



Kendall College

CHICAGO • UNITED STATES OF AMERICA

Laureate English Program at Kendall College

2017 STUDENT HANDBOOK

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ACADEMIC CALENDAR

WINTER QUARTER 2017

Registration begins	Mon, Oct 31
Last day to register before late registration fee applies	Mon, Dec 26
Classes begin for all students	Mon, Jan 9
College closed — Martin Luther King Jr. Holiday	Mon, Jan 16
Last day to add or drop a class	Tue, Jan 17
Last day for 100% refund	Tue, Jan 17
Last day to withdraw from a course with a 90% refund (new students)	Mon, Jan 23
Last day to withdraw from a course with an 80% refund (cont. students)	Mon, Jan 23
Last day to withdraw from a course with an 80% refund (new students)	Mon, Jan 30
Last day for academic withdrawal (10-week courses)	Wed, Feb 22
Last day of classes	Mon, March 20
Final exams	Tue–Thu, Mar 21–23
Term ends	Thu, Mar 23
Graduation application for June 2017 due	Fri, Mar 24
Final grades due at noon	Mon, Mar 27
Full-time faculty break starts	Tue, Mar 28
Full-time faculty break ends	Mon, Apr 3

SPRING QUARTER 2017

Registration begins	Mon, Oct 31
Last day to register before late registration fee applies	Mon, Mar 27
Classes begin for all students	Mon, Apr 10
Last day to add or drop a class	Mon, Apr 17
Last day for 100% refund	Mon, Apr 17
Last day to withdraw from a course with a 90% refund (new students)	Mon, Apr 24
Last day to withdraw from a course with an 80% refund (cont. students)	Mon, Apr 24
Last day to withdraw from a course with an 80% refund (new students)	Mon, May 1
Last day for academic withdrawal (10-week courses)	Wed, May 24
College closed — Memorial Day	Mon, May 29
Last day of classes	Mon, Jun 19
Final exams	Tue - Thurs, Jun 20 - 22
Term ends	Thurs, Jun 22
Graduation application for September 2017 due	Fri, Jun 23
Commencement	Sat, Jun 24
Final grades due at noon	Mon, Jun 26
Full-time faculty break starts	Tue, Jun 27
Full-time faculty break ends	Mon, Jul 3

SUMMER QUARTER 2017

Registration begins	Mon, May 8
Last day to register before late registration fee applies	Mon, Jun 26
Classes begin for all students	Mon, Jul 10
Last day to add or drop a class	Mon, Jul 17
Last day for 100% refund	Mon, Jul 17
Last day to withdraw from a course with a 90% refund (new students)	Mon, Jul 24
Last day to withdraw from a course with an 80% refund (cont. students)	Mon, Jul 24
Last day to withdraw from a course with an 80% refund (new students)	Mon, Jul 31
Last day for academic withdrawal (10-week courses)	Wed, Aug 23
College closed — Labor Day	Mon, Sept 4
Last day of classes	Mon, Sept 18
Final exams	Tue–Thu, Sept 19–21
Term ends	Thu, Sept 21
Graduation application for December 2017 due	Fri, Sept 22
Final grades due at noon	Mon, Sept 25
Full-time faculty break starts	Tue, Sept 26
Full-time faculty break ends	Mon, Oct 2

FALL QUARTER 2017

Registration begins	Mon, May 8
Last day to register before late registration fee applies	Wed, Sept 20
Classes begin for all students	Wed, Oct 4
Last day to add or drop a class	Wed, Oct 11
Last day for 100% refund	Wed, Oct 11
Last day to withdraw from a course with a 90% refund (new students)	Wed, Oct 18
Last day to withdraw from a course with an 80% refund (cont. students)	Wed, Oct 18
Last day to withdraw from a course with an 80% refund (new students)	Wed, Oct 25
Last day for academic withdrawal (10-week courses)	Mon, Nov 20
College closed — Thanksgiving vacation	Wed–Sat, Nov 22–25
Last day of classes	Sat, Dec 16
Final exams	Mon–Wed, Dec 18–20
Term ends	Wed, Dec 20
Graduation application for March 2018 due	Fri, Dec 22
Final grades due at noon	Fri, Dec 23
Full-time faculty break starts	Sat, Dec 23
Full-time faculty break ends	Wed, Jan 3

KENDALL COLLEGE

OVERVIEW

Kendall College is a private institution of higher learning that offers students undergraduate degrees in baking and pastry, business, culinary arts, early childhood education and hospitality management. Founded in 1934, the institution is located in Chicago, Illinois, and is ranked the number one program in Chicago for preparing students for careers in culinary arts and hospitality management by Chicago Michelin Guide restaurants and Chicago’s leading hotels (TNS Global Survey, 2013). Kendall College serves nearly 2,100 students each year, representing nearly 50 countries from around the world, with a curriculum that combines strong academic education with transformative practical experience. As part of the Laureate International Universities global network of more than 80 campus-based and online universities, Kendall offers students a range of U.S. and international opportunities.

MISSION STATEMENT

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

A NOTE ABOUT THIS HANDBOOK

This handbook represents program-specific information and policies related to attendance and grading for students in the Laureate English Program. As students of Kendall College, students in the Laureate English Program are also subject to those rules and guidelines found in the Kendall College Student Handbook and Academic Catalog:

https://www.kendall.edu/wp-content/uploads/2016/10/KC_Catalog_WISP17.pdf

COLLEGE POLICIES

WHO ARE WE?

The Laureate English Program (LEP) at Kendall College offers immersive English for academic purposes courses to prepare non-native English speakers for university studies where English is the primary spoken language. Using student-centered teaching methods, an outcome-based curriculum, and small class sizes, the faculty supports each student as they improve their English-language speaking, listening, reading, and writing skills in the context of a culturally diverse classroom in an American higher-educational environment. Our program consists of 22 hours of weekly instruction, which includes a Reading and Writing class, a Speaking and Listening class, and one elective or tutorial course. Elective courses vary from quarter to quarter, but past offerings have included a Chicago Studies class, as well as an IELTS and TOEFL preparation course for high intermediate and advanced students. Our program consists of three levels, from intermediate to advanced, and spans the range of B1-/A2+ to B2 on the Common European Framework.

OUR STUDENT-CENTERED LEARNING PHILOSOPHY

Learning a language is a difficult, complicated process, one that requires a great deal of personal commitment from you, the student. However, we are here to help you. We believe that learning is activated by doing, and your classes are designed around assignments that we have made to help you develop your language skills by engaging them in thoughtful and critical ways.

We are not just preparing you to study in English, we are preparing you to think, study, learn and experience in a new culture and a new educational environment. The classes in The Laureate English Program are designed to help you do this by engaging you as an active participant inside and outside of the classroom. This means that our classes sometimes do not resemble a traditional model of teacher-led instruction.

In our program, the teacher is there to guide and support you as you work to develop your language and academic skills. This means that our classes, while challenging, will never be boring, as you are the leader of the show. However, it also means that you have a great responsibility both inside and outside of the classroom to be in charge of your own learning process.

Gaining proficiency in a foreign language requires full engagement with the ideas that you are developing in your classes as well as with the city and the world around you. The decision to fully engage begins with you. Your teachers cannot do it for you, and while coming to class every day is a crucial first step to helping you to achieve your goals, it is only part of a larger commitment that you will have to make to successfully learn English for success in a university setting.

Remember that we are here to help and support you in your journey and to provide you with any resources that you need. Thinking carefully about your role in this process is a huge first step!

PLACEMENT

Students wishing to enter the LEP program at Kendall College participate in a four-step placement process:

1. Students complete the Cambridge English Placement Test (CEPT). CEPT is an adaptive online Reading and Listening test which takes 30 minutes to complete. The test is automatically scored, and results are aligned with the Common European Framework. The band designations for placement are as follows:

SCORE	COMMON EUROPEAN FRAMEWORK OF REFERENCE LEVEL
90–100	C2
75–89	C1
60–74	B2
40–59	B1
20–39	A2
10–19	A1
0–9	Below A1

Students placing at A2 or above move onto step two in the placement process, below.

2. Upon completing the test, students complete a screening interview with the LEP director to confirm that they level of English proficiency matches the levels offered by the LEP program (B1-/A2-B2 on the common European Framework (CEFR).
3. Upon arrival, students complete a diagnostic essay. Diagnostic prompts vary based on the candidates CEPT score and screening interview.
4. After the diagnostic essay is read, students are given an oral interview, which assesses their level of English proficiency, as well as their goals for study and educational background.

MATRICULATION REQUIREMENTS

Students in the Laureate English program who wish to matriculate into a degree program at Kendall must meet the following proficiency requirements:

TOEFL

60 for the Internet-based test with minimum sub scores of 15 in each content area, or a minimum of 525 total for the TOEFL paper test.

IELTS

(Band 5.5 or higher) to prove English proficiency, with minimum sub scores in Listening and Speaking of 5.5, and in Reading and Writing of 5.0.

Pearson Test of English

Minimum score of 46

LEAP

Speaking and Listening: B2, Reading and Writing: Borderline B2

About the LEAP Exam: The LEAP exam is an English proficiency exam designed and published by Laureate languages. The LEAP measures academic English language proficiency in the four main skill areas: Listening, Reading, Speaking, and Writing. Because a high level of proficiency is required for success in English-medium instruction tertiary courses, the LEAP is aligned with the B2/C1 bands of the Common European Framework (CEFR).

Students with a **passing average in level 5** are eligible to take the LEAP exam at the end of an academic quarter.

Upon successful completion of the LEP courses, and once appropriate documentation of Kendall’s published English proficiency requirements is provided, provisionally admitted students will be fully admitted to the college. If a provisionally admitted student passes the LEP courses but does not meet the required published English proficiency requirements at the end of the quarter, the student will have to continue in LEP courses the following quarter.

Students who do not provide documentation of meeting Kendall’s English proficiency requirements will not be offered admission. LEP courses can be repeated two times, for a total of three attempts. Students who do not successfully complete the LEP course 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.

REQUIRED TEXTBOOKS*

The following texts are required for the corresponding courses in the LEP program. All course texts will be provided to students on the first day of class. You are expected to bring your textbooks and other required materials to class every day, unless told otherwise by your instructor.

COURSE	ISBN #	TITLE
LEP 030	978-1-107-65516-4	Academic Encounters 2, Student book and DVD
LEP 040	978-0-07-759521-0	Academic Encounters 3, Student Book and DVD
LEP 050	978-1-107-60298-4	Academic Encounters 4, Student Book and DVD
LEP 031	978-1-107-68380-8	Making Connections 1, Student Book
	978-1-107-6111-3-9	Grammar and Beyond 2, Student Book & Workbook
	978-1-107-49539-5	Final Draft 2, Student Book
LEP 041	978-1-107-62874-8	Making Connections 2, Student Book
	978-1-107-69737-9	Grammar and Beyond 3, Student Book & Workbook
	978-1-107-49549-4	Final Draft 3, Student Book
LEP 051	978-1-107-68380-0	Making Connections 3, Student Book
	978-1-107-65621-5	Grammar and Beyond 4, Student Book & Workbook
	978-1-107-49557-9	Final Draft 4, Student Book
LEP 095	978-1-107-62069-8	Official Cambridge Guide to IELTS with DVD Rom

*Booklist is subject to change

REQUIRED MATERIALS LIST

In addition to textbooks, you are responsible for buying the following materials and bringing them to class:

- > A full-sized notebook with lined paper for each class
- > A full-sized folder for each class
- > A small vocabulary notebook or index cards
- > A Pen and a Pencil
- > A highlighter
- > A USB drive, or access to online Google or Outlook storage

TIPS FOR SUCCESS IN THE LAUREATE ENGLISH PROGRAM

Learning a language is hard work, but it is also incredibly rewarding. To be successful in this program and beyond, the first step is committing yourself and making the firm decision that you are ready to learn and work to meet your goals. These tips will also help you:

- > Attend class every day, on time and prepared.
- > Carefully complete your homework assignments on time for every class.

- > Watch 3-5 Ted Talks per week. For each one:
 - What is the main idea?
 - What is something that was interesting or surprising to you?
 - What were ten new vocabulary words that you heard?
 - What was an idea discussed here that was difficult to understand?
 - How did this Ted Talk influence your thinking about this topic?
- > Choose a book or two and read regularly. These books do not need to be super difficult. Find something that interests you. The Iva M. Freeman Library (on the sixth floor) has a wide selection of books relating to culinary, Business, Hospitality, and a wide range of other subjects.
- > Read 3-5 articles per week: New York Times, longform.org, longreads.com, Newsweek, The Economist, Time Magazine, Chicago Tribune, Chicago Reader, etc. The Iva M. Freeman library (on the sixth floor) has a wide range of periodicals that you can try for free.
- > Listen to Podcasts in English about topics that interest you. Search online or on the iTunes and Android stores. Or, ask your teacher for suggestions.
- > Use an English-English Learner’s Dictionary to look up new vocabulary words.
- > Try to step outside of your comfort zone. Speak with new people. Try new things. Seek out new experiences. Explore.
- > Keep a dedicated vocabulary notebook, index cards, or electronic collection of new vocabulary that you come across.
- > Use Smartphone apps to practice English in your downtime (i.e. freerice.com).
- > Build Relationships in English, explore outside of your comfort zone.
- > List vocabulary words on post-it notes around the house.
- > Watch videos on the IELTS Liz site and practice: <http://ieltsliz.com/>
- > When you take practice tests, time yourself.
- > Listen to Podcasts and audio books. For a list, see “course resources” on Blackboard.
- > Visit the Resource Modules on Blackboard.
- > Seek outside help. Attend tutorial sessions, and arrange to meet with Sandra or another tutor once per week.
- > Want more suggestions? Ask your instructor! We are here to help!

LEVEL SUMMARIES AND CURRICULUM BY COURSE

LEVEL 3 (B1), Intermediate

LEVEL 3 OVERVIEW

Level 3 students are able to maintain reasonably fluent discussions about a variety of topics related to their everyday lives, and subjects within their personal interests, fields of study, or areas of work. They are able to express opinions, feelings, and emotions, and explain why they hold them; describe experiences, events, plans, and actions; handle routine and less routine situations that are likely to arise when traveling or shopping; and can narrate a straightforward, linear story or series of events. Students can understand the main points of discussions and short talks, as well as radio and TV news about familiar subjects. They can get the gist of TV programs and movies, provided the language is straightforward and the delivery is clear. Students can read and understand factual texts and articles related to subjects within their fields of interest, and are able to infer the meanings of unfamiliar words from context.

- > Student success or failure in the class will be measure by an overall average of 80% or above on all coursework and assignments, as well as a grade of “pass” on a final portfolio which is a collection of the students work over the course of the quarter. Portfolios are evaluated by a panel composed of faculty and the LEP director.

LEVEL 3 LISTENING AND SPEAKING SUMMARY

In Level 3 study students continue to develop their abilities to understand and use spoken conversational English and are able take a more active role in discussions. They can generally understand the main points of conversations, short talks, news reports, TV programs, and films. Students are able to maintain discussions about familiar topics, and those of personal interest, with a degree of fluency, using a wide range of simple language. They are able to handle a variety of situations, both routine (e.g., travel or shopping related) and less routine (e.g., describing a car accident they witnessed, or making a complaint), though they may sometimes need to ask for clarification or repetition of words or phrases.

- > Students are expected to complete at least 5 structured speaking projects in a variety of formats over the course of the quarter, which include guided tasks related to planning, presentation, self-evaluation, and peer feedback. These assignments will include:
 - Group Survey Project
 - Self Introduction Presentation
 - Project Related to Authentic Content Experiences
 - “International Forum” Presentation
 - Listening Project
 - “Entering the Conversation” Project
- > In addition to more formal assignments, students will complete frequent speaking, listening and writing assignments which grow out of class activities, and discussions.
- > Students will have the frequent opportunity to view or listen to their own spoken production, which will be followed by a guided self-evaluation in the form of a written response or correspondence.

COURSE OBJECTIVES, LEP 030, INTERMEDIATE SPEAKING AND LISTENING

At the end of this course, students will be able to:

- > Understand main idea and key points of straightforward short talks about everyday topics.
- > Maintain discussions about everyday topics or familiar technical topics, expressing personal opinions, beliefs, degree of agreement or disagreement, and seeking the personal views of others.
- > Create short presentations about topics of personal interest, providing relevant supporting details based on personal experience, including feelings and reactions.
- > Make a short presentation which delivers a brief, linear narrative.
- > Enter unprepared into a conversation on a familiar topic that is already in progress, asking for clarification as needed.

LEVEL 3 READING AND WRITING SUMMARY

In Level 3 study, students continue to develop their reading comprehension skills by reading a variety of texts related to their fields of interest. They are able to understand the main ideas and pick out relevant details from straightforward factual texts on familiar topics, including newspaper articles, work-related documents, brochures, and other everyday texts. Students at this level can write well enough to comprehensibly convey simple information, including descriptions of experiences, events, and feelings, by linking a series of sentences into a linear sequence. A large part of writing instruction at this level is related to using effective transitions, good topic sentences, increased flexibility and comfort with varying sentence length, background information, and a clear thesis statement and conclusion. Students can usually make understood the points they feel are important. Level 3 students will be able to recognize and produce effective paragraphs. Over the course of level 3 study, they are able to master paragraph-level composition, and take the initial steps in composing basic 3-5 paragraph essays.

- > Students are expected to complete 4-5 take home compositions on which they will receive substantial instructor feedback and complete 2-3 drafts each. The requirements of these assignments will be closely aligned with the Level 3 writing outcomes, and will be evaluated by a rubric tied to those outcomes. These assignments consist of (at least):
 - One narrative writing assignment
 - One descriptive writing assignment
 - One argumentative/opinion writing assignment
- > Students are expected to complete 3-4 essays begun and completed during class time. These are generally pass/fail, and receive minimal instructor feedback.
- > Students are expected to do guided peer editing at this level, advising classmates about the logical pattern and overall comprehensibility of their essays and may offer some minor proofreading suggestions for their classmates.
- > In addition to more formal writing assignments, students will complete frequent written responses which could take the form of blogging, journaling or written responses.
- > Students will read extensively; both shorter authentic and pedagogical texts as well as authentic, level-appropriate book-length texts.

- > Students will complete an Extensive Reading project, as laid out in the curricular core assignments.
- > Students will complete at least 1 writing assignment which grows from an engagement with an outing or a cultural experience in Chicago.

STUDENT LEARNING OUTCOMES, LEP 031, INTERMEDIATE READING AND WRITING

At the end of this course, students will be able to:

- > Master paragraph-level composition, recognizing and producing effective paragraphs, and taking the initial steps in composing 3-5 paragraph essays.
- > Revise and carry writing projects through a series of drafts which respond to instructor and peer feedback.
- > Effectively and accurately write using the following rhetorical patterns: descriptive, narrative and argumentative/opinion
- > Write notes relaying simple information, ensuring that all important and relevant points are made comprehensibly.
- > Utilize grammar and sentence structure at a B1 level.

LEVEL 4 (B1+/B2-), High Intermediate

LEVEL 4 OVERVIEW

Level 4 students are able to discuss with some accuracy, precision, and confidence both routine and non-routine matters related to their interests, fields of study, and work. They can discuss abstract topics, including cultural matters, such as the arts. They are able to summarize short discussions and talks, and give their opinions about the topic. They can provide detailed descriptions about how to do something. Students have enough language to put forth arguments and take stands on issues that can be followed most of the time. While there may be some noticeable errors, students are generally able to express themselves clearly. Students can follow the general line of an argument or case presented in a text, though some details and nuance may be missed. They can skim and scan longer texts to gather the information contained within a single text, or across multiple texts, that is required to complete a task. They can write, short, simple essays and reports about routine and non-routine matters related to their interests and fields, and can summarize factual information.

- > Student success or failure in the class will be measure by an overall average of 80% or above on all coursework and assignments, as well as a grade of "pass" on a final portfolio which is a collection of the students work over the course of the quarter. Portfolios are evaluated by a panel composed of faculty and the LEP director.

LEVEL 4 LISTENING AND SPEAKING SUMMARY

In Level 4 study, students develop their abilities to follow straightforward, clearly structured lectures, talks, and discussions well enough to get the main ideas, and pick up specific details, provided the material is related to their studies, work, or interests. They can understand a large part of TV programs, films, and recorded or broadcast audio material that is related to their personal interests, provided the delivery is clear and relatively slow. Students can briefly summarize what they have heard, and express their opinions about the subject.

- › Students are expected to complete 5–6 structured speaking projects in a variety of formats over the course of the quarter, which include guided tasks related to planning, presentation, self-evaluation, and peer feedback. These assignments include:
 - News Summary Presentation (Presentation 1)
 - Listening Summary & Notetaking Project
 - Lecture Organization & Notetaking Project
 - “International Forum” Presentation
 - “Authentic Content” Project
 - Presentation 2 (Topic TBA)

STUDENT LEARNING OUTCOMES, LEP 040, HIGH-INTERMEDIATE SPEAKING AND LISTENING:

At the end of this course, students will be able to:

- › Follow straightforward, clearly structured lectures, talks and presentations about subjects that are of interest or are related to fields of study or profession.
- › Take useful notes on a lecture on a familiar topic with clear delivery and signposting.
- › Summarize short talks and discussions related to interests or areas of study, and answer questions about the content.
- › Make a short presentation about an issue or topic, describe the problem or situation, compare and contrast various views about it, and indicate personal opinions related to it.
- › Help to focus and direct a discussion by summing up what has already been said.

LEVEL 4 READING AND WRITING SUMMARY

In Level 4 study, students can skim and scan longer texts to find the information they need to complete tasks. They develop their skills in pulling together information found in different sections of a single text, as well as information spread across multiple texts. Students are able to identify lines of argument and overall conclusions in well-structured, clearly signaled texts. Students can write simple, brief essays on topics of interest. They can convey factual information about both concrete and abstract topics with a good degree of accuracy and precision. Students can write brief summaries, reports, and essays concerning factual information that is related to their interests and fields.

- › Students are expected to complete 4–5 take home compositions on which they will receive substantial instructor feedback and complete 2–3 drafts each. These assignments consist of (at least):
 - one compare & contrast essay
 - one cause & effect essay
 - one argumentative essay
- › Students will complete an Extensive Reading project, as laid out in the curricular core assignments.
- › Students are expected to complete 3–4 essays begun and completed during class time. These are generally pass/fail, and receive minimal instructor feedback.
- › Students are expected to do significant guided peer editing at this level, advising classmates about the logical pattern and overall comprehensibility of their essays and may offer some minor proofreading suggestions for their peer.

- › In addition to more formal writing assignments, students will complete frequent written responses which could take the form of blogging, journaling, discussion boards, etc.
- › Students will read extensively; both shorter authentic and pedagogical texts as well as authentic, level-appropriate book-length texts.
- › Students will complete an Extensive Reading project, as laid out in the curricular core assignments.

STUDENT LEARNING OUTCOMES, LEP 041, HIGH-INTERMEDIATE READING AND WRITING:

At the end of this course, students will be able to:

- › Identify the arguments and main conclusions in straightforward, clearly signaled authentic and pedagogical texts; make inferences about author’s purpose and point of view, and synthesize knowledge gained from reading.
- › Improve their writing skills by composing five paragraph compositions, recognizing and producing effective compositions in a variety of rhetorical modes with emphasis on effective introductions with a thesis, topic sentences, increased support for the topic, and conclusions.
- › Revise and carry writing projects through a series of drafts which respond to instructor and peer feedback
- › Develop the skills to effectively and accurately write using a variety of these rhetorical patterns including narrative, cause effect, compare/contrast, and argumentative.
- › Write personal correspondence about abstract topics.

LEVEL 5 (B2)

LEVEL 5 OVERVIEW

Level 5 students are able to participate in extended conversations on a wide variety of concrete and abstract subjects and topics. They are able to produce language that is grammatically accurate, spontaneous, and generally easy to follow, even for native speakers who are not accustomed to dealing with non-native speakers. Students have a good range of vocabulary, although there may be occasional hesitations as they search for words, but this does not usually interfere with communication. Grammatical errors do not lead to misunderstandings. Students are able to provide clear, detailed descriptions of events and experiences, express and defend opinions and points of view, and put forth arguments, backing them up with relevant explanations and examples. They can understand the main ideas of extended lectures, talks, and other kinds of presentations on concrete and abstract topics, provided the topic is reasonably familiar. Students are able to understand lengthy texts on a wide variety of topics, including articles and reports, and are able to discern an author’s stance or viewpoint on an issue. They can write detailed texts about a variety of subjects related to their interests or work, and can synthesize and evaluate information taken from multiple sources. Students can develop an argument and put forth a case, supporting their position with reasons, explanations, and examples.

- › Student success or failure in the class will be measure by an overall average of 80% or above on all coursework and assignments, as well as a grade of “pass” on a final portfolio which is a collection of the students work over the course of the quarter. Portfolios are

evaluated by a panel composed of faculty and the LEP director.

LEVEL 5 LISTENING AND SPEAKING SUMMARY

In Level 5 study, students expand their ability to understand extended lectures, talks, discussions, and presentations on concrete and abstract topics well enough to follow complex lines of arguments, provided the subjects are reasonably familiar. They can understand a majority of TV programs, films, and recorded or broadcast audio material. Students can engage in extended conversations, offering and supporting their views, on a variety of topics.

- › Students are expected to complete 6 structured speaking projects in a variety of formats over the course of the quarter, which include guided tasks related to planning, presentation, self-evaluation, and peer feedback. These assignments will include:
 - Critical Response Project
 - Pair Presentation
 - Discussion Leading Project
 - “International Forum” Presentation
 - Research Study
 - Community Survey Project
- › In addition to more formal writing assignments, students will complete frequent written responses which could take the form of blogging, journaling, discussion boards, etc.
- › Students will have the frequent opportunity to view or listen to their own spoken production, which will be followed by a guided self-evaluation in the form of a written response or correspondence.
- › Students will complete 1 speaking assignments in response to an “authentic content” opportunity: a lecture, talk or event presented by another department at Kendall College.

STUDENT LEARNING OUTCOMES, LEP 050, ADVANCED LISTENING AND SPEAKING:

At the end of this course, students will be able to:

- › Understand extended lectures, talks, discussions, and presentations on concrete and abstract topics, and present a brief oral summary.
- › Synthesize and summarize information from multiple sources, including their arguments and points of view, and answer questions about the topic.
- › Present a clear argument about an issue, supporting a particular point of view with necessary examples, explanations, and details, and defend that view by pointing out the disadvantages of alternative views.
- › Take useful and relatively complete notes on the main idea and key points of an academic lecture on a familiar topic with clear delivery and signposting.
- › Students will utilize grammar and sentence structure at a B2 level.

LEVEL 5 READING AND WRITING SUMMARY

In Level 5 study, students continue to develop their reading comprehension skills by reading a wide variety of texts, for a variety of purposes (e.g., reading for pleasure, reading to learn). They are able to quickly scan long and complex texts to find needed

information, or to decide whether a particular text is of interest or worth further study. Students are able to discern authors’ stances and viewpoints. Students at this level are able to write clear, detailed texts related to a variety of subjects. They can express their views and emotions about a subject of interest. Students can synthesize, evaluate, summarize, and comment on information from multiple sources.

- › Students are expected to complete 4-5 take home compositions on which they will receive substantial instructor feedback and complete 2-3 drafts each. These assignments consist of (at least):
 - one summary/response essay
 - one problem/solution essay
 - one argumentative essay
- › Students are expected to complete 3-4 essays begun and completed during class time. These are generally pass/fail, and receive minimal instructor feedback.
- › Students are expected to do significant guided peer editing at this level, advising classmates about the logical pattern and overall comprehensibility of their essays and may offer some minor proofreading suggestions for their peer.
- › In addition to more formal writing assignments, students will complete frequent written responses which could take the form of blogging, journaling, discussion boards, etc.
- › Students will have at least two one-on-one in-class conferences with their instructor; one will take place at midterm, and one will take place at the conclusion of the final exam.
- › Students will read extensively; both shorter authentic and pedagogical texts as well as authentic, level-appropriate book-length texts.
- › Students will complete an Extensive Reading project, as laid out in the curricular core assignments.

STUDENT LEARNING OUTCOMES, LEP 051, ADVANCED READING AND WRITING:

At the end of this course, students will be able to:

- › Identify and distinguish between main idea, supporting arguments and details in college-level non-fiction and fiction texts.
- › Read for a variety of purposes, including academic reading, and extensive reading for pleasure.
- › Quickly skim and scan long, complex texts to find relevant information, and to decide whether a particular text is worth further study.
- › Improve their writing skills by composing five paragraph compositions, recognizing and producing effective compositions in a variety of rhetorical modes with emphasis on effective introductions with a thesis, topic sentences, increased support for the topic, and conclusions.
- › Revise and carry writing projects through a series of drafts which respond to instructor and peer feedback
- › Develop the skills to effectively and accurately write using a variety of these rhetorical patterns including narrative, cause effect, compare/contrast, and argumentative.
- › Synthesize, evaluate, summarize, and comment on information from multiple sources

- > Write personal correspondence about abstract topics, including the arts, which synthesizes, evaluates, summarizes, and comments on the ideas or opinion of others. This could include a review or reflection of a work of art or cultural experience.
- > Utilize grammar and sentence structure at a B2 level

ASSESSMENT AND GRADING POLICIES

COURSE GRADING

Courses in the LEP program are Pass (P), or U (Unsatisfactory). In order to advance to the subsequent level in the program, a student must have an average of 80% or above in both Reading & Writing as well as Listening & Speaking classes. In addition to maintaining a satisfactory class average, all students must present a portfolio which represents a selection of their work completed over the course of the quarter, as well as a self-reflection. Portfolios are assessed by a committee comprised of LEP director and faculty.

Progress for LEP courses will be established on the basis of the following percentages.

Speaking and Listening Courses (LEP 030, 040 and 050)

TASK*	PERCENT
Graded Homework and In-Class Assignments	15%
Quizzes	15%
Core Assignments and Projects	35%
Midterm and Final Exams	20%
Authentic Content Assignment	10%
Final Portfolio	5%

Reading and Writing Courses (LEP 031, 041 and 051)

TASK*	PERCENT
Graded Homework and In-Class Assignments	15%
Quizzes	15%
Core Assignments and Projects	35%
Extensive Reading Project	10%
Midterm and Final Exams	20%
Final Portfolio	5%

*TASK DEFINITIONS

Graded Homework and In-Class Assignments: Anything that is assigned and collected or marked by your instructor, including textbook exercises, journal entries, assigned reading, worksheets.

Quizzes: Graded assessments, usually completed in class, which evaluates a students' knowledge of a focused skill, outcome, or set of outcomes.

Midterm Exam: A cumulative graded assessment, usually completed in class, which evaluates a students' knowledge of outcomes developed in the first half of a quarter. Midterm exams typically take place in week five.

Final Exam: A cumulative graded assessment, usually completed in class, which evaluates a students' knowledge of outcomes developed over the course of an entire quarter. Midterm exams typically take place in week five.

Final Portfolio: See next page for a detailed description of the final portfolio and its contents.

Core Assignments: Core assignments represent the most important part of your grade and progress in your LEP courses. Core assignments are projects that support the outcomes in each LEP class. Core assignments are often longer-term assignments, which you will work on for a series of a week or two, both in-class and at home, and are composed of several smaller pieces, such as drafts, outlines, or peer review practice (in the case of a writing project) or a survey, script, or visual aid (in the case of a Speaking/Listening projects). Core assignments also reflect the most significant part of your grade in your LEP classes.

Extensive Reading Projects (Reading and Writing classes): The Extensive Reading Project is designed to help you read as much as possible outside of class. In order to complete your weekly extensive reading, you must complete the requirements as outlined on an Extensive Reading Journal. Your instructor has provided you with some required reading as well as some resources for you to find things on your own. Pay careful attention to page number and other requirements on the journal which summarizes your weekly reading outside of class.

Authentic Content Projects (Speaking and Listening classes): "Authentic Content" is what we have decided to call the experiential learning portion of our curriculum.

- > Students are asked to participate in a selection of experiences over the course of the quarter, with the goal of integrating into diverse campus experiences with students and faculty from other academic departments.

Directions: Over the course of the quarter, you will engage in activities that will provide you with opportunities to engage with other departments at Kendall and the greater Chicago community.

You will complete several activities over the course of the term, and your instructor will ask you to complete pre-activity, post-activity, and follow-up tasks after each one. Perhaps you will be asked to write a paragraph or record your voice as you respond to some discussion questions about the event. Your instructor may give you a list of tasks you may choose from, or the instructor may choose a specific task to accompany your chosen event.

- > Generally, you are asked to explain the following information based on the activity:
 - > Main ideas (What did they talk about / What did you do?)
 - > Supporting details (examples)
 - > Jargon (vocabulary closely related to the field and the subject)
 - > Discuss cultural observations gathered while attending the event
 - > Express and support opinion about not only the subject but also the experience of doing the activity

- A. Two social events or volunteer experiences organized by Kendall College.
This can be with the English department, but not just your class. (must be organized by the English department (class field trips don't count).
- B. One academic presentation or lecture organized by Kendall College or elsewhere in Chicago.
You must attend two presentation or lecture organized by Kendall College. The topic does not need to be related to your field of study.

FINAL PORTFOLIO

Student's final assessment in LEP courses consists of a portfolio review. During week six of the quarter, students are supplied with a portfolio checklist, and are guided as they enter the final weeks of the quarter with the materials that they are to include in the portfolio. The contents of the portfolio are as follows:

1	First Day Writing Diagnostic (completed during the first day of class)
2	Reflective Letter
3	Take-Home Writing Assignment #1 (with all drafts and)
4	Take-Home Writing Assignment #2 (with all drafts)
5	In-class Final Writing Assessment (Writing Component of the final exam)
6	In-class Final Reading Assessment (Reading Component of the final Exam)
7	In-class Final Speaking Assessment
8	In-class Final Listening Assessment

On the Friday of week 10, the LEP director and faculty read the portfolios and reach a consensus that the work a student has produced has met the course objectives. Each portfolio is read by the instructor of a class, an additional faculty member, and the director. The portfolio is given a pass/fail grade, and counts for 5% of a students' final grade in the class (an average of all of the graded work in the portfolio). A student who receives an unsatisfactory grade on the portfolio will need to repeat their current level before moving on in the program.

ATTENDANCE AND PARTICIPATION POLICIES

LAUREATE ENGLISH PROGRAM PROGRAM POLICY

- > Students are required to come to class on time, every day. Attendance and active participation are of key importance to success in this program.
- > Being "present" in class means being on time, prepared, and participating.
- > Students who come late to class (after the class start time) will be counted late. Three latenesses equal one class absence.
- > Arriving more than 15 minutes late to a class is equal to an absence. A student arriving more than 15 minutes late will be

asked to return after the break.

- > Students who are unprepared to participate in class activities (without required class materials or homework assignments) for the day may be counted as absent.

IMPORTANT

Per US Visa requirements, international students on F1 visas are allowed to miss no more than 20% of their total coursework. This 20% is intended for emergencies and includes excused absences. This equals a total of 6 absences in all courses combined over the course of a quarter.

- > After 3 absences, a student will receive a written warning, signed by the student and the director, which will be added to the student's file.
- > After five absences, the student will receive a final written warning, also signed by the student and the director.
- > After six total absences, the student will be withdrawn from the program.

PLEASE NOTE: Students are allowed one excused absence per quarter. An excused absence is categorized as a documented emergency which legitimately keeps you from attending class. Proper documentation must be submitted, and director approval is necessary to deem an absence excused. When in doubt, come to class!

ACTIVE PURSUIT POLICY

Active pursuit means that a student is actively pursuing success in a class, and working, inside and outside of a classroom, to succeed in their classes and in the Laureate English Program. This means that in addition to attending class sessions, a student is completing assignments, homework, and assignments outside of class, and is satisfactorily prepared to participate in a class meetings, activities and discussions. Students who are unprepared to participate in class activities (without required class materials or homework assignments) for the day may be counted as absent. Consistent failure to complete coursework and assignments outside of class may result in a student being asked to leave the program.

OTHER CLASS POLICIES

Your instructor will use blackboard to post your assignments, grades, homework, and other resources that will help you to succeed in this class. It is your responsibility to check Blackboard after each class session.

Likewise, please make sure that you know how to log onto and use your Kendall email account. This is the email that your instructor will use when he or she needs to get in touch with you.

CLASS PARTICIPATION AND HOMEWORK

- > You are expected to come to every class and actively participate in class discussion and activities. Participation and sharing of ideas are essential components of this class and the learning process.
- > You are expected to check your email and Blackboard account after each class
- > You are expected to complete the homework assignments before each class session
- > If you miss a class, you are responsible for the homework for the following class and the activities that you missed.

ACADEMIC HONESTY

Honesty is an essential aspect of academic integrity. Individual students are responsible for doing their own work and for not taking credit or the ideas of others. This obligation is based on mutual trust. Cheating of any type on exams, quizzes, or other graded work will not be tolerated.

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 the work of others. 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 will be reported to their academic dean and may face disciplinary action ranging from failure on an assignment to suspension or expulsion.

KENDALL COLLEGE 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.
- > Connect students to college programs and services 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 manager 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 or 312.752.2036.

Special Needs Accommodations

Kendall College follows the guidelines of the Americans with Disabilities Act (ADA) and provides reasonable accommodations to individuals who provide appropriate documentation of disabilities. Academic Advising facilitates granting special accommodations for students with physical, mental, and learning disabilities, and is the students' advocate for acquiring special needs accommodations.

John A. Miller Academic Success Center

The role of the John A. Miller Academic Success Center (ASC) is to provide students with academic support and help students develop strategies to reach their academic goals. The ASC staff work closely with faculty, advisors, and deans to provide a targeted, faculty-driven tutoring experience. The ASC supports all programs, including General Education and the Laureate English Program (LEP), and provides tutoring assistance for a variety of subjects, including writing and math. The ASC promotes Kendall College's core competencies and skills: communication, critical thinking and reading, quantitative literacy, research and synthesis of information, technology literacy, cultural literacy knowledge, aesthetic awareness, environmental stewardship, ethical awareness, and discipline expertise. In addition, the ASC support specialists and tutors provide assistance and motivational guidance for learners in their efforts to develop strong, independent academic skills and positive lifelong learning.

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 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 these courses 6 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.

The Iva M. Freeman Library

A vital part of Kendall's academic life, the Iva M. Freeman 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 Iva M. Freeman Library owns an extensive collection of monographs and subscribes to a variety of 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 RAILS (Reaching across Illinois Library System) and LIBRAS (17 local academic libraries). The Iva M. Freeman Library is able to provide interlibrary loans of over 9 million unique titles and is available to current students, faculty, and staff of the college, both on and off campus. Library services are provided by professional librarians 6 days a week, and service is provided by phone, email, or in person.

The Iva M. Freeman 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
- > 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 ages, ethnicities, genders, nationalities, orientations, 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:

Monday–Thursday 9:00 a.m. to 6:00 p.m.

Friday 9:00 a.m. to 5:00 p.m.

Saturday Hours are offered during peak need times

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

COUNSELING

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

U-PASS

Full-time campus-based students in the Laureate English Program, 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 or by calling 1.877.NOW.VENTRA (1.877.669.8368).
- > 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. Students must visit the Business Office and pay the non-refundable replacement fee. The U-PASS will then be delivered to Kendall College. ID/

LOST OR STOLEN ID

The Kendall photo ID is provided to each student at New Student 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 Business 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 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 per quarter.

KENDALL EATERIES

CAFÉ DU JOUR

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

Breakfast 7:15 a.m. to 8:30 a.m.

Lunch 11:30 a.m. to 1:00 p.m.

Dinner 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.

THE DAILY GRIND COFFEE BAR

The Daily Grind is located in the lobby and is 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 a.m. until 6:00 p.m. 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 and hospitality 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 banquet featuring varying menu themes. 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.

Student housing is offered through the Office of Housing and Residence Life. Kendall's apartment-style student residences, located at The Infinite (28 E. Jackson Blvd), 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 the community, and ultimately enhance their college experience. All students living in student housing are required to follow the rules and policies that are listed in the Kendall College Student Housing Resident Handbook. Copies of the Resident Handbook are available at the Office of Resident Life and Housing. Additional information is available from the Office of Resident Life and Housing at 312.752.2080 or housing@kendall.edu.

HOUSING

IMPORTANT PEOPLE TO KNOW AT KENDALL:

Luke Daly, Director of LEP
Room 733, (312) 752 2187
luke.daly@kendall.edu

Kathleen Maguire, LEP Faculty
Room 260
Kathleen.maguire@kendall.edu

Heidi Lombardo, LEP Faculty
Room 260
Heidi.lombardo@kendall.edu

Sansanee Ratruang (Smile), International Student Mentor for LEP
sansanee.ratruang@student.kendall.edu

Clare Lake, Office of International Student Affairs
Room 240, (312) 752-2468
clare.lake@kendall.edu

Rene Gosch, Office of International Student Affairs
Room 233, (312) 752-2504
Rene.gosch@kendall.edu

Sandra Hernandez, Writing Tutor, Academic Success Center
Fifth floor (in the back of the library), (312) 752-2336
sandra.hernandez@kendall.edu

Glenn Danielson, Office of Student Life
Room 240, (312) 752-2286
Glenn.danielson@kendall.edu

IMPORTANT ROOMS TO REMEMBER:

Computer Lab:	Room 409
The Iva M. Freeman Library:	Fifth Floor
The Academic Success Center:	Fifth Floor (inside the library)
LEP Teacher Office and Computer Lab:	Room 260
Bursar (Business and Financial Offices):	Room 225
Career Services:	Room 229

CAMPUS DIRECTORY

Main Number:	866.667.3344
Academic Success Center:	312.752.2376
Academic Advising:	312.752.2036
Business Office:	312.752.2024
Campus Safety:	312.752.2382
Career Services:	312.752.2012
Computer Lab/IT Dept. :	312.752.2548
Enrollment:	888.705.3632
Financial Aid Office:	866.803.9988
The Iva M. Freeman 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

BASIC FLOOR PLAN

8TH FLOOR
Facilities, Finance, Human Resources, President's Office, Provost

7TH FLOOR
Center for Teaching and Learning, Classrooms, General Education, International School of Business, School of Education, School of Hospitality Management

6TH FLOOR
Academic Success Center, Classrooms, the Iva M. Freeman Library

5TH FLOOR
Auditorium, Demo Kitchen, Hyatt Hospitality Suite, Skyline Room, Test Kitchen, Wine Room

4TH FLOOR
Board Room, Computer Classrooms, Computer Lab, Enrollment, IT Department, School of Culinary Arts

3RD FLOOR
Cafeteria, Cafeteria Kitchen, Dining Room, Dining Room Kitchen, Quick Service Restaurant, Garde Manger Kitchen, Pastry Kitchens (1, 2, 3), Wusthof Kitchen

2ND FLOOR
Academic Advising, Admissions, Business Office, Career Services, Events team, Financial Aid, Fitness Center, KC Store, Kendall College Trust, Marketing, Office of International Affairs, Office of the Registrar, Residence Life, Student Life, Student Lounge, Veterans Lounge

1ST FLOOR
Block One Kitchens, The Daily Grind Coffee Bar, Loading Docks,

