



ACADEMIC CATALOG

LES ROCHES CHICAGO
2016 - 2017



ACADEMIC CATALOG

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FOR ENQUIRIES

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LES ROCHEs ACCREDITATION

Les Roches International School of Hotel Management, Chicago is accredited through Les Roches, Switzerland by the New England Association of Schools and Colleges, Inc., through its Commission on Institutions of Higher Education.

Enquiries regarding the accreditation status by the New England Association of Schools and Colleges, Inc. should be directed to the administrative staff of the institution. Individuals may also contact:

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Knowledge of Regulations and Procedures

It is the student's responsibility to be familiar with the information presented in this 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 their degree program rests with the student.

1. A WARM WELCOME TO THE WORLD OF HOSPITALITY

The world of hospitality is an exciting and dynamic field; it offers career opportunities with an international flavor and global exposure. The sector has been growing over the years and it is expected that by 2020, one in every 11 open positions will be in hospitality and service.

Les Roches is committed to preparing tomorrow's leaders for success. We set high standards for education within the world of hospitality and for our students' behavior, attitude and approach to the essence of service.

The mission of Les Roches is to provide "transformative education." We have developed this academic catalog to give you an in-depth insight into what Les Roches has to offer in terms of study programs.

Our academic curriculum helps you develop management competencies, general knowledge and practical skills for immediate relevance to the hospitality world. Our learning methodology bridges the gap between craft-based and academic learning as well as individual and group work, paving the way for your future professional and personal growth. Our international and experienced faculty will challenge you and help you develop your work ethic, entrepreneurial spirit and creative thinking.

We continue to evolve our curriculum to respond to our students' needs and developments within the hospitality and service sector. Today the field of hospitality has become a fascinating world and can offer you exciting opportunities in the future.

We look forward to welcoming you to Les Roches and we wish you great success!



Sonia Tatar

Directeur Général / CEO Les Roches Worldwide

2. HISTORY OF 'ECOLE DES ROCHES'

1954: Les Roches International School: Ecole des Roches, an international institute for young people, was founded by Messrs Marcel and Jean-Pierre Clivaz. During its first years, this establishment came to be well recognized throughout France and Italy. Five years later, students from Europe and the United States of America were attending the school. A few years later, an initial enrollment of 150 had risen to 220 students, from 60 different countries on five continents. Two other brothers, Roger and Francis, joined the family team.

1979: Les Roches Hotel and Tourism school: As a result of the prevailing worldwide economic conditions and a growing demand abroad, Les Roches International School became "Les Roches" Hotel and Tourism School with instruction in English.

2000: Sylvan Learning Systems: In November, the School was acquired by Sylvan International Universities, a branch of Sylvan Learning Systems, USA. Les Roches became the Hospitality Center of Excellence for Sylvan International Universities, which had campuses in the United States, Mexico, Chile and Spain and other global locations. Sylvan became Laureate Education Inc. on 17th of May 2004.

2003: Les Roches joins LIU: Les Roches became part of Laureate International Universities (LIU), a network using shared services which provide a superior university experience for full-time and working-adult students worldwide through its leading international network of accredited campus-based and online universities. Currently, LIU has a presence in 30 countries and serves more than 800,000 students worldwide with 75 accredited institutions in North America, Latin America, Europe, Asia, Africa, and the Middle East.

2006: Campus growth: Les Roches expanded its facilities with four extra buildings to accommodate additional students in fully equipped apartments.

2007: New facilities, new name: Les Roches opened a new and modern library complex, auditorium and specially designed front office and rooms division laboratory. Les Roches changed its name from Les Roches Swiss Hotel Association School of Hotel Management to "Les Roches International School of Hotel Management" to better reflect its global student body and educational approach.

2009: Renovations: The campus undertook important renovations.

2010: A year of big news -

- ▲ Bill Clinton (42nd President of the United States) became Honorary Chancellor of Laureate International Universities.
- ▲ Two new specializations were added to the BBA: Culinary Business Management and Hotel Design and Project Management, which became Innovation and Sustainability in 2013.
- ▲ Achieved NEASC accreditation for its own MBA program: Les Roches MBA in Hospitality Management with specializations in Finance or Marketing.
- ▲ Les Roches ranked among the top hospitality management schools worldwide: In a global survey of 5-star hotel hiring managers, Les Roches was ranked among the top 3 hospitality management schools worldwide for an international career. Statistically, three institutes occupy this ranking position (TNS Global Survey, September 2010).

2011: New restaurant and sports bar: In August 2011, a new restaurant, the "A La Carte" was created as a food and beverage facility for instruction, and a Sports Bar was added as a student recreation facility.

2012:

- ▲ New BBA specialization in Event Management.

2013:

- ▲ Les Roches ranked again among the top hospitality management schools worldwide: Les Roches is ranked by industry-hiring managers of luxury hotels among the top 3 hospitality management schools in the world for an international career (TNS, global research, 2013).
- ▲ Les Roches launched the BBA in Global Hospitality Management: Les Roches is the only international hospitality management school to offer a degree that allows students to study around the world in key tourism and hospitality locations.

2014:

- ▲ Les Roches launched the BBA in Global Hospitality Management. The degree studies allow students to study in Les Roches branch campuses worldwide.

2016:

- ▲ After a bidding and due diligence process, Laureate Education Inc. came to an agreement with French investment company Eurazeo to transfer the ownership of the Swiss hospitality management institutions Glion and Les Roches and their branch and affiliate campuses, contingent on

necessary regulatory approvals. This process has been finalized on May 31 upon receiving the required approval from NEASC.

▲ Les Roches Chicago opens.

Les Roches has a distinguished history of 35 years preparing students for the hospitality industry and has been sought internationally for partnerships in offering Les Roches programs. Currently, Les Roches has accredited branch campuses in Bluche, Switzerland; Marbella, Spain; Amman, Jordan; and Shanghai, China, offering the Les Roches curriculum and the Les Roches student experience.

In an independent survey of more than 50,000 hoteliers in 80 countries conducted by Taylor Nelson Sofres in 2007, 2010 and (most recently) 2013, Les Roches consistently ranked among the top three hospitality schools worldwide for preparing students for an international career in hospitality management.

The Les Roches Chicago (LRC) Branch Campus will operate to the same high standards as the home campus (LRB), preparing students committed to an international career in the hospitality and service industry for success.

3. GENERAL PURPOSES

Les Roches is a co-educational school offering higher education programs that are accredited by the Commission on Institutions of Higher Education (CIHE) of the New England Association of Schools and Colleges. Les Roches provides instruction in English to students of any race, nationality, sex, color, religion or creed who have successfully completed a full secondary school program.

We expose our students to a broad range of courses covering the inter-related areas of the hospitality industry, by means of theoretical and practical work within the School and by regular periods of internship in recognized hotels, restaurants or related institutions. Students' intellectual abilities are further developed through the general education component of the undergraduate programs.

Our objective is to train and educate students to a level of all-round competence in the varied operations of the hospitality industry. Graduates of Les Roches, having developed competence in a range of technical, organizational and administrative skills, will be able to progress through the ranks of the management hierarchy.

We develop students' abilities to initiate and manage change by confronting them with contemporary issues and challenges that the industry faces today. The international environment at the School promotes awareness and understanding of national and cultural differences and encourages students to work together in a team to improve interpersonal skills. Graduates of Les Roches may therefore embark upon their careers with confidence, armed with knowledge, basic experience and interpersonal skills which allow them to successfully face career challenges.

4. MISSION AND VALUES

A. LES ROCHES OVERARCHING MISSION

Les Roches International School of Hotel Management prepares students committed to an international career in the hospitality and service industry for success. LRC will adopt the LRB model hospitality education programs balancing theory with practice, and independent learning with strong faculty support and mentorship, providing a solid foundation for lifelong learning. Guided by the Les Roches global mission, Les Roches Chicago will ensure that students acquire personal and professional skills for immediate employment and progression into leadership positions in the industry. Through its global network of campuses and educational sites, the Les Roches model of education consistently complies with high academic standards and integrated resources to grant accessibility to hospitality education throughout the world.

- ▲ The values that guide the Les Roches Communities worldwide working toward a common vision are:
- ▲ To practice and teach the Swiss work ethos
- ▲ To demonstrate understanding and respect for cultural differences
- ▲ To develop leadership, teamwork and entrepreneurship
- ▲ To foster a global perspective
- ▲ To act with integrity
- ▲ To engage with industry and educational partners
- ▲ To act responsibly in the development of a suitable environment

B. LES ROCHES CHICAGO INSTITUTIONAL MISSION

The Les Roches institutional mission embodies rigor in work, a strong team spirit, flexibility in problem solving, dedication to service, a global perspective, and respect for diverse cultures. The institutional mission is the underpinning for leadership and development of the individual branch campus mission statements. It is also the guide for actions on the part of the Governing Board, senior management, faculty, and staff. The Les Roches institutional mission illustrates the traditional approach to educating students to undertake the rigorous requirements and standards demanded by the hospitality industry. Les Roches provides the curricular and co-curricular base for an ethos of respect, while at the same time instilling the importance of teamwork in many aspects of its educational program. LRC will provide instruction in English to students of any race, nationality, sex, color, religion or creed who have successfully completed a full secondary school program.

C. CAMPUS MISSION

LRC exposes students to a broad range of courses covering the interrelated areas of the hospitality industry by means of theoretical and practical work within the School and by regular periods of internship in recognized hotels, restaurants or related institutions. Students' intellectual abilities are further developed through the general education component of the undergraduate programs.

LRCs objective is to train and educate students to a level of all-round competence in the varied operations of the hospitality industry. Graduates of Les Roches, having developed competence in a range of technical, organizational and administrative skills, will be able to progress through the ranks of the management hierarchy.

Students at LRC are confronted with contemporary issues and challenges that the hospitality industry faces today, and upon graduation, students will have the ability to initiate and manage change. The international environment at LRC promotes awareness and understanding of national and cultural differences and encourages students to work together in teams to improve interpersonal skills. Graduates of LRC may therefore embark upon their careers with confidence, armed with knowledge, basic experience and interpersonal skills which allow them to successfully face career challenges.

D. GENERAL EDUCATION PROGRAM MISSION

The general education program embodies Les Roches' vision of an educated hospitality graduate. Graduates will understand the world they live in and seek to contribute to society; they will appreciate the humanities and the arts and develop their awareness of how science aids our understanding of our lives and our environment. General education at Les Roches includes not only specific general education courses, but also a set of common skills embedded in courses throughout the curriculum and in internships and experiences gained in the implicit curriculum in campus events and activities. Providing knowledge, skills, experiences, and understanding, the general education program offers an educational foundation that assists graduates to reach senior positions in the hospitality sector.

The mission is to broaden students' understanding of the arts, sciences, and social sciences and to support the development of individual common skills that enable students to perform effectively in their future careers and function confidently as members of contemporary society.

5. AFFILIATION, ACCREDITATION, RECOGNITION & MEMBERSHIPS

A. NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES

Les Roches Chicago is accredited through Les Roches, Switzerland as a branch campus by the New England Association of Schools and Colleges, Inc. (NEASC) through its Commission on Institutions of Higher Education.

The New England Association of Schools and Colleges, one of six regional accrediting bodies in the United States, is a voluntary, non-profit, self-governing organization having as its primary purpose the accreditation of educational institutions. Through its evaluation activities, carried out by six commissions, the Association provides public assurance about the educational quality of those schools and colleges that seek or wish to maintain membership, which is synonymous with accreditation.

Institutions of higher learning achieve accreditation from the New England Association through its Commission on Institutions of Higher Education by demonstrating they meet the Commission's Standards for Accreditation and comply with its policies. The Standards for Accreditation establish criteria for institutional quality; in addition, the Commission adopts policies that elucidate the Standards, relate to their application, and otherwise ensure that the Commission is current with respect to changing circumstances in higher education and public expectation. Moreover, the Commission expects affiliated institutions to work toward improving their quality, increasing their effectiveness, and continually striving toward excellence. Its evaluative processes are designed to encourage such improvement.

Each of the eleven Standards articulates a dimension of institutional quality. In applying the Standards, the Commission assesses and makes a determination about the effectiveness of the institution as a whole. The institution that meets the Standards:

- ▲ has clearly defined purposes appropriate to an institution of higher learning;
- ▲ has assembled and organized those resources necessary to achieve its purposes;
- ▲ is achieving its purposes;
- ▲ has the ability to continue to achieve its purposes.

For further information on NEASC please visit: www.neasc.org.

B. LES ROCHES, SWITZERLAND OTHER RECOGNITION / MEMBERSHIPS

Environmental Policy

Les Roches conforms to ISO 14001:2004.

The following agencies recognize the school:

- ▲ Council on Hotel Restaurant and Institutional Education (CHRIE - USA) and EUROCHRIE (Europe)
- ▲ International Association of Hospitality Management Schools (IAHMS)
- ▲ Association of Swiss Chefs
- ▲ Association of Directors of Hotel Schools (EUHOFA)
- ▲ The Leading Hotel Schools in Europe (EURHODIP)
- ▲ European Council on International Schools (ECIS)
- ▲ Swiss Association of Maîtres d'Hôtel
- ▲ International Hotel & Restaurant Association

6. ENTRY REQUIREMENTS

A. UNDERGRADUATE PROGRAMS

A.1. Entry Requirements

- ▲ Bachelor of Business Administration in International Hotel Management
- 1. Min 17.5 years old or above at the entry date.
- 2. Holding an accredited Secondary Education Diploma demonstrating successful completion of 12 years of education.

NB:

- ▲ See table below for Secondary Education and English Language equivalences and scores requirements.
- ▲ A student who does not meet one of the above entry criteria may be exceptionally accepted to enter the degree program under specific conditions. A customized program will be proposed after a review of the application file. An additional semester might be required to guarantee the studies outcome to be successful.
- ▲ On a student's request (for financial reasons or not meeting the academic results), the program of study may be shortened and a lower qualification issued (Certificate, Diploma, Associate Degree). The type of qualification will depend on the length of studies at Les Roches and amount of credits accumulated.

A.2. Required admissions documents (common to all undergraduate programs) for a duly completed application

1. A copy of academic credentials (Secondary Education Diploma, last three years' transcripts with courses completed and grades received. If documents not in English an official notarized English translation will be required).
2. A completed application form with all pertinent attachments and an application fee.
3. Study Plan: An essay of motivation describing why the candidate wishes to study at Les Roches. Average 250-1,000 words with signature and date.
4. Post Study Plan: An essay explaining the candidate's career aspirations. For non-US citizens the essay should include a statement that the candidate will leave the United States upon expiration of his or her visa. Average 250-1,000 words with signature and date.
5. For those who have studied outside of the USA:
 - 5.1. Complete information on the school or college with an explanation of the grading system in English.
 - 5.2. Letter of recommendation from a teacher or guidance counselor.
6. Sponsorship Letter: A signed, dated letter from the person who will finance the studies guaranteeing his or her responsibility to cover the tuition fees and all other expenses.
7. Bank Guarantee: For applicants coming from outside the USA please submit a letter or statement from the sponsor's bank verifying sufficient funds to cover the fees and expenses.
8. Minor form – for any candidate who would not be 18 at the start of the program.

A.3. Entry requirements for candidates transferring from other Hospitality Institutes directly onto either semester 4, 6 or 7 of the Les Roches BBA program:

Holding one of the following academic qualifications:

- ▲ Les Roches Diploma in Hotel Management or Hotel Management Diploma
- ▲ BTEC (Business and Technology Education Council) Higher National Diploma
- ▲ Diploma or Associate Degree of a Hotel School or other recognized Diploma with minimum of 2.5 years of program duration.
- ▲ Candidates from other hotel schools will be considered for entry into the programs. Appropriate entry level will be determined according to their qualifications. In order to make a formal academic evaluation, candidates are required to submit an official program outline and transcripts of previous studies (if not in English, an official notarized translation in English will be required).
- ▲ Copies of working certificates in the hotel industry if applicable.

B. ENGLISH LANGUAGE EQUIVALENCY TABLE

Please find here below the minimum required English Language entry level for each program.

Students who are not native English speakers or who have not studied for at least the last 3 years in an English-speaking school must provide proficiency in English with a minimum score of 500 (TOEFL) or equivalent as demonstrated in the table.

| Programs | TOEFL* | IELTS** | Cambridge FCE/ CAE*** |
|---------------------------|------------|--|------------------------------|
| BBA | 500/173/61 | Average 5.0 and min 5.0 in each subcomponent | FCE: grade C |
| Direct entry to BBA 4/6/7 | 500/213/80 | Average 5.5 and min 5.5 in each subcomponent | FCE: grade A CAE: grade C |

*TOEFL – first grade being the paper-based/ second the computer-based/ third the internet-based.

** IELTS – has 4 subcomponents (Writing, Reading, Speaking, Listening).

*** Cambridge – First Certificate Exam (FCE) – Cambridge Advanced Exam (CAE) – please also provide statement of results.

C. SECONDARY EDUCATION QUALIFICATIONS (LIST NOT EXHAUSTIVE) PERMITTING ENTRY ONTO THE BACHELOR PROGRAM

Secondary Education qualifications (list not exhaustive) permitting entry onto the Bachelor program:

- ▲ High School Diploma
- ▲ US High School Diploma + IB subjects
- ▲ US High School Diploma + SAT 1 and/ or AP exams
- ▲ IB Diploma (min. 24 points)
- ▲ Baccalaureate
- ▲ Abitur
- ▲ Maturité/ Maturità
- ▲ Bachillerato
- ▲ Dutch VWO (Wet op het Wetenschappelijk Onderwijs)
- ▲ Belgian Certificat D'Enseignement Secondaire Supérieur/ Getuigschrift van Hoger Secundair Onderwijs
- ▲ Swedish Slutbetyg
- ▲ UK – 2 full A-Levels (GCEs) studied and passed
- ▲ Greek Apolytirion
- ▲ Australian Certificate of Education
- ▲ New Zealand National Certificate

D. MISCELLANEOUS

D.1. Students with Disabilities General Provisions

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

D.2. Requesting Accommodation

Students requiring accommodation must first complete the process of applying for accommodation through the academic support coordinator

and provide professional verification of the condition(s) that necessitate the accommodation as part of the admission process and prior to arrival.

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 from the Academic Office (i.e., Academic Office 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 Academic Advising. Academic Advising 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 student's present levels of achievement and information processing. Academic Advising 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.

D.3. Granting Accommodation

An academic support officer 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 academic support officer 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, Academic Advising will devise a schedule of academic adjustments and/ or accommodation appropriate for the individual student. The student shall be notified, in writing, of Academic Advising's accommodation decision promptly after it has been made.

Every student who receives accommodations and/ or academic adjustments shall meet upon request with Academic Advising 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 Academic Advising. Les Roches Chicago faculty and staff will be informed of qualifying students' accommodation and/ or academic adjustments on a need-to-know basis. Additional cost that may occur for accommodating students will be added to the tuition fees.

Academic Support Policy

Academic support provision:

- ▲ The support available is limited and dependent on supporting documented evidence of a specific learning difference, sent to the school prior to the student's arrival or as soon after check-in as possible
- ▲ All documentation received and any study-related issues can be discussed in confidence with the Academic Support Coordinator
- ▲ All forms of support and assistance are initially assessed and arranged through discussions with the Academic Support Coordinator
- ▲ Regular meetings can be arranged with the Academic Support Coordinator in order to assist students with planning their work, time management and the best way to study their course
- ▲ Students are encouraged to be pro-active accessing the support available to them and are expected to relate any change and/or concerns in their needs for support to the Academic Support Coordinator at the earliest opportunity
- ▲ Alternative exam arrangements are to be discussed with the Academic Support Coordinator and may include some of the following: extra time in exams, use of a laptop, reader, scribe/ Amanuensis
- ▲ However, it must be stressed that due to the nature of certain assessments and scheduling issues, it is not possible to provide Alternative Exam Arrangements for all exams and each case will be discussed individually with the Academic Support Coordinator.

Academic Support works with Student Services and academic departments to co-ordinate a range of support aimed at ensuring students with specific learning differences can achieve their potential. Support does not guarantee success, but is there to facilitate access to the opportunities for success. In addition, Academic Support cannot provide a level of support that students may have previously experienced in the high school environment and therefore encourages students to take responsibility for their own learning and become competent independent learners.

D.4. Challenging the Accommodation Decision

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

the Dean are final.

D.5. Progression Policy

Students are required to confirm their intentions for each successive semester. This procedure is intended primarily as a control of student plans rather than a reappraisal of student acceptability. Students exempted from internship are accepted into the next semester, based on space availability. Progression forms are circulated to students as part of their final report packet. Decisions regarding space availability for transfer students are to some extent dependent upon respecting application deadlines.

D.6. Transfer Students

Applications for transfer to Les Roches are considered on a case-by-case basis for credit acceptance. The Admissions department in conjunction with the Director of Academic Affairs will review and assess credit transfer.

D.7. Withdrawal from the School

Students may withdraw from the school at any time; however, tuition fees are not refundable. The method of completing the semester is dependent upon the time of withdrawal.

E. TRANSFER

E.1. Transfer to Les Roches from Associated Institutions

1. A completed application form with all pertinent attachments and an application fee.
2. Students from these institutions should apply to the Registrar for the program of their choice and the Registrar and Director of Academic Affairs will confer and agree the entry point.
3. If you are not a native English speaker, or if you have not spent the last 3 years in an English-taught school, please enclose one of the following:
 - 3.1. TOEFL: minimum score of 550 for the paper-based test or 80 for the internet-based test.
 - 3.2. Cambridge First Certificate Exam (FCE): Grade A or Cambridge Advanced Exam (CAE): Grade C - Please also send the statement of results with your detailed profile.
 - 3.3. IELTS: Academic Module minimum Overall Band Score of 5.5 and min. 5.5 in each part (listening, reading, writing, speaking).
 - 3.4. All English certificates must have been issued in the last 12 months prior to admission.

E.2. Transfer to Les Roches from Other Institutions

Les Roches recognizes credit earned at other accredited institutions and transfer is welcome. Requirements for the decision-making process are the following:

1. A completed application form with all pertinent attachments and an application fee.
2. A letter of recommendation.
3. An official high school transcript, essays and scores from either the SAT or ACT.
4. An official transcript from previous colleges and/ or schools and a copy of the program catalog.
5. Application for transfer will be made to the Registrar who will confer with the Director of Academic Affairs to agree transferability and entry point.
6. Students with appropriate previous certified learning will be admitted onto the course. The program that the students will follow will be designed to meet the students' learning needs based on organizational constraints. The program will be agreed with the Dean and the Director of Academic Affairs. Students who transfer to Les Roches programs are required to take at least 30% of the undergraduate program.
7. If you are not a native English speaker, or if you have not spent the last 3 years of your secondary education in an English-taught school, please enclose one of the following:
 - 7.1. TOEFL: minimum score of 550 for the paper-based test or 80 for the internet-based test. The TOEFL testing code number for Les Roches is 9827.
 - 7.2. Cambridge First Certificate Exam (FCE): Grade A or Cambridge Advanced Exam (CAE): Grade C - Please also send the statement of results with your detailed profile.
 - 7.3. IELTS: Academic Module minimum Overall Band Score 5.5 and min. 5.5 for each part (listening, reading, writing, speaking).
 - 7.4. All English certificates must have been issued in the last 12 months prior to admission.

7. STUDENT CALENDAR 2016-2017

A. BACHELOR OF BUSINESS ADMINISTRATION IN INTERNATIONAL HOTEL MANAGEMENT

A.1 2016 Summer Semester

| Semester | Registration | Induction | Start Date | Mid-Semester Break | Class Commencement (After Mid-Semester Break) | End Date |
|-----------|------------------|------------------|------------|--------------------|---|---------------|
| July 2016 | July 26th - 27th | July 28th - 29th | August 1st | October 1st - 9th | October 11th | December 16th |

A.2 2017 Spring Semester

| Semester | Registration | Induction | Start Date | Mid-Semester Break | Class Commencement (After Mid-Semester Break) | End Date |
|--------------|---------------------|---------------------|--------------|--------------------|---|----------|
| January 2017 | January 17th - 18th | January 19th - 20th | January 23rd | March 27th-31st | April 3rd | June 2nd |

A.3 2017 Summer Semester

| Semester | Registration | Induction | Start Date | Mid-Semester Break | Class Commencement (After Mid-Semester Break) | End Date |
|-----------|------------------|------------------|------------|------------------------------|---|--------------|
| July 2017 | July 25th - 26th | July 27th - 28th | July 31st | September 30th - October 8th | October 9th | December 8th |

8. INFORMATION TECHNOLOGY EQUIPMENT POLICY

Students joining Les Roches International School of Hotel Management will need to have individual access to our intranet website, which hosts student information including support and teaching documents and other learning resources. Students will also require access to the internet, which is vital for access to online library resources, email and project research.

Student's Own Laptop

2.1. Software Specification

Students are required to bring their own laptop. It MUST meet the School's specifications as follows:

Windows:

- ▲ One version of the Windows operating system must be installed (Only Genuine Software Licenses are accepted)
- ▲ Windows All Versions (preferably Windows 7 to 10) – IN ENGLISH ONLY
- ▲ For Windows machines, Microsoft Office PRO All versions – The IT training courses on Word, Excel, PowerPoint, and Access etc. are based on the 2016 version of Microsoft Office. (N.B. Also important for ease of file sharing).

Apple:

- ▲ Apple Mac machines can only be connected if they have an English system + Office for Mac (all Genuine Versions accepted - English only) – see website for latest update

Please Note: It is an advantage for Windows to be installed inside the Apple machine (by means of virtualization or boot camp) A few of the Les Roches academic programs are not supported by the Mac OS

All:

- ▲ Internet browser (Internet Explorer, Mozilla Firefox, Google Chrome, Safari, etc.)
- ▲ Updated plugins (Java, Flash, Shockwave, etc.)
- ▲ Professional and updated Multi-Layered Anti-Virus protection (Kaspersky Anti-Virus, McAfee AntiVirus Plus, Norton Security, Bitdefender Total Security, etc.)

2.2. Hardware Specification

Your own laptop must have the following minimum specification:

- ▲ Intel i5 Processor (or superior)
- ▲ 8 hour battery is highly recommended
- ▲ 8 GB RAM
- ▲ 100 GB HDD space available
- ▲ Wi-Fi 802.11 n, ac (2.4, 5 GHz)
- ▲ Genuine Operating systems IN ENGLISH as listed above.

2.3. I.T. Support

Les Roches does NOT provide any software (Windows, Office, etc.) and offers basic support limited to trouble-shooting only.

It should be noted that Les Roches does not offer any hardware support for students' laptops. The responsibility of hardware maintenance, purchase of all Software, upgrades and support rests with the student. Les Roches can provide students with a list of local suppliers who offer these services.

9. FEES AND FINANCIAL AID

The cost of living typically varies slightly every year in the USA. To maintain the standards expected from Les Roches, the fees are reviewed each year in August. Fees are not included in this document; however, they are available separately and can be sent with the application form and other appropriate documents.

Non-payment of fees at the appropriate time may result in suspension from classes and ultimately from the school.

Les Roches buys textbooks/eBooks for students who are then charged for them. These textbooks/eBooks must be taken by students—they are not optional.

Financial aid for enrolled students

Financial aid is considered within the limits of the funds available to help enrolled students whose financial situation has dramatically changed in a way that could not be anticipated upon enrollment. It is a last resort that should be sought only after all other possible financial aid options are deemed impossible, and documentation to support the request is required. Financial aid is awarded against tuition fees (excluding room and board) on a semester-by-semester basis. Since the Les Roches financial aid fund is limited, academic status, attendance and disciplinary procedures are taken into consideration for prioritizing requests.

Requests to Les Roches for financial aid must be documented and accompanied by tax return forms of the sponsor as well as comprehensive arguments as to why assistance should be given.

Applications should be submitted by April 30th or October 31st of each year to the Registrar. If all criteria are met, the Registrar will recommend the application for final approval to the CEO Les Roches Worldwide. They will take a decision based on the documentation received and the current academic standing of the student. The Registrar informs the final decision in writing.

Financial aid for prospective students

Because Les Roches has an extremely limited budget, very little financial aid is granted to new students. Financial aid granted to current continuing students enrolled into all semesters will be funded prior to aiding new students. Prospective students who believe their personal circumstances are so exceptional that they might warrant consideration for financial aid should contact the Regional Admissions Director for information about application and documentation requirements.

The financial aid for new students will only apply for the first semester. If the student requests financial aid for returning semesters they must apply once on campus.

All requests are approved or declined in writing by the Campus Director and the CEO Les Roches Worldwide.

Students who are granted financial aid are enrolled into the voluntary service course. The campus management determines the nature of voluntary services. Voluntary services are scheduled accordingly and the Registrar checks to ensure that students have passed the course. If the student does not successfully complete and pass the course or fails to respect the course conditions, he or she may risk losing the financial aid scheme.

10. ACADEMIC PROGRAMS

A. BACHELOR OF BUSINESS ADMINISTRATION (HONS) INTERNATIONAL HOTEL MANAGEMENT

The Bachelor of Business Administration in International Hotel Management is a 7-semester, full-time degree program open to students who successfully meet the admission requirements.

The final 2 semesters of study develop strategic and management skills that are both relevant to the industrial setting in which students are destined to work and are a prerequisite for possible postgraduate studies at a later date. There are 121 credits (124 credits for the honors degree) in the full 3.5-year program. Three separate specializations /awards are offered to students to allow them to develop areas of special interest.

A.1. Program Objectives

The aim of the BBA program is to prepare students for a range of operational and management careers in the International Tourism and Hospitality Industry. Building on their operational skills and knowledge, the program further develops generic management theories and competencies using a range of teaching and learning processes.

Learning outcomes

By the end of the program the students will be able to:

1. Be autonomous learners working towards realizing their personal and professional potential.
2. Appraise confidently and challenge the central theories and concepts within the academic field of Business Management and International Hospitality.
3. Identify and critically evaluate current trends and issues within the International Hospitality Industry and have the ability to reflect on its academic progress and professional development.
4. Integrate and evaluate issues encountered within the General Education program.
5. Use effectively the full range of common skills developed during the program.

A.2. Program Content

Semester 1:

| Course No. | Course Name | Credits |
|------------|---|---------|
| RDM 1128 | Rooms Division Operations | 3 |
| TRM 1186 | Introduction to the World of Hospitality | 1.5 |
| GEN 1146 | Cross-Cultural Understanding French I | 3 |
| GEN 1147 | French II | 3 |
| FIN 2172 | Hospitality Financial Accounting and Control | 3 |
| RDM 2129 | Rooms Division Administration | 3 |
| GEN 2112 | Scientific Principles of Human Nutrition and Food | 1.5 |
| GEN 2177 | Introduction to Psychology | 3 |
| FBS 2108 | Food Safety Management | 1.5 |
| GEN 2133 | Advanced Writing Skills | 3 |
| FBS 1108 | Introduction to Food Safety | 1.5 |
| GEN 1192 | Mathematics and Applied IT | 3 |
| GEN 1133 | Effective Writing | 3 |

Total credits: 33

(If there is sufficient demand other levels of the foreign language options can be provided)

Semester 2:

| Course No. | Course Name | Credits |
|------------|---|---------|
| CUL 2118 | Culinary Operations – Kitchen Craft-based Learning | 3 |
| CUL 2119 | Pastry and Bakery Operations – Pastry Craft-based Learning | 1.5 |
| CUL 2123 | Culinary Concept Operations – Kitchen Craft-based Learning | 3 |
| FBS 1105 | Catering and Banquets Operations – Service Craft-based Learning | 3 |

| | | |
|----------|--|-----|
| SCI 1162 | Cleaning Science and Stewarding | 1.5 |
| FBS 1106 | Principles of Bar and Beverage Operations – Service Craft-based Learning | 3 |
| FBS 1107 | Service Concept Operations - Service Craft-based Learning | 3 |

Total credits: 18.0

(If there is sufficient demand other levels of the foreign language options can be provided)

Semester 3 (Industry Internship in a Hospitality Organization):

| | | |
|----------|------------|---|
| INT 1108 | Internship | 2 |
|----------|------------|---|

Total credits: 2.0

Semester 4 (Hotel Management and Administration):

| Course No. | Course Name | Credits |
|-------------------|-----------------------------------|----------------|
| RDM 3130 | Rooms Division Management | 3 |
| FBM 3196 | Food and Beverage Management | 3 |
| RDM 3131 | Facilities Management | 3 |
| FIN 3173 | Hospitality Managerial Accounting | 3 |
| HRM 3176 | Hospitality Human Resources | 3 |
| MKT 3182 | Hospitality Marketing | 3 |
| GEN 3199 | Economics | 3 |
| GEN | Foreign Language – French | 3 |

Total credits: 24

(The school will select the languages choice according to requests and sufficient demand by students)

Semester 5 (Industry Internship):

| | | |
|----------|------------|---|
| INT 2109 | Internship | 2 |
|----------|------------|---|

Total credits: 2

Semester 6 (Business Administration):

INTERNATIONAL HOTEL MANAGEMENT (ALL SPECIALIZATIONS)

| Course No. | Course Name | Credits |
|-------------------|--|----------------|
| GEN 4176 | Organizational Behavior | 3 |
| MKT 4186 | International Strategic Marketing | 3 |
| FIN 4176 | Financial Management | 3 |
| HRM 4179 | Leadership and Human Resource Management | 3 |
| GEN 4107 | Research Methods | 3 |
| GEN 4168 | Quantitative Techniques | 3 |

And 1 course from the following:

| | | |
|----------|---|---|
| GEN 4109 | Principles of Sociology | 3 |
| GEN 4111 | Cultural Diversity | 3 |
| GEN 4112 | Words and Images: Making the Words Move | 3 |
| GEN 4114 | Principles of Philosophy: Critical Thinking | 3 |
| GEN 4115 | Advanced French and Literature | 3 |
| GEN 4127 | Aesthetic Expressions | 3 |

Total credits: 21

Semester 7 (Business Administration and Specializations):

BBA INTERNATIONAL HOTEL MANAGEMENT WITH SPECIALIZATION IN ENTREPRENEURSHIP

| Course No. | Course Name | Credits | |
|--|--|---|------------|
| RDM 4136 | Business Planning | 3 | |
| RDM 4138 | Project and Contract Management | 3 | |
| FIN 4176 | Financial Management | 3 | |
| RDM 4149 | Sustainable Business Practices | 3 | |
| MM 4195 | Modeling for Management (from 2018.2) | 3 | |
| 2 courses (1 course for honors students) from the following as required: | | | |
| GEN 4113 | Politics and International Affairs | 3 | |
| GEN 4116 | Contemporary History | 3 | |
| GEN 4120 | Theater Studies and Drama | 3 | |
| GEN 4124 | Spaces, Symbols and Relationships | 3 | |
| GEN 4125 | Healthy Lifestyles | 3 | |
| GEN 4126 | Right and Wrong - Ethics and Morals in Society | 3 | |
| GEN 4127 | Aesthetic Expressions | 3 | |
| GEN 4128 | Anthropology of Tourism | 3 | |
| GEN 4130 | Web Strategy and Design | 3 | |
| GEN 4161 | Environmental Studies | 3 | |
| GEN 4141 | The Science and Culture of Gastronomy | 3 | |
| GEN 4143 | People, Conflict and Negotiation | 3 | |
| GEN 4144 | Reading between the Lines | 3 | |
| | | Total credits: | 118 |
| DIS 4109 | Dissertation (compulsory for honors degree) | | 6 |
| | | Total credits for honors degree: | 124 |

BBA INTERNATIONAL HOTEL MANAGEMENT WITH SPECIALIZATION IN MEETINGS, INCENTIVES, CONFERENCES AND EXHIBITIONS

| Course No. | Course Name | Credits | |
|--|--|---|------------|
| EVM 4168 | Event Operations and Logistics | 3 | |
| EVM 4169 | Conferences, Conventions and MICE Markets | 3 | |
| EVM 4170 | Event Design and Experience | 3 | |
| RDM 4149 | Sustainable Business Practices | 3 | |
| 2 courses (1 course for honors students) from the following as required: | | | |
| GEN 4113 | Politics and International Affairs | 3 | |
| GEN 4116 | Contemporary History | 3 | |
| GEN 4120 | Theater Studies and Drama | 3 | |
| GEN 4124 | Spaces, Symbols and Relationships | 3 | |
| GEN 4125 | Healthy Lifestyles | 3 | |
| GEN 4126 | Right and Wrong - Ethics and Morals in Society | 3 | |
| GEN 4127 | Aesthetic Expressions | 3 | |
| GEN 4128 | Anthropology of Tourism | 3 | |
| GEN 4130 | Web Strategy and Design | 3 | |
| GEN 4161 | Environmental Studies | 3 | |
| GEN 4141 | The Science and Culture of Gastronomy | 3 | |
| GEN 4143 | People, Conflict and Negotiation | 3 | |
| GEN 4144 | Reading between the Lines | 3 | |
| | | Total credits: | 118 |
| DIS 4109 | Dissertation (compulsory for honors degree) | | 6 |
| | | Total credits for honors degree: | 124 |

BBA INTERNATIONAL HOTEL MANAGEMENT WITH SPECIALIZATION IN HOSPITALITY ASSET MANAGEMENT

| Course No. | Course Name | Credits |
|--|--|---|
| FIN 4179 | Franchises and Contract Management | 3 |
| FIN 4173 | Financial Management for Decision Making | 3 |
| FIN 4178 | Asset Management | 3 |
| RDM 4149 | Sustainable Business Practices | 3 |
| 2 courses (1 course for honors students) from the following as required: | | |
| GEN 4113 | Politics and International Affairs | 3 |
| GEN 4116 | Contemporary History | 3 |
| GEN 4120 | Theater Studies and Drama | 3 |
| GEN 4124 | Spaces, Symbols and Relationships | 3 |
| GEN 4125 | Healthy Lifestyles | 3 |
| GEN 4126 | Right and Wrong – Ethics and Morals in Society | 3 |
| GEN 4127 | Aesthetic Expressions | 3 |
| GEN 4128 | Anthropology of Tourism | 3 |
| GEN 4130 | Web Strategy and Design | 3 |
| GEN 4161 | Environmental Studies | 3 |
| GEN 4141 | The Science and Culture of Gastronomy | 3 |
| GEN 4143 | People, Conflict and Negotiation | 3 |
| GEN 4144 | Reading between the Lines | 3 |
| | | Total credits: 118 |
| DIS 4109 | Dissertation (compulsory for honors degree) | 6 |
| | | Total credits for honors degree: 124 |

11. COURSE DESCRIPTIONS

A. BACHELOR OF BUSINESS ADMINISTRATION (HONS) IN INTERNATIONAL HOTEL MANAGEMENT

CUL 2118 Catering and Banquets Operations – Kitchen Craft-based Learning

The course offers students foundation knowledge to prepare food using all major cooking methods and applying proper hygiene, energy conservation and wastage prevention. Students will learn to appreciate quality and gain a significant understanding of raw materials. The course is designed for students to work in teams or individually to produce quality food and beverage effectively and efficiently in a high volume, buffet service, all-day dining restaurant.

During this course, they will also have exposure to a commissary-banquets production kitchen, serving daily plated lunches in a banquet style environment.

Through a class project, students will also develop an understanding of specific culinary concepts such as kitchen managerial skills, kitchen design, outfitting, organization, and control. Kitchen brigade organization is differentiated; heating and cooling systems and the chemistry of food are also discussed in detail. Convenience food systems, safe and unsafe working environments, and energy awareness and grey energy are also some of the topics learned during the project and tutorials.

CUL 2119 Pastry and Bakery Operations – Craft-based Learning

This course is designed to give students an understanding of the pastry and bakery operations within a five-star hotel operation. The students will learn to assemble ingredients according to the recipe. They will understand the concept of being attentive to the sights, sounds and smells of the pastry/ bakery lab. In particular, this course will develop the skills of following established methods of preparation and measuring ingredients accurately.

Practical classes will develop an understanding of ingredients, equipment and machinery, basic techniques, and physical and chemical reactions during processing.

CUL 2123 Culinary Concept Operations – Kitchen Craft-based Learning

This course covers practical and theoretical knowledge relevant to these three food and beverage concepts. The course will ensure that the students appreciate and are able to select the appropriate preparation methods, menu, mise en place, plating and dressing, pick up management and expedition.

The study of menu planning incorporates culinary knowledge, food science elements and cooking techniques. Information technology tools are also introduced and practiced. Knowledge and skills to effectively plan menus considering the constraints and variables in the respective food and beverage concept are developed.

FBS 1108 Introduction to Food Safety

This unit will ensure that the student understands the importance of HACCP and food safety. The student will be able to analyze food flow and implement measures to ensure that food prepared, cooked and served is safe. Students will learn to identify personal behaviors that contaminate food and will be able to implement measurements to ensure safe food and beverage handling.

FBS 2108 Food Safety Management

This unit builds on FBS 1108. Students will learn to manage the processes and understand the manager's responsibility in ensuring safe food and beverage handling. At the end of the course students will understand the critical control points in the flow of food and maintaining sanitary facilities and operating equipment.

DIS 4109 Dissertation (compulsory for honors degree)

Students are required to produce a dissertation of 10,000 words. Prerequisites to this course include the submission of a dissertation research proposal which normally comes as the final project of the Research Methods course in BBA 6. After a proposal is submitted and approved, a supervisor is allocated to guide the student in developing their proposal into the final outcome of the dissertation. Although supervised, students are mainly working independently, managing their time and applying the research skills acquired in the Research Methods course. The data used to produce this piece of work are a combination of primary and secondary research. The course provides a mechanism for individual growth and learning covering areas of research relevant to hospitality, tourism and business studies.

FBM 3196 Food and Beverage Management

This course distinguishes restaurant and institutional catering from hotel food and beverage, analysing organizational, operational and financial aspects of modern food and beverage operations. The students discuss labor cost control systems and interpret feasibility studies on an

introductory basis. Food and beverage operating budgets are reviewed. The course places an emphasis on the banqueting and catering market.

FBS 1105 Catering and Banquets Operations – Service Craft-based Learning

Craft-based learning in food and beverage offers students foundational skills and knowledge. Students are prepared to work effectively and efficiently in teams to provide timely and appropriate food and beverage in a high volume, buffet service, all-day dining restaurant. Demonstrations, simulations and practical activities performed by the student will familiarize them with aspects of service techniques in a fast-paced environment. During this rotation, students will also have exposure to a banquet-style operation during lunch time acquiring all related knowledge to the most profitable department within the food and beverage industry.

FBS 1106 Principles of Bar and Beverage Operations – Service Craft-based Learning

This course explains and examines all theoretical and practical aspects of running a bar and beverage operation. The students will gain a good understanding of both alcoholic and non-alcoholic beverages by examining the history, people and culture of well-known production regions. During practical training, students gain exposure to lobby bar table service, barista preparations, mixology and wines, as well as the utilization of Point of Sales systems, opening and closing duties and end-of-the-day cash reconciliation.

FBS 1107 Service Concept Operations – Service Craft-based Learning

This course covers practical and theoretical knowledge relevant to these three service types and styles used in international hospitality operations. It examines analyses and differentiates the nature of good service depending on the food and beverage concept of the restaurant. The course will ensure that the students appreciate and are able to select the appropriate service techniques, menu, restaurant organization, staffing levels and organizational structure of the outlet based on their respective target market.

FIN 2172 Hospitality Financial Accounting and Control

Financial understanding is an essential element in a hospitality manager's range of required skills. Students are introduced to basic accounting practices, concepts and branches, and the production of financial statements within the Uniform System of Accounts format is examined. As students become familiar and comfortable with the income statement and the balance sheet, various forms of analysis are introduced and practiced through exercise work. The control of acquisitions of the hospitality operation is examined and students become aware of hospitality inventory and cost control systems. Actual financial statements from hospitality operations are introduced to them and various forms of ratio analysis are applied as the students begin the process of using these documents to assist them in the business decision-making process.

FIN 3173 Hospitality Managerial Accounting

This course proceeds from the understanding and analysis of financial statements developed during the third semester. The students will explore the key areas of financial decision making, forecasting, and budget development and analysis. Fixed, variable and semi-variable costs are differentiated, and revenue and cost responsibility are assigned. The effect that the behavior of costs has on certain management decisions is discussed, as is the use of C-V-P and break even analysis. Budget preparation theories are reviewed, and budgeting techniques at the property level are applied. Methods for judging variances between actual and budget figures are considered. Issues relating to the importance of future cash flows are analyzed.

FIN 4176 Financial Management

In this course students will examine the role of accounting within businesses and examine their sources of finance for both SMEs and PLCs. The students will identify the risks in the operations of the company, mainly relating to cash flow and gearing, and they will be able to explore the measures to reduce these risks. In addition, students will examine pricing, CVP and costing in a marginal costing environment. Students will also learn the main capital budgeting techniques and explore the nature of working capital.

HRM 3176 Hospitality Human Resources

Hospitality Human Resources prepares students to face the technical and operational challenges of their respective roles as junior supervisors/managers irrespective of the specialist area. Key themes explored include recruitment, interviewing techniques (selection, discipline, performance review) training and development, retention and motivation and improving organizational performance.

HRM 4179 Leadership and Human Resources Management

Students will examine human resource functions from a global perspective in order to create a model work environment that meets the needs of culturally diverse employees or employees whose culture is different from their own. Commitment and performance are fostered by good human relations and leadership and all demand proper attention be given to human resource planning, management and employee relations. Issues and challenges associated with managing an international organization will be explored.

MKT 3182 Hospitality Marketing

This course offers a thorough grounding in Marketing Management. Starting from the idea that the purpose of marketing is to deliver value to the consumer, the course begins with the examination of marketing as a strategic business function. We then progress through an analysis of the business environment and how to determine products and services we might profitably offer our customers. The middle part of the course deals with the three key concepts of segmentation, targeting and positioning. Next, we explore the components of the marketing mix. The final section of our course deals with branding and consumer buying behavior. All of these concepts will be illustrated throughout the course with examples and case studies from the hospitality and tourism industry.

MKT 4186 International Strategic Marketing

The aim of this course is to enable students to understand, and put into practice, the strategic decision-making process in a complex international environment. The final outcome is to develop coherent strategies for a given hospitality business.

RDM 1128 Rooms Division Operations

Four main components make up this course – rooms division (front office and housekeeping) operations, customer care, applied front office techniques and housekeeping technical operations. The program covers all aspects of the guest cycle in relation to the rooms division department. The course considers the role of customer care within the hotel and particularly within the rooms division environment. In addition, students will have the opportunity to develop practical knowledge and skills required of operational staff in front office and housekeeping. These skills will be developed in the classroom and the practical reception area and housekeeping operations.

RDM 2129 Rooms Division Administration

This course aims to cover various operational tasks and procedures associated with the front office and housekeeping departments. The students will be introduced to the manual guest auditing system and to the Property Management System: Fidelio. At the end of this course students will have a general understanding of the use of a guest ledger and of a computerized front office system. Development and trends in technology within rooms division will also be discussed.

RDM 3130 Rooms Division Management

This course prepares the students for the organizational and strategic management of a modern international rooms division organization. Advanced managerial concepts concerning planning, staffing and cost and revenue control of rooms division operations will be discussed to provide a foundation for the new manager.

RDM 3131 Facilities Management

Given that hospitality facilities are costly, complex and unique in many ways, managing hotel operations in a responsible manner requires the application of specific knowledge and skills. This course provides an introduction to the key issues involved in hotel operations management, incorporating contemporary issues of environmental protection and sustainability. Illustrated with examples drawn from the industry, the course will prepare students to deal with facilities-related questions and problems as they arise in practice. Whilst focusing on the hospitality industry, knowledge gained will prove applicable to many similar micro-organizational settings.

RDM 4134 Revenue and Pricing Management

Revenue management is a systematic and formal process that assures you “sell the right product to the right customer at the right price for the right time” (Robert G. Cross 1997). It can also be described as a form of demand management and variable pricing, thus proving to be a major weapon for service industries, maybe even offering critical advantage over their fellow competitors. The objective of this course is to teach tactics and strategies of effectively managing a hotel’s rates and capacity. Hospitality rooms division and food and beverage departments’ areas will be the emphasis of class discussions. Rooms’ discussion topics will include overbooking, product inventory control, duration control and forecasting techniques. Food and beverage discussion topics include menu engineering, operations analysis and capacity management with the intent of maximizing revenue per available seat. The role of information technology with specific reference to customer profiling and customer relationship marketing management will also be reviewed.

MM 4195 Modeling for Management

This course covers building explicit models for analysis and managerial decision making. Students will solve problems in workforce scheduling, production planning, task assignment, transportation, capital budgeting and other decision analyses, by applying appropriate modeling techniques using Excel worksheets and the Solver.

SCI 1162 Cleaning Science and Stewarding

This course is designed to ensure that students develop an understanding of the importance of the stewarding function within a food and beverage production area. Students will develop skills that will assist them in selecting equipment, materials and supplies to work effectively and safely. Students will examine cleanliness, health, safety, waste management, pest control and food hygiene. They will also be initiated on the foundations

of running an eco-friendly operation by applying the basic principles of sustainability.

TRM 1186 Introduction to the World of Hospitality

The aim of this course is to help students understand the origins and developments in the hospitality industry, as well as the required attitude for a successful career in this sector. It will cover two fields of study; the first will distinguish various company styles and explore the world of hotels and restaurants. The second will allow the students to have a better understanding of the organization of a hotel and its departments. The course will be based on theoretical knowledge of the industry. Students will put theory into practice by researching hotels and presenting a hotel chain in class. The project and in-class exercises will allow students to explore the wider world of hospitality and look for career opportunities within this exciting industry.

TRM 4187 Tourism Studies

In this era of globalization, tourism has been a highly significant growth industry. This course seeks to provide students with a background understanding of the motivations lying behind the propensity to travel in a global context. The economic, social and environmental impacts of tourism on destinations will be discussed together with the effects of those impacts on the day-to-day management of tourism.

Specialization:

International Hotel Management with Specialization in Entrepreneurship

RDM 4136 Business Planning

A course that integrates and applies the full range of planning techniques studied within a hotel business project. Strategic marketing choices are linked to the financial objectives of a company, and various operational clusters affected by the plan are identified and developed into action/tactical projects. The course involves the application of marketing techniques such as Strengths, Weaknesses, Opportunities, Threats (SWOT) analysis, the appreciation of the financial repercussions, and operational and related human resource issues.

RDM 4138 Project and Contract Management

Students taking this course will learn how to define and confirm project goals and objectives, identify how these goals will be achieved, quantify the resources needed and determine timelines for completion and draw up budgets. Students will also learn how to manage a project through its various stages of implementation, and understand the importance of controls in ensuring compliance of performance to the plan. Students will also be able to use Project Management software in their course work.

Closely connected to the project is contract management. Contracts continue to be the foundation of business relationships. Organizations need to implement effective contract management practices to avoid risk and achieve optimal outcomes. This course also provides students with the knowledge and skills to successfully manage and execute the contracting process.

FIN 4176 Financial Management

In this course students will examine the role of accounting within businesses and examine their sources of finance for both SMEs and PLCs. The students will identify the risks in the operations of the company, mainly risks relating to cash flow and gearing, and be able to explore the measures to reduce these risks. In addition, the student will examine pricing, CVP and costing in a marginal costing environment. Furthermore, students will learn the main Capital Budgeting techniques. Students will also explore the nature of working capital.

BBA International Hotel Management with Specialization in Hospitality Asset Management

FIN 4178 Asset Management

The aim of this course is to introduce students to the relationship between the owner, the operator and the lender. Real estate is one of a hotel's most valuable assets and it is essential to be able to value this. Students will gain a clear understanding of the different ways each stakeholder would value and evaluate a real estate investment opportunity according to their different needs. The course will explore the role of the asset manager and the support and strategies that can be provided to the operator on behalf of the owner to ensure that the performance of the property achieves the goals of both parties.

FIN 4179 Franchises and Contract Management

The physical owner of the property has several decisions concerning his or her business: Does he or she wish to become an owner operator, or to own the property but not operate the business? If the decision is the latter, then the next decision is whether to become a franchisee or to use a professional hotel operator. The aim of this course is to examine these decisions: Should the owner opt for a franchise agreement, or should the owner opt for a professional operator under a management contract. These options will also be explored from the point of view of the franchisor and that of the professional operator. Contracts will be discussed from both perspectives so that the student will understand what makes the best deal for either party.

FIN 4173 Financial Management for Decision Making

This course is designed to give students exposure to the role of the financial manager in a business enterprise. Students will gain a working knowledge of the tools of financial analysis including financial statement analysis, time value of money, valuation of stocks and bonds, risk and return, interest rates, capital budgeting, cost of capital estimation, and working capital management. Students will also examine the implications of management buy-outs, mergers and acquisitions. Although the primary focus of the course is on corporate financial management, the knowledge gained in this course can be directly applied to financial management in the service industry at all levels.

BBA International Hotel Management with Specialization in MICE Management

EVM 4168 Event Operations and Logistics

This module aims to explore the key components of planned events, the conceptualization and delivery of on-site logistics, and event flow. On completion of the course, students will be able to apply project management tools and techniques in environments constrained by time, cost and quality to deliver conventions and conferences.

EVM 4169 Conferences, Conventions and MICE Markets

This course aims to introduce the pulsating corporate conferences and conventions industry by studying their demand, supply and ancillary services. Part of the MICE markets (Meetings, Incentives, Conventions & Conferences and Exhibitions), conventions and conferences are experiential planned events expected to allow clients to engage with their target demographics by meeting their marketing, sales and public relations strategies in highly constrained physical space.

EVM 4170 Event Design and Experience

Events are special one-off events engineered to enlighten, celebrate or challenge the experience of a group of people. By focusing on anticipation, on-site activities and recollection, event managers should be aware of the parameters of event makers and infusers, the flow of customers and the role of enhancers to depict a symbolic immersion into the event concept. On completion of this course, students will be able to conceptualize and design event experiences unique to each event.

B. GENERAL EDUCATION

Arts and Humanities

GEN P132 Business & Academic English

This course aims to equip students with the academic skills in English necessary for study at the graduate level while introducing students to general business topics they are likely to come into contact with and building related vocabulary. Reading strategies for more effective academic study are developed as well as students' English grammar and vocabulary. The course develops writing skills (generating and organizing ideas, planning, drafting and reviewing students' own writing) as well as building confidence in presentation skills needed for further study.

GEN 1133 Effective Writing

In order to perform well in an academic and professional environment, students learn to apply the rules and to successfully go through the stages of an effective writing process. Emphasis is placed on skills such as identifying an audience, brainstorming, critically reviewing and summarizing information, structuring and developing an argument, referencing sources, avoiding plagiarism, proofreading and editing a final draft. Oral presentation skills are also introduced and practiced.

GEN 1134 Professional English

This course prepares students to use international business English in their future careers. Polite and professional forms are stressed. Students will develop useful skills such as writing formal letters and emails, interviewing, and expanding business vocabulary. Grammar revision will also be included.

GEN 1135 Academic English

Writing is both a skill and a process of discovery, and this course treats writing as a purposeful communicative act involving a writer, an audience and a text. GEN 1135 approaches writing in terms of traits that contribute to effective writing: ideas and thesis development, summarizing information, organization, register, sentence fluency, conventions and presentation. A variety of writing strategies will be examined: description, comparison/ contrast and argumentation.

The importance of writing and presentation skills to complement the overall curriculum is stressed.

GEN 1146/1149/1153/3155 French 1/German 1/Spanish 1

This course introduces basic language emphasizing oral proficiency and communication skills. Students will participate in basic conversations on familiar subjects, interacting in a simple way, provided the other person talks slowly and clearly. They will be able to understand short texts and instructions.

Students will be able to engage in a brief conversation where they can apply their knowledge to a hospitality environment.

Students will reach a level equivalent to some of the elements of Level A1 of the Common European Framework of Languages (CEFR).

GEN 2133 Advanced Writing Skills

Advanced Writing Skills prepares students for the more advanced writing skills required in advanced studies. Students develop effective writing skills, preliminary research methods, referencing techniques and the writing of associated documents such as essays, reports or case studies. Throughout the course, students build upon previous learning and strengthen their understanding of appropriate writing styles and register. Through frequent class and group discussions, students' vocabulary is expanded and speaking skills are developed to build communication confidence.

GEN 2134 Effective Communication

Students identify significant factors contributing to effective communication and apply this knowledge to improve their skills and accuracy in speaking and writing in English and in developing their interpersonal skills. Emphasis is placed on identifying the purpose of the communication (what the sender wants to achieve) and selecting and practicing language and formats appropriate to various contexts.

GEN 2147/2150/2154 Spanish 2

This course reinforces and extends language learned in level 1, reviewing grammar learned and introducing new structures. Class work emphasizes development of confidence in speaking. A wide variety of vocabulary will be introduced to enable students to interact in everyday situations.

Students will achieve further competence in language at level A1 and begin to develop some elements of level A2 of the Common European Framework of languages (CEFR).

GEN 3148/3151/3156 Spanish 3

This course reviews and extends grammatical structures from level 2 and gives students the possibility to talk about their past habits and their previous experiences, and to develop skills for making a simple and direct exchange of information on familiar and routine matters.

This course will enable students to reach competence in language equivalent to elements of the A2 level of the Common European Framework for languages (CEFR).

GEN 3149/3158 Spanish 4

This course reviews and extends language from level 3, introducing more complex grammar concepts, emphasizing spoken proficiency and developing confidence in writing. Language studied and materials used offer the students the possibility to talk about current events and express their opinion – a variety of texts are provided to encourage discussion about experiences, events, dreams, hopes and ambitions.

Students continue to develop language skills at level A2 and will move towards level B1 of the CEFR (Common European Framework of Reference for Languages).

GEN 4112 Words and Images: Making the Words Move

This course is designed to develop students' awareness of different styles of literature in the English language. The study of various texts will give students the knowledge and skills to effectively compare, analyze and evaluate different pieces of literature, with reference to plot and characterization as well as other literary devices. Throughout the course, students are encouraged to reflect on their own critical practice and to become sensitive to the cultural contexts in which texts are produced and read.

GEN 4114 Principles of Philosophy: Critical Thinking

By focusing on the evolution of central philosophical ideas of the west from sixth century B.C.E., this course proposes to explore how everyday thinking can be directly linked to the puzzles and questions that philosophers have tried to unravel for centuries. Students will use critical analysis and philosophical tools to consider such issues as the following: What do we know? Do we always remain the same? What ought we to do? The course's aim is to develop critical thinking skills and promote the journey of self-discovery.

GEN 4115 Advanced French and Literature

This course will try to cover a specific theme relevant to French literature but also relevant to other literature. The theme will be chosen at the

beginning of the semester by the teacher.

Different types of texts will be used such as novels, plays and poetry and these texts will be analyzed and discussed according to the chosen theme.

GEN 4116 Contemporary History

Contemporary History examines some of the important political, social, cultural and intellectual developments that have shaped the development of recent world civilization. The 20th century is of particular importance in the study of history as it saw development and destruction at an unprecedented level.

The study of history is not just to establish facts and place events on a timeline but also to search for new interpretations of the past. The use of primary sources will enable students to glimpse events in the past from different viewpoints.

GEN 4120 Theater Studies and Drama

This course introduces students to the world of theater and develops their appreciation for the theatrical arts by examining the process of theater-making from a variety of perspectives. A strong emphasis is placed on understanding the performing arts in their historical and cultural contexts as well as recognizing the qualities of live performance.

The course is both practical and theoretical and will equip students with the skills necessary to construct and prepare a performance as well as to evaluate and criticize a play.

GEN 4126 Right and Wrong – Ethics and Morals in Society

This course aims to explore the origins of ethical and moral thinking, and current ethical issues in society. It will provide students with a framework for analyzing and understanding the different viewpoints in ethical issues and a variety of approaches to a solution for dilemmas. It aims to provide a forum for exchange and reflection which is constructive and promotes respectful discussion in areas that can have deeply attached values.

GEN 4127 Aesthetic Expressions

This course explores the arts and humanities from a broad inter-disciplinary perspective, examining the influences of society, politics and economics as well as science and technology on various forms of aesthetic expression. Students are encouraged to question their understanding of what the ideal of beauty has been at any moment in time. A strong emphasis is placed on developing an ability to evaluate various types of artistic creativity as expressions of and departures from the cultural mainstream, equipping students with the skills necessary to draw connections between scientific thinking, social development and aesthetic expression.

GEN 4144 Reading Between the Lines

This course is designed to offer students the opportunity to read, reflect on and share reactions to a broad selection of classic and modern short stories by well-known authors whose compelling characters, challenging subject matter, and effective use of language have influenced and inspired readers. Students will study the use of literary devices, narrative method and characterization, using critical thinking skills to compare and contrast the techniques and themes of the anthology pieces.

Math, Science and Technology

GEN 1192 Mathematics and Applied IT

In order for students to be successful in a business environment, a good level of mathematical competence is required. This course is designed to bring all students to this required level of understanding by improving their mathematical skills and introducing them to quantitative reasoning processes as they relate to the hospitality industry and the wider business world. Essential functions and numerical relationships are reviewed and applied through extensive exercise work.

This course prepares the student to achieve a professional level of competence in using computer spreadsheets. By using practical exercises relative to the industry, students will become competent in using Excel.

GEN 2112 Scientific Principles of Human Nutrition and Food

Basic nutrition and issues related to healthy eating will be studied to gain an understanding of the basic nutrients in food, their structure, properties and good food sources. Discussion will include appreciation of the issues relating to healthy eating and implications of dietary requirements to special groups and individuals with specific dietary needs. Students can then start to develop recipes and put together healthier menus. Current food labeling systems can be compared. Finally, diets can be nutritionally analyzed and recommendations made for improvement. The effect of cooking and processes on food components will be explored through investigation of the chemical and physical properties of food components and the effects of cooking and processing on their properties.

GEN 4125 Healthy Lifestyles

This course looks at nutrition, lifestyle and environmental issues and what we each can do to improve our own health and the health of our planet.

The links between our diet and health are examined, seeking evidence for what kinds of foods can be considered essential for good health. Students also investigate the importance of the effects of exercise and drinking alcohol or smoking on our health. How can what we eat and how we treat our bodies affect the quality of our life?

Wider questions concerning the impact of our modern lifestyle on the environment and what the hospitality business is doing in this area are also considered.

GEN 4130 Web Strategy and Design

This technical course uses a staged student-suggested web development project to explore how the web, search engines, networking communications, coding and graphics are used to create and maintain an effective and secure web presence.

GEN 4141 The Science and Culture of Gastronomy

Starting with an exploration of gastronomy, its major influences, and how it is perceived in different societies in terms of historical and geographical perspectives, the course proceeds to discuss the association of food and wine, the construction of menus and table etiquette. Sensory evaluation techniques will be explored in a practical way using the five senses and recording, analyzing and presenting results.

GEN 4161 Environmental Studies

This course concerns the impact of human activities on the environment, and, increasingly, the impact of the natural and man-made environment on human activities. The Earth is witnessing unprecedented environmental rates of change: species extinction, changes in the ozone layer, changes in the oceans, the increasing human population; these are all consequences of human activity. This includes issues of population dynamics and varying national birth rates, human needs, social, economic and environmental impacts and the international legal framework that binds them together. The student gains a deeper understanding of environmental pressures in the modern world.

GEN 4168 Quantitative Techniques

The ability to reason with numbers is not only important for various careers, but can be a fascinating part of intellectual development. The course intends to equip students with the skills required to interpret and understand quantitative data. We will take a broad view of how statistical techniques have developed as a means for hotel managers to make decisions. This module also aims to dispel the fear which students may hold for mathematical and statistical techniques. The course objectives are to understand how quantitative methods impact managerial judgment; and sharpen each individual's cognitive capacity to deal with numbers and statistical techniques.

Social Sciences

GEN 2177 Introduction to Psychology

This course introduces the student to fundamental themes of psychology by examining four basic perspectives: the biology of the brain, the process of learning, the cognitive perspectives and social/ cultural perspectives.

Application of these classic psychological principles to a variety of life contexts enables the student to understand better the behavior of those they interact with – including co-workers, customers, friends and family.

GEN 3199 Economics

This course enables students to critique and utilize economic theory at both the micro and macro level. Concepts of supply, demand and elasticity are introduced, as are long run and short run costs. Different forms of competition found in the hospitality industry are then discussed and the implications of each form on price and output decisions are analyzed. The business cycle and the phenomena of unemployment and inflation are examined. Study of aggregate supply and demand leads to analysis of competing theories suggesting the reasons for macroeconomic failure.

GEN 4176 Organizational Behavior

The goal of this course is to help students become better employees by looking at human behavior, attitude and performance within organizational settings. This course covers an interdisciplinary field drawing concepts from sociology, industrial psychology and organizational psychology. Students should acquire insight and knowledge concerning the behavior of culturally diverse individuals and groups in work settings. Students will also develop an appreciation for how managers design their organizations and will be familiar with some of the problems and issues that employees and managers face on a daily basis.

GEN 4107 Research Methods

This course, which is a prerequisite for the progression to BBA 7, is designed to provide undergraduate students with a background in research methods, and strategies for planning, designing, evaluating and applying research in the hospitality and tourism industry. The course highlights the importance of different research methods as well as different approaches to writing a research paper. Overall, the course enhances students' research skills and abilities in preparation for any research task they may engage in. Research skills and the ability to communicate research findings will be explored together with the different techniques in analyzing the research findings; hence students should be able to conduct independent research projects.

GEN 4109 Principles of Sociology

Sociology is the scientific study of human societies. Sociology will be looked at from historical, comparative and theoretical perspectives, focusing on problems most relevant to present day society and exploring the forces which shape social life, the ways in which people relate to one another, the structures or patterns of these relationships, the institutions and systems which emerge from them, and the conceptual tools which are required in order to understand them. Principles of Sociology is intended to provide the students with an introduction to sociological thinking—to the basic concepts and terminology, areas of inquiry and methodologies of this discipline. The focus of this course will be applying sociological concepts to everyday life.

GEN 4111 Cultural Diversity

This is an introductory course to cultural studies. The main objective is to provide students with a deeper understanding of today's culture-related concepts such as cultural diversity, multiculturalism, social interactions, global culture, and the benefits and challenges of cultural diversity, among other topics. Students will also learn about basic notions and theories of social sciences to be able to build awareness of different civilizations, world religions, gender issues, ethnic relations, human rights and immigration. During the course students will engage in class discussion, presentations and individual projects.

This course is designed for students with no prior knowledge of social sciences and cultural studies.

GEN 4113 Politics and International Affairs

Politics and International Affairs is the study of an international system composed of territorial states and deals with the nature of the changing relations between states and with non-state actors. It studies the functioning of the international system — the forces, factors and interests, the customs, rules, institutions and organizations from which the theory and history of its development are formed. This basic introduction to world politics offers students a theoretical analysis of global politics. The theoretical base is made accessible and interesting to students through the use of contemporary illustrations.

GEN 4124 Spaces, Symbols and Relationships

Whether we are at home, at work, on holiday or simply going from A to B, we find ourselves constantly surrounded by a human-made environment. The spaces we create and use are of great importance. They influence our actions and experiences. They define what is private and what is public. They are used as symbols for power, luxury, status, authority, hierarchies and many other norms. Relationships between spaces and their users as well as between the users themselves are also explored.

We are constantly interacting — both with other people and with the space around us. In this course, we unpack this interaction and look at how and why we interact in the ways we do, critically examining theories relating to public and private space, to commercial and working space, to verbal interaction and to interaction with objects and to the way society contributes to the construction of what we believe.

GEN 4128 Anthropology of Tourism

This is an introductory course to the complex interrelationships of tourism, culture and anthropology in today's fast-growing tourism industry. Its aim is to explain how anthropology is the window through which tourism dynamics may be properly analyzed and evaluated.

The interconnectedness of hosts and guests in tourism activity and its complexity will be demonstrated during the course through articles, case studies and videos. Students will obtain a deep insight of current theories in the area of social sciences in order to understand tourism as a phenomenon. Furthermore, the course intends to discuss whether tourism can be interpreted as a reason for social change in host and guest societies as well as whether it can be seen as a modern form of religion and pilgrimage.

This course is designed for the student with no prior knowledge of anthropology and its impacts on the tourism industry.

GEN 4143 People, Conflict and Negotiation

This course introduces the student to psychological perspectives on conflict and negotiation and provides hands-on practice in conflict analysis, methods of conflict resolution and negotiation techniques. Application of these principles and techniques to a range of intergroup and interpersonal

conflict situations set in political, social and business contexts enables the student to develop an ability to analyze causes of conflict, to track the dynamics of a conflict as it develops and to adopt an appropriate method of conflict resolution. Students learn to assess the values, attitudes and beliefs they bring to a situation and the impact of different conflict resolution styles on conflict outcomes. Practical negotiation techniques build on these theoretical bases.

Professional Development

INT 1108 Internship

The internship period provides the opportunity for the student to use and relate the theoretical and practical knowledge acquired in school to workplace practices and environment in the industry. It allows students to develop skills in teamwork, self-management, decision making, problem solving and stress management.

INT 2109 Internship

The internship period provides the opportunity for the student to use and relate the theoretical and practical knowledge acquired in school to workplace practices and environment in the industry. This internship requires a detailed observation and study of an aspect of the operation. It allows students to develop skills in teamwork, self-management, decision making, problem solving and stress management.

12. BRANCH CAMPUSES & ACADEMIC PARTNERS

BRANCH CAMPUSES

Les Roches programs are taught in the following branch campuses:

Marbella, Spain

Offering the Diploma in Hotel Management, the Postgraduate Diploma and the Bachelor of Business Administration.

Shanghai, China

Branch Campus offering the Hotel Management Certificate program.

Transfer students from Branch Campuses need to meet these criteria:

1. IELTS 5.5 in all components or equivalent
2. Success in Certificate examinations where applicable

Amman, Jordan

Offering a two-year diploma in culinary arts.

All applications from students studying on the certificate or diploma program at one of our branch campuses and wishing to transfer to Les Roches Bluche (Switzerland) to continue their studies on the degree program will need to be approved by the Dean of the respective program. Transfer is not automatic and students need to await the acceptance of transfer notice. Special conditions may apply.

13. ACADEMIC REGULATIONS

A. CHANGE OF PROGRAM

Once admitted, a student may apply through the Dean's office to transfer from one program to another up until the end of the second week of classes, during their entry semester.

B. COURSE EXEMPTIONS

On the undergraduate programs, students who have studied the syllabus, and who feel they have already covered the material in another certificated course elsewhere and within the last two years, may apply for a course exemption before the end of the second week of the semester, by:

1. Applying initially to the Dean or Program Manager for exemption
2. Providing a detailed syllabus in English for comparative purposes
3. Providing a transcript of the grade achieved for the previous course taken.

Pending deliberations, the student must attend classes. A decision will be made within two weeks provided all the required documentation is submitted. Exempted students will be given the course credit with a notation of CR on their academic record.

Exemptions are not given for courses after the second taught week of the degree program.

Should the application of Exemption be refused with valid reason, students may still apply for "Challenge for Credit" according to the following procedure.

C. CHALLENGE FOR CREDIT

A student, who has previously acquired knowledge in areas closely related to courses offered at the School, may apply to earn credit by means of a challenge examination. The following conditions apply:

1. If there is a request to challenge for credit when the student commences any semester, the challenge must be taken in the first two weeks of the semester. The Dean or Program Manager must make arrangements for the test if they consider it appropriate for the student to attempt the challenge.
2. A course may be challenged only once by the applicant.
3. A grade of at least 55% (or 60% or 65%; see program level achievement grades) must be obtained to gain credit, but no grade will be recorded in the academic record. The notation CR will be entered and the semester average is not affected.
4. A maximum of 15 credits over the 3.5 years of a degree program may be earned by challenge or exemption, with normally 6 credits per semester. A fee will be charged for a challenge examination according to the current semester's information.

D. GRADING

The grading policy uses the range of 0 to 100 where 100 is exceptional work and 55% is the achievement standard for the Associate Degree.

D.1. WRITTEN WORK

| | % |
|---|----------|
| Work which fulfills the criteria below but at a quite exceptional standard. | 90+ |
| Work of distinguished quality which is based on a very extensive reading and which demonstrates an authoritative grasp of the concepts, methodologies and content appropriate to the subject and to the assignment task. There is clear evidence of originality and insight and an ability to sustain an argument, to think analytically and/or critically, to effectively synthesize and reflect a complex engagement with the aesthetic material. | 85 to 89 |
| Work which clearly demonstrates all the qualities expressed below but which reveals greater imaginative insight and more originality. | 80 to 84 |
| Work which clearly demonstrates a sound and above average level of understanding of the aesthetics, concepts, methodologies and content appropriate to the subject and which draws on a wide range of properly referenced sources. There is some evidence of critical judgment in selecting, ordering and analyzing content. Demonstrates some ability to synthesize material and to construct responses, which reveal some insight and may offer occasional originality. | 75 to 79 |

| | % |
|--|----------|
| Work of the qualities expressed below but which contains a greater degree of critical analysis and original insight or creativity and perception. A range of methods will be used. | 70 to 74 |
| Work derived from a solid base of reading and which demonstrates a grasp of relevant material and key concepts and an ability to structure and organize arguments. The performance may be rather routine but the work will be accurate, clearly written, including some critical analysis but little or no original insight or creative thinking. There will be no serious omissions or irrelevancies. 65% THIS GRADE IS THE ACHIEVEMENT STANDARD FOR THE POSTGRADUATE CERTIFICATE / DIPLOMA | 65 to 69 |
| It is anticipated that all assessment criteria are met. Competent and suitably organized work which demonstrates a reasonable level of understanding but which lacks sufficient analysis and interpretation to warrant a higher grade. It will display some of the weaknesses of a "pass" grade. 60% THIS GRADE IS THE ACHIEVEMENT STANDARD FOR THE FINAL 3 SEMESTERS OF THE DEGREE | 60 to 64 |
| A pass standard for the level of work – Work which covers the basic subject matter adequately and which is appropriately organized and presented but which is rather too descriptive and insufficiently analytical. There may be some misunderstanding of certain key concepts and limitations in the ability to select relevant material so that the work may be flawed by some omissions and irrelevancies. There will be some evidence of appropriate reading but it may be too narrowly focused. 55% THIS IS THE ACHIEVEMENT STANDARD FOR THE FIRST 2 SEMESTERS OF THE DEGREE | 55 to 59 |
| Work, which shows a very basic understanding. Important information may be omitted. The work may be descriptive, but of poor structure meaning it does not meet the requirements of a pass. | 50 to 54 |
| Work, which evidently shows a lack of preparation and suggests that it has been quickly constructed without thought or argument. Major elements of assessment criteria are not addressed or are inappropriately treated. The student may have problems with understanding and writing. Credits are awarded at this minimum standard. | 40 to 49 |
| Work, which shows no evidence of preparation, understanding and/or fails to address the assessment criteria. The student may have problems with understanding and writing. | 10 to 39 |
| Student is not present or has submitted work which has either not met the official deadline or which has been submitted on time, but shows clear evidence of plagiarism or cheating. | 0 |

D.2. PRACTICAL

| | % |
|--|-----|
| Students demonstrate high levels of professional capability. They are objective and self critical in their self-evaluation. They work with a very positive attitude showing leadership potential but respecting peers and superiors. | 95% |
| Students show highly developed professional performance. They show a positive attitude and team spirit. They are objective in self-evaluation. | 85% |
| Students show well-developed professional performance. They have a positive attitude and are objective in self-evaluation. | 75% |
| The student makes an effort to progress and learn. Professional capabilities are sufficient and attitude is adequate; however, the student may lack team spirit and fail to take initiative. | 65% |
| Professional capabilities are sufficient and attitude is adequate. Capable of being a leader, but remains a follower. The student lacks initiative and their self-evaluation is insufficient. | 55% |
| The student has acquired professional knowledge, but may lack punctuality or a hygienic approach or positive attitude. There are no positive efforts made for improvement. | 45% |
| The level of professional performance is insufficient. The student recognizes errors but does not appear to make an effort in order to improve. The student may be easily influenced by peers in a detrimental way. | 35% |
| The students' attitude is often negative and they are not motivated. There is likely to be difficulty in placing the student in a training position due to lack of enthusiasm for the industry and ability level which is below average. | 25% |

| | % |
|---|-----|
| A very negative attitude with no motivation for the industry. The student over-estimates him or herself and does not recognize mistakes. Professional capabilities are insufficient to place him or her in a training position. | 15% |
| Student often absent making performance impossible to evaluate. | 1% |
| Student has not attended duties and has not taken part in theory work. | 1% |

E. SUBMISSION OF ASSIGNMENTS

Assignments must be submitted on time and at the right place according to the faculty's instructions. Failure to submit on time will incur the following penalties:

Up to 24 hours late: - 20% reduction in grade for that assignment

Over 24 hours late: - 0 will be recorded for that assignment

F. MITIGATION

This is a term which refers to a process by which students may request that exceptional circumstances be taken into account when reviewing their progress and assessment. It refers to one-off events that may have occurred during an assessment period which may have adversely affected their performance in the assessment. Students are required to complete an application for mitigating circumstances form, available from the Program Manager, with evidence of the problem before the assessment grades are known.

G. ACADEMIC DIFFICULTIES

Students are required to make known any medical problems they have which will affect their ability to progress. This information is requested on the application form. A problem such as dyslexia and other learning difficulties will be accommodated as far as is possible by the School.

H. INCOMPLETE WORK

Students prevented by illness or other legitimate reasons acceptable to the lecturer from completing requirements of a course before its completion, will have the designation 'I' (incomplete) assigned on the grade report sheet. No grade point is recorded and the semester average is not affected. At this point, a completion date will be stated. If, by the time the Awards Committee meets, no new grade has been submitted by the lecturer and no "Deferment of Grade" has been granted by the Awards Committee, or if the stated completion date has been passed an F (fail) will be assigned. The semester average will then be recalculated.

I. PROGRESSION

I.1. BACHELOR OF BUSINESS ADMINISTRATION IN INTERNATIONAL HOTEL MANAGEMENT

BBA 1A/ BBA 1A Dip. and BBA 1B/ BBA 1B Dip.

In order to fully progress at the end of these semesters, a student must:

- ▲ achieve an average of 50% in the IEL subjects taken in the BBA 1A semester
- ▲ pass both Professional English and Academic English in the BBA 1B semester if this average is not achieved
- ▲ adhere to the progression requirements that exist for the BBA 1 subjects taken over the 2 semesters (see below)

BBA 1/ BBA 1 Dip., BBA 2/ BBA 2 Dip. and BBA 3/ BBA 3 Dip.

In order to fully progress at the end of a semester, a student must:

- ▲ have no more than 2 subject grades below 55%
- ▲ have no subject grades below 40%

BBA 4/ BBA 4 Dip.

In order to fully progress at the end of a semester, a student must:

-
- ▲ have no more than 2 subject grades below 60%
 - ▲ have no subject grades below 40%

BBA 6 and BBA 7

In order to fully progress at the end of a semester, a student must:

- ▲ have no more than 2 subject grades below 60% in one semester
- ▲ have no more than 3 subject grades below 60% in both semesters combined
- ▲ have no subject grades below 60% for the honors degree
- ▲ have no subject grades below 40% for the ordinary degree
- ▲ to receive the mention of the specialization on their degree, the student must pass the three subjects specific to that specialization

For the Honors degree the following additional regulations apply. Students must:

- ▲ have no grades below 60% in the BBA 6 semester (before re-sits)
- ▲ have an average in excess of 75% in the BBA 6 semester
- ▲ have an acceptable dissertation proposal by the end of the BBA 6 semester
- ▲ prepare a dissertation during the BBA 7 semester (in place of a general education class)
- ▲ have no grades below 60% in the BBA 7 semester (after re-sits)

I.2. BACHELOR OF BUSINESS ADMINISTRATION IN GLOBAL HOSPITALITY MANAGEMENT

Semester 1 and 2

In order to fully progress at the end of a semester, a student must:

- ▲ have no more than 2 subject grades below 55%
- ▲ have no subject grades below 40%

Semester 4

In order to fully progress at the end of a semester, a student must:

- ▲ have no more than 2 subject grades below 60%
- ▲ have no subject grades below 40%

Semester 5 and 7

In order to fully progress at the end of a semester, a student must:

- ▲ have no more than 2 subject grades below 60% in one semester
- ▲ have no more than 3 subject grades below 60% in both semesters combined
- ▲ have no subject grades below 40%

For the Honors degree the following additional regulations apply. Students must:

- ▲ have no grades below 60% in semester 5 (before re-sits)
- ▲ have an average in excess of 75% in semester 5
- ▲ have an acceptable dissertation proposal by the end of semester 5
- ▲ prepare a dissertation during semester 7
- ▲ have no grades below 60% in semester 7 (after re-sits)

If these progression requirements are not reached the student must take re-sit examinations, and/or attend retake classes, in the failed subjects, and pay the appropriate fees (see below for more details). The Awards/Progression Committees are the final arbiters in these matters.

J. RE-SITS AND RETAKES

For students who do not achieve the progression or achievement standards of their program of study, Les Roches operates a system of re-sit examinations and retakes classes.

- ▲ A re-sit is a one-off examination which must be taken in all failed subjects, when a student has failed the semester of study. These are subject to an examination fee.
- ▲ A retake class is for students who have not achieved the progression requirements after attempting the re-sit exams. In this case they must attend all the classes of the failed subject again and complete all the assignments set.

Retake classes are scheduled in priority to the next semester's classes, and a full tuition fee per subject will be charged. If a student has still failed to achieve the progression requirements after completing retake classes, then they are permitted one final re-sit examination in the failed subject(s). If the student is again unsuccessful with the re-sit examination they will be required to withdraw from their studies.

Notes on Re-sit Examinations

- ▲ They are scheduled on precise dates at the beginning of each new semester.
- ▲ Students will receive an email from the Academics Office detailing their results within 2 weeks of the end of the semester. If an email is not received the student must contact the Academics Office directly to discover their results.
- ▲ The Academics office will also provide the students with a re-sit examination schedule, so the student can make sure that they return to campus on time.
- ▲ If the student is going on an internship they may delay the re-sit examination until the internship is complete. However, all re-sits must be completed within one year of the failed semester, unless specific permission is given by the school.
- ▲ It is students' responsibility to make sure they arrive on campus in time to complete the re-sits.
- ▲ The appropriate re-sit examination fees will be charged directly to the student's account by the Accounting Office. This charge is based upon the number of failing subjects for each student, which will be sent from the Academics Office to accounting after the various awards/progression boards.
- ▲ If a student wishes to waive their opportunity to take any re-sit exams (and instead go directly to retake classes), then they must request this in writing to the Academics Office prior to the start of the re-sit examinations. The charge for the re-sit examination fee may then be removed from the student account.
- ▲ Students who miss the scheduled re-sit examinations without prior permission will need to complete retake classes in the failed subject(s).
- ▲ A student who had official permission to miss a regular re-sit examination must then attend a rescheduled exam at a time and place agreed with the Program Manager (normally within one week of the original exam). There will be an additional charge for this late examination.
- ▲ If this replacement examination is not taken (for whatever reason) then the student must either retake the failing subject(s), or postpone the current semester.
- ▲ If the student is successful in the re-sit examination, a maximum subject grade of 55% (or 60% or 65% see program level achievement grades) will be awarded and this will be used in the computation of the semester grade average. The re-sit mark, if below the minimum pass requirement, will be the final grade when it is higher than the previous mark.

Notes on Retake Classes

- ▲ Students who have not met the minimum achievement grade (after re-sit) in more than two subjects will not normally be able to fully progress into the next semester of study until they have retaken and passed the failing subjects.
- ▲ A re-sit examination will not be permitted if the fail was due to cheating. In this case the student may have to retake the failed subject but this will be dependent on their overall results.
- ▲ If the student has not met the achievement level for the semester, after the re-sit examinations, he or she must retake the failed subject(s), or equivalent subject(s), at the appropriate campus of current study.
- ▲ Students, who after the re-sit examinations are still failing 50% or more of the semester's subjects, must retake all the failed classes. Therefore, they will not be able to progress with their studies into the following semester.
- ▲ The Awards Committee may allow a maximum of two subjects to be taken concurrently with the next semester, providing the timetable allows it. In addition, a student cannot progress to a new semester if they are still failing the semester prior to the most recent one studied.

K. PLAGIARISM AND CHEATING

Plagiarism is the act of presenting another's ideas or words as one's own. Cheating includes, but is not limited to, the intentional falsification or

fabrication of any academic activity, unauthorized copying of another person's work, or aiding and abetting any such acts.

These acts are forbidden for any graded work assignment such as quiz, test, examination, case study, project or report and such acts will result in a grade of one percent for that piece of work. Should the student fail a course due to such a one percent grade, a re-sit examination may not be permitted. A fail given in these circumstances is part of the progression considerations. Having completed the Research Methods course, there is no excuse for students in their final semester to be involved in any aspect of Unfair Practice and the Awards Board will not entertain or tolerate these activities. The discipline process attached to this behavior is described in the "UNFAIR PRACTICE POLICY" available from the Dean's office.

L. EXAMINATION REGULATIONS

Examination dates will be posted at least one week before the examination takes place. A student may be allowed to take an examination at other than the scheduled time only if he or she is incapacitated due to illness or accident, which is certified, or due to death in the immediate family. An examination which is missed for reasons other than the above will result in a grade of one percent.

A student who misses an exam for the above reasons must notify their Program Manager within one day of their return to school with supporting evidence (e.g. a doctor's note). A date to sit the exam will then be agreed upon. Failure to meet the one-day deadline may result in the opportunity to sit the exam being denied.

A student who believes that his or her circumstances fall into other than the above categories must present supporting documentation and must request a supplemental examination of the Dean, whose decision will be final. This will be a different examination and there will be a fee for a supplemental examination. Travel plans are not an excusable reason for missing an examination.

Any student arriving at a formal examination after 30 minutes will not be admitted to the examination and the resultant grade will be one percent. A student admitted late will only be given the time until the normal conclusion of the examination to complete. During final written examinations students may not leave in the first 30 minutes or the last 15 minutes of the exam.

General examination regulations will be posted with the examination timetable and these must be observed by students and faculty without exception. Such regulations will relate to:

1. Items allowed in the examination room
2. Items not allowed in the examination room
3. Talking during the examination
4. Finishing the examination
5. Cheating or attempted cheating
6. Question Time
7. Dress Code

M. MAINTENANCE OF ACADEMIC STANDING

Students, who, in the judgment of the Awards Committee or the Dean consistently fail to maintain satisfactory standards will, in the normal course of events, receive notice of:

- ▲ Academic Warning on the first occasion.
- ▲ Academic Probation on the second occasion and will be
- ▲ Required to Withdraw on the third occasion.

Students who have been required to withdraw will have the designation RW recorded in their academic records and are deemed to have failed. The Awards Committee will specify any conditions or exclusions affecting the required withdrawal.

N. GRADE REPORT SHEET

At the end of each semester, the student is issued with a Grade Report Sheet via Les Roches email. The report will list those courses which contribute to the current program of study and will show for each the final grade and earned credits.

The Official Final Transcript and/ or final award document will be issued at the completion of the program, or the confirmed withdrawal from the program, free of charge. Additional copies of the Official Final Transcript or duplicates of the final award document (in case of loss of the original) can be obtained from the Academic Services Office for a fee.

O. DEFERMENT OF GRADE

DG is a designation applied to a course by the Awards Committee to indicate that it grants an extension of a specified time to complete the requirements of a course.

P. ACADEMIC RECORDS

The student's academic record is confidential within the school's faculty and administration teams. Final results will be sent only to the student via email at the end of each academic semester, and as a hard copy upon completion of the program. Any instruction to the contrary must follow the procedure established in the "Standards of Excellence" in writing to the Academic Services Office.

Q. TRANSFER OF CREDITS

Credits earned at the School are transferable at the discretion of the receiving school, college or university.

R. VALIDITY OF REGISTRATION

After graduation, a student's registration and credit remains valid for twice the length of their program's duration (unless other regulations apply).

S. GRADUATION

To graduate, a student must:

1. Successfully complete each of the requirements of the chosen program.
2. Meet the progression requirements for each semester.
3. Complete all necessary internship periods and assessments (when part of the program).
4. Discharge all financial obligations to the School.

BBA Degree: The average of the final two semesters is considered

- ▲ 60-74% pass
- ▲ 75-84% merit
- ▲ 85% and above distinction

T. APPEALS PROCEDURE

Students may lodge an appeal to the Les Roches Chicago Academic Committee within 15 working days from the receipt of their results (assuming 5 delivery days from post-mark) when:

1. The published results of grades are suspect of containing arithmetical errors or other errors of fact.
2. Exceptional personal circumstances could have an adverse effect on the candidate's performance. Besides providing third-party evidence, which substantiates the claim, the candidate must provide good reasons why the invoked reason was not made known to the Awards Committee before it took place.

Note:

- ▲ Appeals that are based on facts and are already known to the Awards Committee before they made their recommendation for the conferment of awards, will not be admissible.
- ▲ Appeals that question the academic judgment of examinations shall not be admissible.
- ▲ Appeals that are based on factors already known to the candidate before the assessment took place will not be admissible. Such cases should have led the candidate to file for mitigating circumstances.

The Awards Committee:

The Awards Committee normally comprises of the Dean, Program Managers and the relevant faculty members.

The Appeals Procedure:

The Dean receives and examines the eligibility of an appeal. Formally, the LRC Awards Committee acts on behalf of the Les Roches Bluche Academic Committee and forwards eligible appeals to the next Appeals Commission meeting. These meetings only take place upon the request of the LRC

Awards Committee and no more than twice a year within three months following the end of semester assessment periods. The Appeals Commission will be empowered to take either of the following decisions:

- ▲ Reject the appeal and no further action will be taken.
- ▲ Refer the matter back to the Awards Committee with appropriate recommendations.

These recommendations are received by the LRC Awards Committee, which transmits them for execution to the Chairman of the LRB Academic Committee.

The LRC Awards Committee and the LRB Academic Committee may only question these recommendations if and when errors of fact or procedural mistakes are suspected to have influenced the Appeals Commission's recommendation(s). If such is the case, the Awards Committee and/ or the Academic Committee must resubmit the case to the Appeals Commission with all the necessary documentation.

Appellants are required to pay an administration fee.

Appeals Commission:

- ▲ The Les Roches CEO
- ▲ The Director of Campus
- ▲ Independent Educational Representative (External)
- ▲ Independent Industry Representative (External)

The Quorum for this committee is two, of which at least one is independent and one is representing the school.

Equal Opportunity Policy for Students

The primary purpose of Les Roches International School of Hotel Management is to provide a rich and professional education for managers of the future. This objective is part of the Institution's mission. To this end, Les Roches is committed to equality of regard and of opportunity for all its students, irrespective of religion, ethnicity or culture, gender, marital status, disability, age or sexual orientation. In its policies and practices Les Roches will seek to enhance the self-esteem of all those it serves. It will seek to create a learning environment in which individuals are encouraged to fulfill their potential.

The commitment to equality of regard and opportunity is a fundamental policy that pervades all the school's activities and is endorsed by the Board. All members of the Les Roches community are expected to ensure that their actions embody and uphold this commitment.

The Institution will seek to ensure that:

- ▲ Its publications reflect the policy
- ▲ Program admissions requirements are free from unnecessary barriers
- ▲ Selection procedures are operated fairly
- ▲ Teaching and learning materials produced in the college are free from stereotypes
- ▲ Assessment procedures are fair for all candidates and allow impartial opportunities for students to demonstrate their potential
- ▲ Services and access to them is assured.

This policy is set within the institutional dress code and conduct codes which set the parameters for student behavior and conduct.

"If you feel that you have been discriminated against after using all the internal processes, you may take your complaint to an independent Equal Opportunities Ombudsman; Mr. Jacques Tarit. You must take this action within 5 working days and submit a comprehensive file relating to the complaint at: Jacques.Tarit@glion.edu.

U. ABSENCES

Absences will be recorded by lecturers and reported to the Academic Services Office on a daily basis for each period when a student is absent. A single period counts as one absence, a double period counts as two absences, etc. Lateness will be recorded as Absence. The lecturers have the discretion to refuse the student from entering the classroom and record it as absence if it causes interruption or disturbance to the class.

It is essential that students are not absent from more than the recommended amount of lessons. This is to justify the credits awarded for each

course and to give students the best possible chance of passing the program.

The absence allowance is only to be used for illness, personal appointments, external interviews and any other valid reasons that cannot be dealt with outside of lesson and practical time. It is highly recommended that students keep a note of their own absences. Students who, for whatever reason, arrive late in Les Roches at the beginning of the semester will also be marked absent for all classes missed to date.

The Campus Operations Manager or the Head of Academic and Operational Support may allow students to be absent in some circumstances and these absences will not count towards the student's total. This is particularly with regard to work with the Student Social Committee or off-campus events organized by the school. Furthermore, lessons missed due to in-house presentations and interviews will not count towards the total absence provided that students register to attend presentations or the relevant events. Students will still be marked as absent from class but the Academic Services Office will adjust this once their attendance is verified by a staff member.

During the semester, students are requested to check their attendance record via the campus records system. Any errors must be reported to the lecturer within two weeks of the absence being recorded. Weekly absence status is circulated among the Program Manager, Academic Support and the Campus Director for arranging necessary support to students concerned.

It is students' responsibility to manage the maximum allowed absence hours. Students need to inform themselves during the induction and by reading the academic catalog and program handbook prior to attending class, to fully understand the consequences of their actions. **Ignorance such as "I did not know", "I forgot", etc. is not considered an excuse!**

Absence from class does not release students from responsibilities of submitting work and projects on time, or of taking exams, quizzes and group work.

U.1 ABSENCE FROM THEORY COURSES (EXCLUDING POSTGRADUATE COURSES)

Students are allowed to be absent from a maximum of 30% of the contact hours for any one academic course. This represents 14 hours of a 45-hour theory course (19 hours for Rooms Division Operations).

U.2 ABSENCE FROM CRAFT-BASED LEARNING COURSES

Craft-based learning takes place through participation, observation application and repetition. Because practical learning involves contributing as a member of a team, it is important that students respect their schedules at all times. Craft-based learning is simulating industry standards and is dynamic and fast-paced, hence students can only fully benefit from the courses if they are present in class.

Communication Required for Late or Absence from Class

If, for any reason, the student needs to be absent or arrives late, he or she needs to communicate in advance via e-mail with the teacher in charge before the practical class starts. The period is considered absent if at the start of the class the student is not present.

Maximum Allowed Absences

A student can miss a maximum of 24 hours of any three (3) credit course and 12 hours of any one-and-a-half (1,5) credit course on the practical schedule. It is the responsibility of the student to keep track of the hours they have missed.

The F&B Program Manager is not obliged to arrange "catch-up" learning or extra duty. If, exceptionally and due to extraordinary reasons, he does consider this option, it will only provide the student with the opportunity to catch up on knowledge and it will not replace the hours missed.

Social Behaviour

CBL learning mirrors industry where teamwork, responsibility and individual contribution are of key importance for success. Students, who despite intense counseling and reminders continue to be frequently late, will lose 0.5 points from their social behavior score.

Lunch meals scheduled at the Market Place Banquet Section

The objective for the lunch schedule at the Market Place banquet is for students to learn through observation and by experiencing a formal service operation. Students taking part in the banquet lunch play an important part that guarantees the consistent delivery of the service and kitchen program.

Schedules have been designed so that students can participate in this learning. It is compulsory that all students scheduled for the banquet lunch be at the banquet restaurant before the start of the session. A no-show for the participation of this educational exercise will result in the deduction of 0.2 social behavior points.

Attendance as part of the Portfolio Grade

At the beginning of each course students will receive 30% towards the total of the 100% portfolio grade for attendance. Perfect attendance will be rewarded and students will have the opportunity to improve their CBL grades and their total course average significantly.

The most important attribute of a respected, trustworthy and successful employee is to demonstrate responsibility. In the industry it is considered common courtesy to report any incident that could delay your arrival to work to your employer or immediate supervisor in a timely fashion before duty begins. We expect the same from you with regards to your attendance to practical class.

Students who fail to communicate before the start of their schedule any possible delay of timely arrival or absence from class will lose 1/5th of their given attendance grade of 30% in the portfolio.

Only written notifications via e-mail addressed to your schedule instructor are considered.

IMPORTANT:

If a student is consistently late for a craft-based learning class, he or she will be met by the Program Manager to discuss corrective actions. It is at the discretion of the Instructor to deduct social behavior points, schedule extra duty, or not accept the student to class.

During the CBL schedule course information is available in the syllabus.

A practical course can be distributed over a number of different weekly schedules. This will be explained to you during the induction to ensure that you fully understand the CBL course make-up in relation to the maximum allowed absences.

U.3 FAILING COURSES DUE TO EXCESSIVE ABSENCES

If the amount of hours is exceeded, the student will receive a failing confirmation letter from the Academic Services Office. The student can submit a "request for consideration," using the template provided by the school, within 48 hours, and present evidence if it was not provided previously.

It is recommended that the student continues attending classes for the remainder of the course in order to obtain a grade for each assessment, pending the Progression/ Award Board decision.

U4. PROGRESSION/ AWARD BOARD DECISION

The Program/ Award Board meets at the end of the semester during the predetermined dates to review all "requests for consideration" and take the decision. The decision of the board is final.

Criteria the Progression Board consider when evaluating requests for consideration

- ▲ Reasons for being absent from class
- ▲ Evidence supporting requests for consideration
- ▲ Adhering to the time frame as outlined in this policy
- ▲ Continuous attendance and social behaviour.
- ▲ Academic standing at the end of the program

Decision outcomes

- ▲ The board accepts the request: The student is awarded the grade they achieved. Should the achieved grade fail to meet the progression requirement, the student will be permitted to attend one re-sit exam. The re-sit exam is scheduled only once and communicated to students well in advance. It is the student's responsibility to be present for the re-sit exam when scheduled.
- ▲ The board denies the request: The student will be awarded 1% as the course average. No re-sit will be permitted. Before the student will be allowed to fully progress to the next semester they need to pass the retake. The student will need to make the necessary arrangement to retake the course. This could mean having to add an extra semester to their studies.

For more detailed information please refer to the Re-sit / Re-take policy in the academic catalog.

U.5 INVALID SEMESTER

A student will be suspended from their studies for the remainder of the semester if he or she fails more than 3 of the registered courses in that

semester due to absenteeism. A student on a special schedule taking 5 or fewer classes in the semester will be suspended if he or she fails more than 2 of the registered courses due to absenteeism. Any grades awarded during that semester will be invalidated and the student will be required to restart the entire semester.

Absences recorded will remain as a fact and the failing letter remains valid until the Progression Board meets and decides otherwise, unless a student is suspended from Les Roches before the end of the semester.

14. EDUCATIONAL PHILOSOPHY AND ACADEMIC MANAGEMENT

The leadership structure of Les Roches Chicago is designed to guarantee a responsible management of the School's resources, committed to achieving its mission and objectives. Les Roches Chicago is affiliated and managed by Les Roches, which is among the three best hotel management schools in the world.

Since 2011, the Directeur Général has been Mrs. Sonia Tatar. She benefits from broad international managerial experience in the hospitality industry. She is assisted at Les Roches Chicago by a management team from Les Roches, which consists of a Director of Academic Affairs Worldwide, Branch Campus Quality Assurance Manager and the Campus Director. This team is part of an institution which strives to offer high quality career-focused education.

As such, there is a management structure whose function is to ensure academic integration and curriculum diversity.

The School's academic guidance rests with the LRB Academic Committee. This committee is responsible for developing the curriculum and establishing rules and regulations that affect students' lives within the parameters set by Les Roches. Chaired by the Dean, the committee is comprised of program managers, the faculty, and the academic support officers. The LRC program committee reports to the Les Roches, Switzerland academic committee.

The elected student committee will provide a voice for all students and the program committee will consider all suggestions with regards to curriculum and operations forwarded by the student representatives. However, all curriculum change is subject to approval by the Les Roches Bluche academic committee.

Faculty work within the parameters set by the Academic Committee. They are, however, free to design and develop courses of study providing students with their experience supported by legitimate sources of information using a balanced approach. Typically, faculty will seek to give students a solid base in their field and foster critical reasoning. Thus, we strive to prepare students to assume a personally rewarding constructive role in society.

Before delivery to students, courses are presented for approval to the LRB Academic Committee via the LRC Program Committee which assesses the potential success and contribution it will have towards the aims and objectives of the program of study as a whole.

Another important executive arm of the Academic Committee is the School's Enrollment Management Department which is responsible for admitting students into our programs. The Academic Services Officer follows students' academic standing until graduation in conjunction with the Program Managers. The Awards Committee regularly assesses students' progress by analyzing individual and group results in accordance with academic and other regulations governing the program. The Awards Committee is the official body that recommends conferment of Awards. Appeals may be lodged following the appeal's procedure described elsewhere in this catalog.

Thus, the structure within Les Roches is designed to achieve three major objectives:

- ▲ The first is to assure that all constituencies within the School work towards realizing the School's mission.
- ▲ The second is to make sure that all key persons involved in the education of students and all other relevant constituencies including students participate in defining the means and actions that are necessary to achieve the School's mission.
- ▲ The third is to ensure adequate provision for monitoring and assessing the School's performance in achieving its mission.

A. CODE OF ETHICS

The Les Roches community is committed to being a center of excellence and integrity. It aims to maintain a spirit of open academic inquiry; it seeks to ensure and respect the rights and equal opportunities of all its members and to maintain a sense of respect and consistency with stakeholders. Likewise, Les Roches expects that all members of the community will contribute to the welfare and reputation of the school and its members.

B. PATHWAYS OF STUDY

The program is organized into horizontal yearly course structures. Within the program, courses are subdivided into Pathways to emphasize the vertical nature of the various fields of study over several years. The vertical integration ensures that the various courses within a Pathway progressively develop students' abilities in this discipline. Horizontal integration of the courses within a course, for example the first year of studies - Bachelor of Business Administration 1, ensures that the courses complement each other and best achieve the goals of the course. The Pathway organization is also used to organize and focus faculty for curriculum review and development using Industry Advisors where appropriate. General Education has its own pathway leader and works with its mission whilst also seeking to support the overall aims of the whole program through core skill development.

C. THE QUALITY ASSURANCE ADVISORY PANEL (QAAP)

Les Roches is committed to quality standards within its main campus, Bluche as well as its branch campuses in China, Jordan, Spain and Chicago and the Additional Instructional Location in the Philippines. The Quality Assurance Advisory Panel (QAAP) is responsible for overseeing the quality and standards of the institution's academic coursework for both the undergraduate and postgraduate programs. The QAAP reports to the Academic Committee on matters relating to the standards of taught programs, their quality and the academic environment in which they operate. The Panel ensures compliance with NEASC requirements reinforcing the student learning experience.

The Academic Quality Manager visits the Les Roches Branch Campuses twice a year to ensure academic quality is delivered under the Les Roches brand. These visits include moderation of academic work, class observation, faculty training and group work.

D. ACADEMIC ADVICE, TUTORIALS AND CAREER COUNSELING

Academic advice is provided by Faculty and Administration, depending upon the areas of need of the specific student. The academic environment of Les Roches means that the doors of the Deans, Program Managers and Faculty are regularly open to students for consultation, either on course or program difficulties.

The Student Counselor is available regularly at the School to help students deal with personal problems that they would prefer not to talk about with faculty or management. Confidentiality is guaranteed.

The Career Development and Industry Placement Officers assist in making professional contacts or hospitality corporations for further information and also provide additional assistance in personal career counseling and finding industry placements.

E. FACULTY

The backgrounds and qualifications of the Les Roches faculty reflect a wide variety of skills and qualifications. From diverse cultures and nationalities, the faculty ideally complements the program content which incorporates the Swiss emphasis on initially attaining a thorough basic knowledge of operational skills, while incrementally developing competency in business-related academic and general education theoretical courses. Details of faculty are given later in the catalog.

F. TRANSCRIPTS

All requests for transcripts, records or copies of original documents are addressed to the Academic Services Office. An administrative charge is made for this service.

15. STUDENT LIFE

A. THE DAILY WAY OF LIFE

Student life at Les Roches mirrors the life of the future manager in the hospitality industry. Students at Les Roches fulfill demanding work schedules, yet they enjoy a fulfilling social life. Indeed, two major components of the Les Roches way of life are the regimented work disciplines associated with the academic and practical demands of the curriculum, and the cross-cultural social activities of the student body.

B. THE WORKING ENVIRONMENT

Within the School, it's all business! The School operation is in fact, to a large extent, maintained by the students who are involved in all phases of food production and restaurant service and who assume defined responsibilities for the running of the School.

Students within the School adopt a code of behavior and appearance, in accordance with the rigors of the industry. Self-discipline is an indispensable prerequisite for any future manager. Its acceptance and implementation in the School assures an easy transition to an industry renowned for its conservative attitudes to propriety and aesthetics.

Attendance at scheduled events constitutes lifestyle training for a would-be professional, moreover attendance in class supports effective learning and therefore attendance is compulsory. The responsibility lies with the student to manage his or her own time in preparing for evaluations scheduled throughout the semester. Evaluations may be written or practical, or a combination of these, depending on the course.

C. EXTRA-CURRICULAR LIFE, SPORTS AND SOCIAL ACTIVITIES

Extra-curricular life, within this framework, is rich and varied. Les Roches acknowledges the importance of fitness and sport to the overall physical and mental well-being of the future professional. Many informal activities are scheduled weekly. Off-campus sporting options and social activities (biking and ice-skating, as well as indoor sports including tennis, squash, badminton, basketball, soccer and American football) are organized by the school at local facilities and gymnasiums. Other activities include attending professional sporting events (Chicago Cubs, Blackhawks, White Sox), music, and arts performances, offered to interested students at a discounted price.

League contests for soccer, basketball, volleyball, hockey, football and baseball and other sports are organized with local clubs according to student demand. Sports at Les Roches are, to the greatest extent possible, co-educational with men's teams, women's teams and mixed teams participating.

Facilities used for social activities at the school are free of charge. Costs for sports and activities played off-campus are paid for by the students

Social life within the School is organized in each semester around Cultural Night and the Graduation Ball. As each of these events is organized and financed by the students (although school-subsidized) various smaller fundraising events are organized throughout the semester.

Organized and staged by the BBA 7 Events specialization students, Cultural Night is a unique celebration of international cultures and gastronomic traditions. National cultures represent themselves in music, dance and drama, and an international food tasting displaying selected national dishes and specialties showcase world diversity and values to a global audience.

D. STUDENT REPRESENTATION

Students are involved in the life of the School through several mechanisms. Class Delegates are elected directly by each class and perform certain administrative functions involving attendance. They provide a communication channel for non-academic policy and events, and representing the impressions and needs of the student body to the administration. Class Delegate meetings are held twice every semester to ensure a steady flow of two-way communication between the school administration and students. Moreover students are represented on the two levels of Academic Management; Program Committees and the Academic Committee.

An "open door" policy ensures ready access to School Management or any other member of the administration or faculty.

There is also a Student Social Committee made up of elected members from all programs in the School. This Committee is responsible for organizing a range of social and recreational events during the semester.

The Les Roches Chapter of Eta Sigma Delta, the International Academic Honor Society (guided and supported by the CHRIE) for students of Hospitality and Tourism, is open to students in Semester 7. Invitation to join is based upon academic excellence and professionalism whilst on internship and in the school.

E. RESIDENTIAL LIFE

Student Housing is offered through the Office of Housing. Residence Life at Infinite (28E Jackson Blvd. Chicago) promotes 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, world-class restaurants, hotels, and businesses.

Additionally, residential students take advantage of the numerous activities and programs sponsored by Les Roches Chicago 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.

The Student Housing Agreement defines the terms and conditions applicable to student housing with LRC. The Student Housing Agreement is a legally binding contract for use of a furnished space in a LRC housing facility. The Student Housing Agreement is a license only and no property interests are created. The Student Housing Agreement is not a lease.

A separate detailed Resident Handbook will be issued to students. It is an extension of the Student Housing Agreement and is designed to acquaint you with your obligations and responsibilities as a student resident. Residential students are responsible for abiding by all terms and conditions specified in the Student Housing Agreement and the Resident Handbook. Students may request an additional copy of their signed contract from the Housing Office. Some of the terms and conditions have been detailed in the handbook for convenience. However, this should not be considered a substitute for the Student Housing Agreement. Questions regarding the terms and conditions of student housing should be directed to the Housing Office. Violations of the policies described in the Handbook constitute a breach of your Student Housing Agreement and may have serious consequences, including termination of student housing privileges or other disciplinary action. Please read the guide and keep it for future reference.

ELIGIBILITY FOR STUDENT HOUSING

To be eligible to participate in student housing, the student must comply with all of the following throughout the Semester of the Student Housing Agreement:

- ▲ Student must be currently enrolled as a full-time student at LRC.
- ▲ Student must be in good financial, academic, and judicial standing with the School
- ▲ Student must maintain his or her full-time enrollment and good standing for the entire Semester of the Student Housing Agreement. Admission to student housing is subject to the completion of the Student Housing Contract. Admission to LRC does not imply admission to student housing. There is limited space available to LRC at the Infinite and/ or other locations and there is no guarantee that a student will be selected for student housing. Students who lose their eligibility are subject to termination and charges per the Student Housing Agreement. Students must move within 3 days of losing eligibility.

16. INTERNSHIP POLICY

The aim of the internship is to provide students with interesting and informative training opportunities of a high standard which enhance professional competence and enrich personal development. These opportunities will take place both in the international areas of the hospitality industry and within establishments of high standard in the USA and abroad. We are proud to present excellent relationships with the hospitality, tourism and leisure industry and always aim to be transparent in both our contact with these industries and with our students. However, students are constrained by international visa policies and this may limit students' choice of destinations.

Responsibilities

For Bachelor of Business Administration semester 3 students, the Careers Office provides full support and guidance to each student, including sending their CV to at least two establishments in regions of their choice.

For Bachelor of Business Administration semester 5 students, the Careers Office provides assistance and guidance to students in finding an Internship or direct entry position. It is also students' responsibility to approach the Careers Office for support.

For graduating Postgraduate Diploma and BBA 7 students, the Careers Office provides assistance and advice to students to find an Internship, Management Training or direct entry position. It is students' responsibility to approach the Careers Office for support.

The School is also responsible for the following:

- ▲ Extending necessary advice and assistance to students in all aspects of their applications to achieve a successful career path.
- ▲ Giving students access to the numerous offers received each semester from employers and assisting them in their potential job search.
- ▲ Issuing the necessary official papers required by the work laws of the countries in which students will carry out their internships, when this internship is part of the academic curriculum.
- ▲ Checking that the employers apply the remuneration laws, which are customary in the specific countries.
- ▲ Keeping in contact with the students and/or the employer during their internship period.

The student is responsible for the following:

- ▲ Being active in his or her research process and keeping the Careers Office informed of his or her progress.
- ▲ Observing standards and regulations which are stated by Les Roches International School of Hotel Management (charter, training procedures, evaluation process, etc.).
- ▲ Respecting administrative constraints such as visa, work permit, language or professional profile requirements, which might limit the choice of location in which the student will do his or her training.
- ▲ For all internships included in the curriculum of any program, successfully achieving a full six months (four months in a seasonal resort where the contract only permits four months, at the prior agreement of the Careers Office) training period at a single establishment, which is, under no circumstances, managed or owned by a member of the student's family.
- ▲ Covering any expenses such as travel, accommodation, pocket money, work permit, visa costs, insurance etc. which may arise from an industrial placement.
- ▲ Following up with all the relevant authorities in regards to visa processes which can be updated at anytime.

After two rejections of offer for an internship organized through the Careers Office, the school will no longer provide assistance for obtaining a student's internship.

If a student releases himself or herself from employment during the internship period without informing the employer and the Careers Office, the student will be required to carry out a further internship period, at a time stated by Les Roches, in order to receive the necessary credits for the Les Roches bachelor degree.

If students are released by the hotel due to not adhering to the Internship provider's employee rules and regulations, lack of respect and unprofessional behavior, or violating the law of the internship country, the internship will be invalidated and the student may not be considered for continuing his or her studies with Les Roches.

However, should the student feel that the employer has acted 'unreasonably', negotiation with the Careers Office can be undertaken. The final decision will be taken by the Careers Office.

The training periods are considered part of the institution's program. Les Roches International School of Hotel Management can only issue the Les Roches bachelor of business administration degree to students who have successfully achieved the academic and practical requirements of the Internships.

Insurance

LRC is committed to the health and welfare of all its students, and consequently requires all international students who are enrolled in 6 or more credit hours to have health insurance. During school semesters, as well as during the industry internships completed in the USA and abroad, international students are covered with health insurance provided through Les Roches Chicago.

Students who do not provide proof of insurance will be enrolled in the LRC Student Health Insurance Plan. International 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 LRC website.

17. STANDARDS OF EXCELLENCE

A. OBJECTIVES

The school's Standards of Excellence have been drawn up as a guide to future conduct as a Manager in the hospitality industry. Their aim is to explain the distinctive mode of behavior required, both as an employee and, later, as an employer in the hotel industry.

Respected and trustworthy professional leaders need to display exemplary behavior. Les Roches expects its students to do the same. For this reason, Les Roches expects its students to challenge themselves to exceed the requirements outlined in these Standards of Excellence. This desire to excel reflects what will be expected of them in the hospitality industry. These Standards of Excellence apply to students while they are at school both inside and outside of the campus and during their internships.

B. GENERAL STANDARDS OF EXCELLENCE

Business Dress

The wearing of professional business dress is part of the school's image and also that of its students, which is well received by the prospective employers who visit the school every year on their hiring trips. The wearing of business dress is to reflect Les Roches as an institution with high standards of professional image.

Guidance on appropriate business dress is issued to the students at the start of each semester.

During the summer months, on very hot days, the School will announce when students are allowed to remove their jackets. However, in these circumstances, the name tag must be worn on the shirt. During the very cold winter the school will announce when students are allowed to wear a wool jumper over the shirt under the jacket.

During the academic semester, professional business dress is to be worn during the time official classes are scheduled from Monday to Friday in all areas of the school.

During the internship period, or when visiting the school premises after completion of the program, the same high dress standards apply and male students are expected to wear a jacket and tie.

Male students:

The SUIT comprises:

- ▲ 2/3 piece suit – different colored jacket and trousers is not considered a suit.
- ▲ Black, grey, navy or dark brown. Pinstripe or plain.

SHIRT:

- ▲ White or pastel color, (can have pastel stripes or checks) must be tucked in. NO dark colors
- ▲ All buttons on shirt have to be closed

TIE:

- ▲ Darker color than the shirt. NO fancy motifs

SOCKS/SHOES:

- ▲ Dark socks to match the suit color.
- ▲ Appropriate black or brown shoes to complement the suit.

ACCESSORIES:

- ▲ Belts must be worn with trousers with belt loops and should match the corresponding shoe color above.
- ▲ Plain v-neck jumpers and waistcoats (Navy Blue, Grey or Black to complement the suit), may be worn under the jacket
- ▲ NO scarves, jumpers or patterned waistcoats.
- ▲ Name tag to be worn at all times
- ▲ White handkerchief may be worn in top jacket pocket.

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- ▲ One badge/ pin on lapel.
 - ▲ No more than 3 pieces of discreet jewelry – cufflinks, watch and ring

Female students:

The SUIT comprises:

- ▲ Dress, skirt or trousers + matching jacket) – NOT separates
- ▲ Black, grey, navy or dark brown. Pinstripe or plain
- ▲ Suit trousers must be full length, classic in style and not skin tight
- ▲ Skirt or dress length must be one credit card width above or below the knee.

SHIRT or BLOUSE:

- ▲ White or pastel color, tucked in. No dark colors
- ▲ No t-shirts
- ▲ Round neck tops are allowed.
- ▲ Plain v-neck sweaters may be worn under the jacket

TIGHTS/ SHOES:

- ▲ Skin color, black or dark grey fine tights to match the suit color, socks may be worn with trousers.
- ▲ Black polished closed-in court shoes with a heel. Heels should be no more than 5 cm high.
- ▲ Brown shoes with dark brown suits
- ▲ No ballerina pumps, moccasins or boots

ACCESSORIES:

- ▲ Only discreet silk-type business scarves allowed.
- ▲ Name tag to be worn at all times.
- ▲ One badge/ pin on lapel.
- ▲ No more than 5 pieces of unobtrusive silver or gold jewelry (earrings, watch, necklace, ring).

Professional Uniform

The professional service or kitchen uniform is to be worn whilst on practical duty. Students may not leave the campus wearing the professional uniform. It should always be of impeccable appearance. The practical uniform should only be worn while on campus. Wearing the practical uniform outside the campus area could pose a food hygiene hazard.

General Appearance

Unnatural hair colorings are not acceptable in the school.

During craft-based learning classes in service, stewarding and kitchen no jewelry is allowed to be worn. This includes the wrist watch and wedding ring while enrolled in CBL classes BBA1 and BBA.

- ▲ Hair when worn short must be without excessive length or bulk.
- ▲ Long hair must be kept neat and orderly. To comply with hygiene regulations in food production areas hair nets will be worn when provided.
- ▲ Extreme styles, obtrusive jewelry, visible piercings including earrings, tongue or nose pins or rings, platform shoes, etc. are not acceptable.
- ▲ During food and service classes finger nails need to be trimmed short and no lacquer or coloring is allowed.
- ▲ One pair of stud, non-obtrusive earrings on the lobes may be worn during academic classes.

Les Roches respects deviation from the general appearance policy influenced by culture or religion. Personalized appearance policies are agreed on a case-by-case basis if substantiated.

BBA 1/ BBA 2:

- ▲ For reasons of hygiene beards are undesirable. Male students are expected to be well-shaven at all times. Professionally groomed beards will be accepted but must have been grown before the start of the semester. Students with groomed beards need to wear a hairnet during

food production.

BBA 4/ BBA 6/ BBA 7/ PGD:

- ▲ Properly trimmed beards are acceptable provided that they are not grown during the program. Access may be denied to classes, examinations, dining rooms, duty or public areas of the school building to students who fail to respect any of the requirements mentioned above.

General Behavior

A teacher is entitled to exclude a student from the class in the event of significant misconduct or un-preparedness for a scheduled class.

Locker Facilities

To avoid unattended items on campus, students will be issued a day locker to store personal belongings for the day. Unattended bags on campus are a security risk and cause unnecessary obstruction. Any personal belongings left outside the locker will be collected and safe-guarded by security. Disciplinary points will be deducted for violating this policy and students are asked to pay a fine in exchange for their belongings.

Students should ensure lockers are locked at all times. The school cannot be held responsible for the loss or damage to any personal item due to negligence. The locker must be kept clean and organized at all times. Eating and drinking are not permitted in these areas. The locker room standards are posted on the notice board. The academic administration reserves the right to conduct regular locker facilities inspections in the presence of the student. At the end of each class day, lockers must be emptied and locker keys must be returned to the reception .

Classrooms

Classrooms, laboratories and study rooms are places of work. SILENCE is therefore required to enable students to concentrate on work. Eating and drinking are not permitted in these areas. The use of mobile telephones during academic or practical class time, and when on duty, is not allowed for obvious courtesy reasons. These devices must be properly switched off to avoid any undue disruption.

The LRC Campus is purpose-built for hospitality education and designed to facilitate students' academic interaction and learning. These interactive classrooms and industry-relevant practical labs allow our students to acquire valuable transferable skills that make them immediately employable upon graduating.

We appeal to students to have pride in the facilities and make it the responsibility of the students to ensure that facilities are maintained at all times. Misusing equipment or maintaining equipment carelessly, or failing to maintain the cleanliness and orderly appearance of the facilities, will result in students:

- ▲ Being asked to clean the facilities on their day off or outside of the daily teaching schedule.
- ▲ Being asked to pay for the damages they have deliberately caused or initiated.
- ▲ Losing disciplinary points.
- ▲ Receiving serious sanctions including not being allowed to use the facilities, and that may lead to being asked to leave the campus.
- ▲ Being expelled immediately from the campus if the incident was deliberate and harmful to other students, faculty or staff.
- ▲ Students may only be permitted in specific areas when scheduled or when assigned by an instructor.

Classrooms are closed on Saturday and Sunday. The library is open according to published timetables. Specific study rooms are available according to the posted schedules.

Library

A vital part of LRC 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 and LIBRAS (17 local academic libraries). The Iva M. Freeman Library is able to provide inter-library loans of over nine 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 six days a week and service is provided by phone, email or in person.

The Iva M. Freeman Library opening hours are as follows:

Monday - Thursday: 8:00am to 7:00pm

Friday: 8:00am to 5:00pm

Saturday: 8:00am to 4:00pm

LIBRARY MISSION:

The Iva M. Freeman Library aims to support and encourage the LRC Community, both online and in-person, in their academic endeavors in order to create tomorrow's professionals.

LOAN INFORMATION:

Check-out Periods:

Library users are requested to present their student card to borrow items.

- ▲ Circulating library materials may be checked out for a two-week loan period.
- ▲ Reserve materials may be checked out for two hours and must stay in the library.
- ▲ Reference materials may not be checked out.
- ▲ Serials/ journals may be checked out for three days.
- ▲ Whenever the electromagnetic portal device rings out, users are kindly asked to hold out their belongings to make sure all library items have been demagnetized.

Renewals:

- ▲ Circulating materials may be renewed up to three times. After the third renewal it must be returned to the library.
- ▲ Reserve materials may not be renewed if other students are waiting to use them.
- ▲ Serials may not be renewed.

Returns:

- ▲ Borrowed items are to be returned on time with respect to other users. After 5 reminders to a Les Roches email address, and without the borrower's feedback, 0.2 behavior points will be deducted per day.

Item Limit:

- ▲ There is a six (6) item limit per patron.

CONFIDENTIALITY:

The Iva M. Freeman Library provides access to information for library patrons and we support intellectual freedom and library patrons' confidentiality. The Library adheres to the American Library Association's Code of Ethics when it comes to matters of library confidentiality.

Highlighted below are Sections I and III:

- ▲ Section I: "We provide the highest level of service to all library users through appropriate and usefully-organized resources; equitable service policies; equitable access; and accurate, unbiased, and courteous responses to all requests."
- ▲ Section III: "We protect each library user's right to privacy and confidentiality with respect to information sought or received and resources consulted, borrowed, acquired or transmitted."

The full American Library Association's Code of Ethics can be found listed on their webpage.

OTHER POLICIES:

Magazines and Journals:

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- ▲ The Library will retain two years of each magazine and journal. The most recent editions will be displayed on the front of the magazine racks. The current year (minus the most recent edition) and the previous year will be stored in the back of the library, separated by title. Each December, the librarians will withdraw the past year's editions from the collection. All magazines may be checked out for a three-day loan period.

Inter-library Loan:

- ▲ Materials may be borrowed from several institutions with which Iva M. Freeman Library has agreements. I-Share libraries allow LRC patrons to check out items in person at each individual school, or items may be shipped directly to the Iva M. Freeman Library for pickup.

Reference Materials:

- ▲ Reference materials are not able to be checked out. They will remain in the library to serve as a reference for all patrons.

Reserve Shelf:

- ▲ One copy of each required book for each course will be purchased for the reserve shelf. The librarian will review the material list at the beginning of each quarter and purchase as needed. These books may be checked out for a loan period of two hours and must remain in the library during use. If students take the books out of the library they will be contacted first via email and second via a phone call, and asked to return the text. If the item is not returned their account will be blocked until its return.

While in the Library please observe the following::

- ▲ Switch your cell phone to silent and refrain from using your cell phone.
- ▲ Do not bring excessive personal belongings to the library and remove all personal belongings when leaving the library.
- ▲ Clean your work station, remove all trash and return borrowed items.
- ▲ Library users are requested to present their student card to borrow items.
- ▲ Items used within the library must be returned to the circulation desk or placed in the book drop provided for this purpose.
- ▲ Borrowed items are to be returned on time with respect to other users. After 5 reminders to a Les Roches email address, and without the borrower's feedback, 0.2 behavior points will be deducted per day.
- ▲ Whenever the electromagnetic portal device rings out users are kindly asked to hold out their belongings to make sure all library items have been demagnetized.

Other:

- ▲ All library team members have authority to deduct behavior points if students do not respect the Standards of Excellence regarding the use of the library.
- ▲ Lost items will be charged to the student plus a 15% administration fee. The amount to be paid will be sent to accounting.
- ▲ All library team members have the authority to deduct behavior points if students do not respect the Standards of Excellence regarding the use of the library.

Photocopying/ Printing

Student cards are to be used for the malfunction printer. Users are liable if a book is damaged while being photocopied. No writing or highlighting is allowed in library books.

Student Card

At the present time, the student card is used for identification, borrowing library books, and internal control purposes such as food outlets. It is issued upon arrival at Les Roches. The student card is valid for the whole duration of the program attended. The student card must be returned to Student Services in the event of the student's studies being terminated prematurely. Lost student cards must be returned to Reception immediately.

Personal Laptop Policy & Internet

- ▲ The student must register his or her laptop with the IT department.
- ▲ The student's access to the school Internet must be authorized by the IT department.

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- ▲ If a student's laptop causes harm to the school's internal network, the IT manager possesses the authority to deny the student access to the Internet.
 - ▲ Internet access at the school is strictly for study purposes only.
 - ▲ Gross negligence, harmful use, download of illegal or inappropriate content, or not following established IT procedures may result in the student being expelled from the school.

Information Technology – Software

Copying software that is protected by copyright is illegal. The School shall not be responsible for any damage, copyright or license violation related to software not purchased from the School.

Computer Virus Infections

It is strongly recommended that professional licensed anti-virus software is installed on personal machines. It is the student's responsibility to ensure that their machine is adequately protected against viruses by regularly updating their software.

Internet

Students have access to the Internet whilst at school and are provided with an e-mail address at the beginning of their studies; see the student internet policy for more details. Please note that a policy is in place to block access to certain sites of specific content.

Social Media Use

LRC 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 School rules and regulations including the Student Standards of Conduct. Les Roches has a responsibility to request and expect professional and civil behavior by the members of its community. Les Roches may at times monitor social media sites. Violation of the Les Roches Social Media Policy may result in sanctions including expulsion.

Privacy Policy

Nearly every modern phone has a camera attached to it and subsequently more and more people are taking photos in semiprivate places than ever before. The shot might be as simple as snapping a picture of a friend or as tricky as recording a video of a lesson. Regardless of the reasons, the rules for photographing, taping or filming in semiprivate and private places are the same. The following actions may lead to sanctions and expulsion from the school and/or civil law suits:

- ▲ to film or photograph activities or individuals while on campus without permission.
- ▲ To publish a photo or a video that paints a person or the institution in a false light.
- ▲ To disclose private information about someone or about the institution.
- ▲ To use photos or videos for commercial purposes without appropriate permission.

Dining Rooms

Students are expected to behave in a mature, orderly and dignified manner in the dining rooms, as is expected of a hospitality manager. Business dress or the professional uniform must be worn at all times in the craft-based learning restaurants.

The following are not allowed in the dining rooms but may be left in the day locker rooms:

- ▲ letters
- ▲ computers
- ▲ books
- ▲ briefcases
- ▲ newspapers
- ▲ coats
- ▲ bags
- ▲ jackets

Mobile telephones are not allowed to be used in any of the campus bars, restaurants or classrooms.

Attendance at Meals

Meals are taken at students' discretion. The student card is used to access the campus restaurants. Depending on a student's purchased meal plan, access will be allowed. Please note, misuse of the student card in entering the restaurants and taking food could result in serious disciplinary action being taken by the school.

Students wishing to take a meal outside of their purchased meal plan must first purchase a meal voucher from the reception.

Visitors and Invitations to Meals

Students' parents or guardians will be welcomed when they visit Les Roches. A meal voucher is required for parents or guardians and can be purchased at the Reception.

Visitors other than parents or guardians are also welcome to come into school for meals. In this case, visitor meal vouchers can be purchased for a nominal charge from Reception. Visitors should meet the same dress code as students: male guests should wear a tie, jacket and proper trousers (no jeans, t-shirts, etc.); female guests should also be correctly and smartly dressed (no jeans, t-shirts, etc.).

Restricted Areas

The following are not allowed in the dining rooms but may be left in the day locker rooms:

- ▲ Kitchens and stillrooms are only accessible to on-duty students.
- ▲ Students who are excused from class or duty and who have a medical certificate must remain outside the main building.

Laundry Facilities

The school provides a laundry service for practical uniforms only. Students' personal items can be washed in the washing machines and dryers in the student accommodation.

In order to be able to identify them easily and speedily, all clothes to be laundered must be labeled clearly with your six-digit student number, preferably inside the collar or near the waist. Unnumbered clothes cannot be washed. The laundry service is used at students' risk. No responsibility will be accepted for any loss or damage to clothing.

Smoking

Smoking is strictly prohibited in all areas of the school building and all dorms. This policy is adopted for the health and safety of the college community and in conjunction with local ordinances. Smoking and the use of electronic cigarettes 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 Operations. Community members who violate this policy will be subject to disciplinary actions and a fine of \$125.

Smokers who wish to give up may seek assistance from the school nurse.

Deposit Disciplinary Sanctions

Any student who is sanctioned for violation of 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 school. At the termination of the suspension, the student will be entitled to resume his or her education.

Expulsion

A permanent denial of the privilege of continuing as a student at the school.

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 school. See below for greater detail.

The deposit is a provision held against damage, be it intentionally or negligently caused, to any asset belonging to the school. The students share a collective responsibility to ensure that school property is treated with respect. The student's account could be charged for both individual and collective responsibility which relates to the charge for general damages in the accommodation buildings.

Requests for advances to be made against the deposit cannot be entertained. Deposits are refunded by bank transfer to the financial sponsor within three months after the end of the studies. Students are contacted during their last semester on campus and are responsible for following the refund procedure given. Deposits are refunded in full or partially once all bills have been settled.

C. DISCIPLINE - ABSENCES, APPEARANCE AND BEHAVIOR

Due to the fact that students are adults, by default, no communication of absence, behavior or grade will be shared with Parents or Guardians/ Sponsors automatically. If, for any reason, the Parents or Guardians/ Sponsors wish to obtain such information, it is recommended that they request the information from the student directly, as our students all have access to such record during their stay on campus.

If the Parents or Guardians/ Sponsors wish to obtain the information directly from the Academic Services Office, a signed authorization letter from the student concerned will be required. Such authorization will include all elements described in this document, i.e. Absence behavior and Semester Final Results. Interim grades during the semester are not included in this procedure as they cannot be shared until the Progression/Award Board confirms the final grades at the end of each semester. The authorization will be valid for the running semester only and once submitted; it cannot be revoked during the remainder of the semester. All previous authorization will be automatically void when a new academic semester begins.

For students under 18 years of age, the Parents or Guardians/ Sponsors of the student concerned will be regularly informed of his or her academic results, absences of courses, and behavior problems until the student reaches 18 years of age.

Discipline is registered in three distinct areas: absences, behavior and appearance. At the beginning of each semester, discipline has an initial value of 6.0. Points are deducted at the discretion of the teacher or staff members for behavior and appearance outside the expected standards. The amount of points deducted will depend on the seriousness of the incident(s) in question. In addition, the Head of Security is entitled to deduct points from a student with regard to disciplinary issues.

Warning letters are distributed to the students when the discipline mark falls to:

- ▲ 5.0 or less
- ▲ 4.4. or less

Should the discipline mark fall below 4.0, the student will be suspended. In this situation, the whole semester will be invalidated and the student will have to repeat it in its entirety. No grade will be awarded for academic studies that take place during the suspended semester.

Suspension/ Expulsion

In the event of misconduct or serious violation to the code of conduct and personal ethics, requiring further inquiry, the Campus Director may suspend

the student for the time necessary to complete the said inquiry. In such a case the Campus Director may request that the student leave the campus. Furthermore, the student may not attend any course. The Campus Director can also suspend a student in the event of repeated absences totaling more than 60 hours.

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.

The Campus Director can expel or suspend a student if either their work and/or conduct is unsatisfactory, both in and out of school and in the school accommodation.

Students will be immediately suspended or expelled from the school by the Campus Director notably in cases of:

- ▲ Use or possession of drugs
- ▲ Theft
- ▲ Misconduct
- ▲ Drunkenness in class or on duty, or in any circumstances

Alcohol and Drugs Policy

Members of the Les Roches Chicago 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 Les Roches Chicago's policies pertaining to alcoholic beverages.

The distribution, consumption, and possession of alcoholic beverages are prohibited in the buildings and on the grounds of Les Roches Chicago 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.

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.

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

Les Roches 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 of 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.

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- ▲ 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 or 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.

List of illegal drugs in the USA

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.

- ▲ Cannabis
- ▲ Opiates and all their derivatives (opium, morphine, heroin)
- ▲ Cocaine
- ▲ LSD, Mescaline, Psilocybin
- ▲ Crack
- ▲ Hallucinogens
- ▲ Ecstasy

Prevention and Testing of Stupefying Products

LRC is sensitive to the problem in today's society of the dependence on stupefying products and wishes to take an active role in the prevention of their abuse by students, either through group-training schemes or on an individual basis.

The US penal code forbids consumption, possession and/ or any form of distribution/ selling of drugs. It makes no distinction between those drugs known as "soft" drugs and those known as "hard" drugs. Les Roches follows the same principles and forbids any form of drugs. Possession of, or traffic of, drugs inside as well as outside of the School is strictly forbidden. Les Roches Chicago reserves the right to take legal action if necessary. This rule applies throughout the entire period of time the student is registered and under the School's responsibility, whether in the USA or elsewhere.

D. FIRE PREVENTION ADVICE

- ▲ Students are strongly recommended to become familiarized with the different emergency exits and fire-fighting equipment available in the residence halls.
- ▲ When the fire alarm rings students must not panic but follow the instructions given by teachers, class representatives or staff.
- ▲ Windows must be shut. Doors must be shut but not locked.
- ▲ In the main building students must WALK out of the building quickly and calmly and go to the meeting point.
- ▲ At night, students must wake up friends, get dressed and prepare to evacuate quickly and calmly. Once they have left the building students must wait for further instructions.

E. GRIEVANCE PROCEDURES AND NON-ACADEMIC APPEALS

Grievance Procedure

Les Roches strives for integrity and fairness. If a problem arises, students should contact the person responsible first. Faculty Members, Staff Members, Program Managers, Deans or the CAO will also be willing to assist if necessary.

Students should make an appointment to see the Campus Director if a grievance continues, as he has specific duties and responsibilities in these circumstances.

Non-academic Appeals

All appeals pertaining to disciplinary sanctions, suspensions or expulsions from the school or non-admittance to final exams must be addressed in writing to the President of the Les Roches Governing School Board, accompanied by a payment and sent to the Campus Director within 10 days of receipt of the sanction. There is a fee to be paid in order for the appeal to be considered. If the appeal is rejected the fee will not be reimbursed.

The Appeals Commission consists of the following members:

- ▲ An external lawyer
- ▲ The CEO of the School
- ▲ The President of the Les Roches Governing School Board
- ▲ An external expert in professional education

The Commission normally meets twice per year and their decision is binding.

Equal Opportunity Policy for Students

The primary purpose of Les Roches International School of Hotel Management is to provide a rich and professional education for managers of the future. This objective is part of the Institution's mission. To this end, LRC is committed to equality of regard and of opportunity for all its students, irrespective of religion, ethnicity or culture, gender, marital status, disability, age or sexual orientation. In its policies and practices Les Roches will seek to enhance the self-esteem of all those it serves. It will seek to create a learning environment in which individuals are encouraged to fulfill their potential.

The commitment to equality of regard and opportunity is a fundamental policy that pervades all the school's activities and is endorsed by the Board. All members of the Les Roches Community are expected to ensure that their actions embody and uphold this commitment.

The Institution will seek to ensure that:

- ▲ Its publications reflect the policy.
- ▲ Program admissions requirements are free from unnecessary barriers.
- ▲ Selection procedures are operated fairly
- ▲ Teaching and learning materials produced in the college are free from stereotypes.
- ▲ Assessment procedures are fair for all candidates and allow impartial opportunities for students to demonstrate their potential.
- ▲ Services and access to them is assured.

This policy is set within the institutional dress code and conduct codes which set the parameters for student behavior and conduct.

F. OPEN DOOR POLICY

Program Managers, Staff Members and Faculty Members assist and guide students so that they may have a safe and beneficial time at Les Roches. They deal with virtually all students' questions or concerns.

There may be something so personal or sensitive; however, that student needs to speak directly to the Campus Director, DAA, Deans, Nurse or Student Counselor.

G. FINAL DISPOSITION

The Board and the School Commission reserve the right, at all times, to make amendments according to circumstances without giving prior notice.

18. ALUMNI ASSOCIATION

All graduated students from Les Roches are welcome to become members of the Les Roches **Global** Alumni Association.

The mission of the Global Alumni Association is:

- ▲ to provide opportunities for professional growth and social interaction among its members
- ▲ to create a long-lasting and mutually beneficial relationship between Les Roches and its alumni
- ▲ to maintain Les Roches' leading position in providing the hospitality industry with highly qualified professionals

All registered members receive the following services:

- ▲ An attractive Global Alumni Platform which you can find at **alumni.lesroches.edu**. On this platform graduates can find exclusive job offers, information about upcoming worldwide and campus alumni events, exciting alumni news, and other great ways to reconnect with their classmates.
- ▲ Regular distribution of an alumni e-newsletter with articles about successful Les Roches alumni as well as school news and upcoming events and gatherings.

19. ADMINISTRATORS, FACULTY AND STAFF

A. LES ROCHEs SCHOOL GOVERNING BOARD – LES ROCHEs BOARD

| | |
|-------------------------------|--|
| Dr. Alberto Godenzi | President and Chair of the Les Roches Governing Board Dean and Professor Boston College McGuinn 132 140 Commonwealth Avenue Chestnut Hill, MA 02467 godenzi@bc.edu |
| Mr. Claudio E. Casanova | Manager, President, and Chair Grand Hôtel du Golf & Palace Elysée Bonvin 3963 Crans-Montana, Switzerland +41 (0) 27 485 42 42 Office +41 (0) 27 485 42 43 Fax +41 (0) 79 417 36 04 Mobile claudio.casanova@grand-hotel-du-golf.ch |
| Mr. Francis Clivaz | President Gesthotel Sàrl Villa l'Écureuil 73 Route de Sauvergnny, Switzerland +41 (0) 22 775 14 26 Office +41 (0) 22 775 14 25 Fax +41 (0) 79 350 51 81 Mobile f.a.clivaz@genavensis.ch |
| Dr. Julia Watkins | Executive Director Emerita, Council on Social Work Education President Emerita American University in Bulgaria 303 S Payne St. Alexandria, VA 22314, USA +1 703 485-6118 Mobile jwatkins0924@gmail.com |
| Me. Bernard Dêtienne | Lawyer Rue des Vergers 1 1950 Sion, Switzerland +41 (0) 27 327 30 40 Office +41 (0) 27 327 30 41 Fax bernard.detienne@dcsb.ch |
| Mr. Michael Huckaby | Chief Executive Officer (CEO) Hospitality & Culinary Education Laureate Education, Inc. 650 S. Exeter Street Baltimore, MD 21202, USA +1 443-627-7636 Office +1 443-627-7096 Fax +1 410-340-2045 Mobile michael.huckaby@laureate.net |
| Mrs. Sonia Tatar (ex officio) | Chief Executive Officer (CEO) Les Roches International School of Hotel Management CH – 3975 Bluche, Crans-Montana, Switzerland +41 (0) 27 485 96 23 Office +41 (0) 79 958 07 95 Mobile sonia.tatar@lesroches.edu |

B. ADVISORY BOARD

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|------------|----------------------------|---|
| President: | Mr. Charles Zuchuat | Representative of Dept. of Education, Canton of Valais |
| Members: | Mr. Eric Biselx | Representative of Dept. of Education, Canton of Valais |
| | Mr. Pierre-André Pannatier | President, "Association Hôtelière du Valais" |
| | Mr. Maurice Clivaz | Hotelier |
| | Mr. Claudio E. Casanova | Manager, Grand Hôtel du Golf & Palace, Crans-Montana, Switzerland |
| | Mrs. Sonia Tatar | Directeur Général/ CEO Les Roches Worldwide |
| | Mr. Patrick Bérod | Director of the "Association Hôtelière du Valais" |

C. FACULTY

The faculty at Les Roches Chicago campus teach in their own particular area of expertise. Most teachers are able to take advantage of extensive experience or academic background and teach in courses related to more than one field of study. Faculty and staff contact information are available on our website.

LES ROCHES INTERNATIONAL SCHOOL OF HOTEL MANAGEMENT

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