA ALTIERI**  
M.S., Walden University

**JENNIFER AMBROSE**  
M.A., Long Island University  
Brooklyn Campus

**NICOLE ARMSTRONG**  
M.B.A., Davenport University

**MICHAEL ARTLIP**  
B.A., Kendall College

**ROBERT BANSBERG**  
B.A., Northwestern University

**BERNADA BAKER**  
MBA and Mater of Public Health,  
Saint Xavier University

**RYAN BARTELMAY**  
M.F.A., Columbia University-NYC

**CHERYL BELL**  
M.S., Eastern Michigan University

**DAVID BILKER**  
M.B.A., Drexel University

**JODY BIRNBAUM**  
B.A., University of Wisconsin-Madison

**STUART BOLDRY**  
M.B.A., University of Chicago,  
Booth School of Business

**CHERYL BONCUORE**  
Ph.D., Capella University

**DEBORAH BOSCO**  
M.B.A., Argosy University

**MASSIMO BOSCO**  
M.A., Webster University

**LILIA BOTELHO**  
Master in Teaching Spanish as a Second Language,  
University of Alcalá, Madrid

**SHEILA BOYSEN**  
Ph.D., Benedictine University

**NATHAN BREEN**  
J.D., The John Marshall Law School

**JEANNINE BROADNAX**  
J.D., Texas Southern University;  
Thurgood Marshall Law School

**TOMAS BROKAW**  
M.L.A., University of Minnesota

**BELINDA BROOKS**  
B.H.M., Roosevelt University

**PHILIP BROOKS**  
M.B.A., Columbia College

**LORI BUCKNER**  
M.B.A., Southern Illinois University Carbondale

**PAUL BUSCENI**  
Ed.D., Roosevelt University

**MICHAEL CAMERANO**  
A.A.S., Triton College

**JOHN CAMPBELL**  
B.S., Southern Illinois University Carbondale

**THERESA CAMPBELL**  
M.A., DePaul University

**UZZIE CANNON**  
Ph.D., University of North Carolina, Greensboro

**BRADY CAREY**  
M.S., Boston University

**CHERI CHARLTON**  
M.A., Ohio University School of Art

**PIERRE-ANDRE CHECCHI**  
B.E.P. & C.A.P., Ecole St. Anne,  
St. Nazaire France

**KELLY CHERWIN**  
M.B.A., Loyola University Chicago

**LOUIS CHRISTOPHER**  
M.S., Illinois Institute of Technology

**MICHEL COATRIEUX**  
C.A.P., Ecole Hoteliere des Basses-Pyrenees, Les Rocaille

**JAMES CONDON**  
M.B.A., University of Chicago

**MARIS COOKE**  
M.A., University of Illinois at Chicago

**EDWARD COPELAND**  
B.S., Chicago State College

**MARGARET CRAMER**  
Ph.D., Virginia Polytechnic and State University

**JOAN DABRUSH**  
M.S., City College of New York

**JUDITH DAHL**  
M.A., Aurora University

**BECKY DAVENPORT**  
M.B.A., University of Colorado

**MAGGIE DEGAND**  
M.Ed., American College of Education

**JAMES DEWAN**  
M.Div., Chicago Theological Seminary

**THOMAS DIGAN**  
M.B.A., Loyola University Chicago

**MERRICK DRESNIN**  
J.D., American University

**JODIE EASON**  
M.B.A., University of Michigan

RITA ELLIOTT  
M.Ed., National-Louis University

STEPHANIE EMRICH  
B.A., University of Illinois at  
Urbana-Champaign

JOHNNA ERNST  
Ph.D., University of Illinois

ELENA FILKOVA  
M.B.A., Loyola University

LORRI FISHMAN  
M.S., The Pennsylvania  
State University

SIMON FONG  
M.S., University of Illinois  
at Chicago

KAREN FORRESTER  
M.A., University of Kent at  
Canterbury, Great Britain

BRUCE FRANKLIN  
M.A., Southeastern Oklahoma  
State University

SETH FRANKLIN  
B.S., University of Nevada

JOHN FRECH  
M.B.A., Loyola University  
in Maryland

JAMES FREELAND  
B.A., Kendall College

STACY FREEMAN  
M.A., National-Louis University

WALTER FREUND  
A.A.S., Kendall College

JUNE FULLER  
Ed.D., Fielding  
Graduate University

ERIC FUTRAN  
B.A., Columbia College Chicago

PHUONG THAI GARCIA  
M.A., University of California  
Los Angeles

LATRICE GARDNER  
Ed.D., Walden University

DONNA GAVIN  
B.S., Western Illinois University

KATHRYN GNAU  
M.A., National-Louis University

KRISTI GORSUCH  
A.O.S., Le Cordon Bleu College of  
Culinary Arts, Portland

STEVEN GRAND PRE  
American Hotel & Lodging  
Educational Institute

NICOLE GRASSE  
M.A., Roosevelt University

NEAL GREEN  
M.A., Goucher College

ANN GRENEVITCH  
M.B.A., North Central College

STEVEN HAMILTON  
J.D., DePaul University

JOAN HARRIS  
Ed.D., Northern  
Illinois University

JULIE HARRIS  
M.Ed., DePaul University

DANIEL HECK  
B.S., University of Illinois

HEIDI HEDEKER  
M.S., University of Chicago

DARIN HEISTERKAMP  
Master of International  
Management, Thunderbird School  
of Global Management

NEAL HEITZ  
M.A., DePaul University

JULIE HELLYER  
M.S., DePaul

KAREN HESTERMAN  
M.A., DePaul University

LOREN HILDEBRAND  
M.S., DePaul University

PATRICIA HLEIHEL  
M.S., George  
Washington University

GEORGIA HOGAN  
M.S., Northern Illinois University

ELVERT HOWARD JR.  
M.B.A., University  
of California-Irvine

ALICE JACKSON  
M.A., Concordia University

CHRISTINE JARKA  
M.Ed., Northern  
Illinois University

JENNIFER JOHNSON  
M.S., University of Oklahoma

WILLIAM JOHNSON  
B.S., Union College

MICHELLE JOSEPH  
B.A., Michigan State University

MARTA KALUZA  
M.A., Middlebury College,  
Madrid, Spain

ELOISE KARLATIRAS  
B.A., Northeastern Illinois University

MELINA KELSON  
B.A., Ithaca College

ISIDORE KHARASCH  
B.A., Kendall College

BEVERLY KIM  
A.A.S., Kendall College

STANLEY KLATKA  
M.B.A., Dominican University

MARGARET KNAPP  
M.A., University of Missouri

JIM KNAWA  
M.B.A., Lewis University

SEAN KNIGHT  
M.Ed., Roosevelt University

MARK KWASIGROCH

JOHN LALOGANES  
M.S., University of Minnesota

DREW LARSON  
B.S., Western Illinois University

EDEN LAURIN  
B.A., DePaul University

SARAH LESCHER  
M.Ed., University of Phoenix

CHRISTINE LETCHINGER  
M.B.A., Southern  
Methodist University

LAUREN LEVINE  
M.Ed., Hunter College

STEPHANIE LITZ  
M.L.S., Fort Hays State University

ROBERT LORANGER  
M.S., California State University

CHU-YEN LUKE

PAULA LUSZCZ  
M.A., Northeastern  
Illinois University

NATALIE MADONIA  
B.A., Northern Illinois University

MARISSA MAGGIO  
M.A., Queens College

THEODORE MANDIGO  
M.B.A., Loyola University

SAPNA MANGAL  
M.Bus., University Of Houston

SIDDHARTH MANGALORE  
M.B.A., Walden University

LEILA MANOOCHERRY  
B.A., North Tehran University

KAREN MARK  
M.A., Concordia University

THOMAS MASSE  
A.A.S., Grand Rapids  
Community College

ERIKA MASUDA  
M.B.M., Hunter College

MICHAEL MCCARRON  
M.A., The Ohio State University

LAUREN MCDEVITT  
M.Ed., Hunter College

LURIE MCDEVITT  
M.S., Northern Illinois University

NEELIMA MCGIBBON  
M.A., Harrington College of  
Design

GEOFFREY MCGRATH  
M.B.A., Loyola University  
of Chicago

BARBARA MCINTYRE  
B.S., Miami University

SHEILA MEHIGAN  
Ed.D., Loyola University Chicago

THOMAS MEYER  
A.A.S., Kennedy King College

ERIN MILLS  
M.A., Bowling Green State  
University

KELLY MINK  
Ph.D., Loyola University Chicago

MARIA MONTALVO  
Ph.D., The University  
of New Mexico

NANCY MORETTI  
M.S., Nova Southeastern  
University

JEAN MORRISON  
M.A., Eastern Michigan University

JAMES MORSKI  
M.A., DePaul University

PHILIP MOTT  
M.B.A., The University of Chicago

SARAH MUELLER  
M.A., Harrington College of Design

DAVID NADOLSKI  
M.F.A., Minnesota State University

JOHN NAWN  
M.S., Illinois Institute of Technology

CODY NEW  
M.A., Concordia University

KATHERINE NEWTON  
B.A., Loyola

MICHELE NOTHDORF  
M.S., Northern Illinois University

THOMAS O'BRIEN  
B.A., Northern Illinois University

ANGELA O'BRYAN  
Ph.D., Walden University

CLARICE OLSON  
M.S., University of Mississippi

ALEXANDER PAPPAS  
J.D., ITT Chicago-Kent College  
of Law

BERNICE PARROTT  
Ed.D., Nova Southeastern University

JOYCE PASCHALL  
B.S., University of Illinois at  
Urbana-Champaign

DHIREN PATEL  
M.A., Western Michigan University

JOANNE PERRAULT  
Ed.D., National-Louis University

PHILIP PESSIN  
B.S., University of Nevada Las  
Vegas

DAVID PETERSON  
M.Ed., University of Illinois  
at Chicago

PATRICIA PLAVCAN  
M.S., University of Wisconsin

PIERRE POLLIN  
B.P.C., Academies de Creteil  
Paris-Versailles

DEBORAH POPELY  
M.M., North Park University

FRANCESCA PUNTIL-WILCEK  
M.Ed., Benedictine University

CHRISTOPHER QUIRK  
B.A., University of  
Wisconsin-Madison

MICHAEL RAETZ  
M.S., National Louis University

KELLY RAMSEY  
M.S., Nova Southeastern  
University

HOWARD RAPPAPORT  
J.D., The University of Illinois  
College of Law

AURORA REINKE  
M.I.B.S., University of South Carolina

MICHAEL RIPANI  
J.D., IIT Chicago-Kent College  
of Law

PATRICIA RITCHIE  
Bach. Commerce,  
Ryerson University

ASHLEE ROFFE  
M.S., University of Illinois-Chicago

ERIC ROGERS  
Ph.D., University of Kentucky

TETYANA ROSOKHA  
Ph.D., Kiev National University of  
Trade and Economics, Ukraine

DANIEL RYAN  
M.Ed., Iowa State University

PEGGY RYAN

JODI SALATA  
M.S., St. Xavier University

ISABEL SCHECHTER  
M.A., University of Chicago  
Divinity School

RICHARD SCHELL  
J.D., Southern Illinois University

MAUREEN SCHOFIELD  
B.A., Kendall College

KEVIN SCHRIMMER  
A.A.S., Culinary Institute  
of America

STACY SEARCY  
M.A., University of Cincinnati

MOLLY SELL  
B.A., Saint Mary's College

ERIN SHELLEY  
M.S., Drexel University

ELAINE SIKORSKI  
B.Sc., Dominican University

KAREN SIMON  
M.A., Aurora University

THOMAS SMILEY  
M.B.A., Drexel University

PATRICK SNYDER, II  
B.A., Eastern Illinois University

RONALD STEFANSKI  
M.B.A., Benedictine University

KEVIN STERK  
J.D., The University of Kansas  
School of Law

OCTAVIAN STINGA  
M.A., University of Illinois at Chicago

GREGORY STOLIS  
M.S., University of Maryland

KIMBERLY VAN STONE  
M.A., Northern Illinois University



**PAMELA STONER**  
B.A., Kendall College

**KELLY SULLIVAN**  
M.A., The Chicago School of Professional Psychology

**LEE TATE**  
M.A., Roosevelt University

**GREGORY TEFS**  
B.A., University of South Carolina

**SAM THOMAS**  
M.S., The University of St. Francis

**SUSAN TINNISH**  
Ph.D., Benedictine University

**JEFFREY TISCHAUSER**  
M.A., Northeastern Illinois University

**MEREDITH TUMILTY**  
M.Ed., DePaul University

**DEBRA VAN MALDEGIAM**  
E.Ed., Northern Illinois University

**LEO WALDMEIER**

**VICKI WALKER**  
M.S., Arizona State University

**BEVERLY WASHINGTON**  
B.A., University of Illinois

**ROB WATSON**  
M.B.A., Florida A & M University

**ERIKA WEBB**  
B.S., Moody Bible Institute

**MARCIA WERT**  
M.S., DePaul University

**DIANE WILLIAMS**  
M.Ed., Concordia University

**NEIL WILLIAMS**  
M.S., Lake Forest Graduate School of Management

**TIM R. WILSON**  
B.A., Sterling College

**ALICEN WITTMAN**  
M.Ed., Bowling Green State University

**LISA WODEK**  
M.B.A., University of Phoenix

**SHANNON YEAGER**  
M.Ed., Seattle University

**JOHN ZIMMERMANN**  
Ph.D., Loyola University

**RENEE ZONKA**  
M.B.A., Lake Forest Graduate School of Management

**COLLEGE LEADERSHIP**

**EMILY WILLIAMS KNIGHT**  
M.S., President

**GWEN HILLESHEIM**  
Ed.D., Provost

**RYAN BARTELMAY**  
M.F.A., Dean, General Education

**GENI BURKE**  
M.B.A., Executive Director of Marketing

**PAUL BUSCENI**  
Ed.D., Dean, School of Education

**CHRISTOPHER KOETKE**  
C.E.C., C.C.E., M.B.A., Executive Director, School of Culinary Arts

**SCOTT LESHT**  
M.B.A., Director, Administration & Financial Operations

**AURORA REINKE**  
M.I.B.S., Program Director, International School of Business

**BARBARA SLOAN**  
B.S., Human Resources Generalist

**SUE TINNISH**  
Ph.D., Dean, School of Hospitality Management

**RENEE ZONKA**  
M.B.A., C.E.C., R.D., C.H.E., Dean, School of Culinary Arts

**ADMINISTRATION**

**FRANK ARCE**  
Director of Financial Aid and Academic Advising

**CHERYL BONCUORE**  
Ph.D., Academic Director of Distance Learning

**ALEXIS CARSCADDEN**  
Librarian

**CHRISTINE FRANZ**  
Director of Events

**JENA HENSON**  
Director of Housing and Residence Life

**KRISTEN HODGES**  
Director of Career Services

**JEANETTE KONIECZKA**  
Director of Student Operations

**CLARE LAKE**  
Office of International Affairs Senior Coordinator

**DANIELA LEOPALDI**  
Admissions Manager

**TAREENA MCCANN**  
Accounts Receivable Supervisor

**AMANDA MOLLER**  
Registrar and VA Coordinator

**JOE MONASTERO**  
Director of Strategic Initiatives

**ROSS ROSENBERG**  
Director of Enrollment

**ERIN SHELLEY**  
Director of Academic Success Center

**DILLON THORNE**  
Student Life Manager

**LAURA WELMERS**  
Director of Information Technology