TEACHING KITCHEN ACADEMY ONLINE PROGRAM CATALOG

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Teaching Kitchen Academy empowers deaf and hard of hearing individuals through accessible and inclusive culinary education, practical application in a restaurant environment, and employment preparation for competitive restaurant and food-industry careers.

A program by Communication Service for the Deaf, Inc (CSD)
csd.org

TABLE OF CONTENTS

TABLE OF CONTENTS 1

PROGRAM INFORMATION AND POLICIES 4

AMERICAN WITH DISABILITIES ACT & CIVIL RIGHTS POLICY 4
LICENSING 3
ACCREDITATION 4
TEACHING KITCHEN ACADEMY HISTORY & PARTNERSHIPS 4
FACILITIES AND EQUIPMENT 4
LIBRARY 4
TECHNICAL DEVICES 5
EDUCATIONAL OBJECTIVE 5
MISSION 5
VISION 5
PROGRAM ORGANIZATION AND STRUCTURE 6
HOURS OF OPERATION 7
ADMINISTRATION 7
CLASSROOM HOURS 7
HOLIDAYS 7
EDUCATIONAL METHODOLOGY 8
ROLE OF THE INSTRUCTOR 9

TRAINING PROGRAMS AND ADMISSIONS 10

TRAINING PROGRAMS AND COURSES 10
ADMISSIONS POLICIES AND PROCEDURES 11
FOOD SERVICE EMPLOYEE TRAINING 12
ONLINE CONTENT 12
VETERAN'S EDUCATION BENEFITS 12

CLASS AND CREDIT POLICIES 13

CLASS STARTS 13
TRANSFER CREDITS 13
TRANSFER OF CREDITS WITHIN TEACHING KITCHEN ACADEMY 13
TRANSFER OF CREDITS TO OUTSIDE INSTITUTIONS 13
CREDIT FOR PREVIOUS TRAINING AND ADVANCED STANDING (EQUIVALENT TRANSFER CREDITS) 14
ATTENDANCE POLICY 14
PROGRAM SCHEDULE 15
ACTIVE PARTICIPATION IN ONLINE COURSES 15
LOCKOUT AND DISMISSAL 15
MAKE UP SESSIONS 15

LEAVE OF ABSENCE **16**
REQUEST PROCESS 16
RETURNING FROM LEAVE 16
DURATION OF LEAVE 16
FINANCIAL OBLIGATIONS 16
STUDENT CONDUCT **17**
PROFESSIONALISM 17
PROHIBITED BEHAVIORS 17

PERFORMANCE STANDARDS AND PROGRESS **17**

PROGRAM STANDARDS AND GRADING **17**
VOCATIONAL REHABILITATION STANDARDS FOR SATISFACTORY PERFORMANCE PROGRESS **18**
STANDARDS FOR SATISFACTORY PROGRAM PROGRESS 18
TEACHING KITCHEN'S STANDARDS FOR SATISFACTORY PERFORMANCE PROGRESS 18
EVALUATION SCHEDULE 18
QUALITATIVE **19**
QUANTITATIVE – PACE OF COMPLETION **19**
MAXIMUM TIMEFRAME **20**

POLICIES AND PROCEDURES **20**

PROCEDURE **20**
CONFIRMATION PERIOD 20
IDENTIFICATION OF EARLY WARNING SIGNS 21
TESTS AND GRADES 21
PERFORMANCE REVIEWS 21
PERFORMANCE RECORDS 22
PROBATION **22**
EFFECT OF REMEDIAL COURSES, COURSE REPETITION, INCOMPLETES, WITHDRAWALS, AND EQUIVALENT TRANSFER CREDITS **22**
INCOMPLETES 22
SATISFACTORY PERFORMANCE PROGRESS APPEAL PROCESS 23
REINSTATEMENT 23
CREDIT HOURS 23
COURSE WITHDRAWAL 23
COURSE REPETITION 24
NON-CREDIT REMEDIAL COURSES 24
CHANGE OF PROGRAM 25
EXTENSIONS 25
PERFORMANCE INTEGRITY AT TEACHING KITCHEN ACADEMY 25
TERMINATION, APPEAL, AND REINSTATEMENT 26
GRADUATION REQUIREMENTS **27**
CREDENTIALS AND TRANSCRIPTS **27**
PRACTICUM POLICIES **27**
PRACTICUM ASSIGNMENT 28
CONDUCT 28
PROFESSIONAL SKILLS DEVELOPMENT **28**

DRESS CODE **30**
OUR "OPEN DOOR" POLICY **31**

STUDENT SERVICES AND VOCATIONAL REHABILITATION **31**

STUDENT RECORDS AND TRANSCRIPTS **31**
DRUG AND COUNSELING REFERRAL PROGRAM **32**
STUDENT COMPLAINT PROCEDURE **32**
VOCATIONAL REHABILITATION **32**
STUDENT VOCATIONAL REHABILITATION RIGHTS AND RESPONSIBILITIES **33**
RIGHTS 33
RESPONSIBILITIES 33
TUITION PAYMENT METHODS **33**
WITHDRAWAL **34**
OFFICIAL WITHDRAWAL 34
UNOFFICIAL WITHDRAWAL 34
INSTITUTIONAL TUITION CANCELLATION AND REFUND POLICIES **34**
CANCELLATION POLICY 34
TUITION REFUND POLICY 35
CHANGES TO COURSE CONTENT AND MATERIALS **35**
ACCESS TO DIGITAL COURSE MATERIALS 36
REFUNDS FOR BOOKS AND MATERIALS 36
SUPPORT AND RESOURCES 36
NON-IMMIGRANT STUDENTS **36**

VIRTUAL POLICIES AND SUPPORT **36**

CRIME REPORTING **36**
INCLEMENT WEATHER/EMERGENCY **36**
EXTENDED LEARNING **37**
CSD WORKS AND TEACHING KITCHEN ACADEMY (TK) **37**
CSD WORKS 37
TEACHING KITCHEN ACADEMY STUDENT SERVICES 37
COMPLETION AND PLACEMENT RATES **38**
ANNUAL SECURITY REPORT **38**
COURSE DESCRIPTIONS **42**
LEARNING AMERICAN SIGN LANGUAGE 1 42
LEARNING AMERICAN SIGN LANGUAGE 2 42
LEARNING AMERICAN SIGN LANGUAGE 3 42
LEARNING AMERICAN SIGN LANGUAGE 4 42
DEPARTMENT NAME OR ROLE CATEGORY **44**
STAFF CREDENTIALS **43**
APPENDIX A: TEACHING KITCHEN ACADEMY ENROLLMENT AGREEMENT **45**
APPENDIX B: TEACHING KITCHEN ACADEMY INTEGRITY GUIDELINES **50**

PROGRAM INFORMATION AND POLICIES

Background Information

American with Disabilities Act & Civil Rights Policy

Teaching Kitchen Academy is a program specifically designed for deaf and hard of hearing students. It provides accessible culinary education, practical application in a restaurant environment, and employment preparation for competitive careers in the culinary arts and food industry. While the program does not discriminate on the basis of sex, religion, race, color, nationality, or ethnic origin, its selection criteria prioritize deaf and hard of hearing individuals to ensure a tailored and inclusive learning experience through American Sign Language. Teaching Kitchen Academy is committed to providing equal opportunities and fostering the success of its deaf and hard of hearing students.

Accreditation

Our program's certifications are accredited by the American National Standards Institute (ANSI), located in 25 W 43rd Street, 4th Floor, New York, NY 10036, through National Restaurant Association ServSafe programs.

Teaching Kitchen Academy History & Partnerships

Teaching Kitchen Academy came to fruition in 2024 through a collaborative effort to provide deaf and hard of hearing individuals with a comprehensive culinary education, hands-on training, and valuable industry insights to excel in the restaurant world. Teaching Kitchen Academy is operated by the Communication Service for the Deaf (CSD) and supported by the National Restaurant Association (NRA), and the National Restaurant Association Education Foundation (NRAEF), located at 2055 L St NW STE 700, Washington, D.C. 20036.

Facilities and Equipment

The facilities and equipment required for online students taking culinary courses at home are designed to replicate the essential components of a professional culinary learning environment. Students must have access to a functional home kitchen that includes a stovetop, oven, microwave, refrigerator, and sink with running water to meet the basic requirements for food preparation and cooking. Adequate counter space is essential to accommodate cutting, mixing, and plating tasks, while proper lighting ensures safety and visibility during cooking and video assignments. Students will also need access to a workspace free of distractions, with proper ventilation for managing cooking fumes.

To support their learning experience, students will be provided with a Teaching Kitchen Academy culinary kit containing essential tools and utensils, including professional-grade knives, cutting boards, measuring tools, a rolling pin, and a phone stand for recording assignments. Additionally, students are expected to have basic kitchen appliances such as a blender, hand mixer, and baking sheets. The setup ensures that students can fully engage with their coursework, complete lab assignments, and demonstrate the skills required for success in the program. Through this comprehensive approach, the program promotes an inclusive and high-quality learning experience for all participants.

Library

Teaching Kitchen Academy provides an online academic library to support faculty and students by offering unlimited access to digitized literature, materials, and resources to enhance student learning

during enrollment. The topical database focusing on Hospitality and Tourism is integrated with curriculum-aligned content and is readily available at sign in through your online student account. Faculty will assist students with registration during orientation.

Additional program-related materials for Teaching Kitchen Academy are shared in a designated page within the Canvas Learning Management System (LMS) to accommodate the learning process, accessible only to Teaching Kitchen Academy Students, Staff, and Faculty.

Technical Devices

Teaching Kitchen Academy requires that its students have ample access to modern technology and resources crucial for their culinary education. A reliable high-speed internet connection and a computer or tablet with a camera and microphone are necessary for participating in virtual lessons and completing assignments. If a student is lacking technical resources, the school may provide various technical devices that are essential for the students to engage with the curriculum, conduct research, and complete their assignments effectively. These resources are accessible to students during school hours, fostering an environment conducive to learning and innovation.

To extend the availability of these tools beyond the classroom, Teaching Kitchen Academy offers a checkout system. Students interested in using devices can do so by entering into an agreement with the school. This agreement outlines the terms of use, ensuring that both the institution's property is safeguarded and the students' needs for continuous learning are met. With this system, Teaching Kitchen Academy demonstrates its commitment to accommodating its students' educational needs and enhancing their learning experience through flexible access to technology.

Educational Objective

At Communication Service for the Deaf (CSD), our mission is to empower the deaf and hard of hearing community through accessible education and personal development opportunities. As part of this commitment, we offer a specialized program, CSD Learns, focused on providing diverse learning experiences tailored to the unique needs of individuals who are deaf or hard of hearing.

Teaching Kitchen Academy, an integral part of our CSD Program Impact division, embodies our objectives by offering comprehensive culinary education and training. Led by experienced instructors, Teaching Kitchen Academy provides accessible culinary education, practical training in a restaurant environment, and thorough preparation for competitive careers in the culinary arts and food industry. Through this initiative, deaf and hard of hearing individuals gain hands-on experience, develop essential culinary skills, and cultivate the confidence needed to excel in the dynamic culinary industry. Teaching Kitchen Academy serves as a testament to our commitment to inclusivity, ensuring that deaf and hard of hearing individuals have equal opportunities to pursue their passion for food and achieve success in the culinary arts.

Mission

Teaching Kitchen Academy is dedicated to empowering deaf and hard of hearing youth and adults through accessible and inclusive culinary education. Our mission is to provide them with the knowledge, practical experience, and employment skills necessary to thrive in today's job market and pursue competitive careers in the restaurant and food industry.

Vision

Teaching Kitchen Academy envisions a world where deaf and hard of hearing individuals have equal access and opportunities in the culinary field. We strive to create a culinary training environment that nurtures talent, promotes inclusivity, and prepares our students to become successful professionals in the culinary arts and food industry.

Program Organization and Structure

Teaching Kitchen Academy offers a specialized 15-week online certification program tailored specifically for deaf and hard of hearing individuals. Our program is designed to provide comprehensive culinary education and training that prepares students for successful careers in the restaurant industry.

As part of our commitment to excellence, Teaching Kitchen Academy has partnered with the National Restaurant Association to ensure that our program meets industry standards and aligns with best practices. This collaboration allows us to offer a curriculum that reflects the latest trends and advancements in the culinary world, equipping you with the skills and knowledge needed to thrive in the restaurant industry.

In addition, we have a sister program, CSD Works, that provides comprehensive employment services for program participants with the opportunity to gain hands-on experience within the actual restaurant environment. Working alongside experienced professionals, you will learn firsthand the intricacies of restaurant operations, further enhancing your practical skills and understanding of the industry.

Throughout the program, you will undergo a mandatory 400-hour training in restaurant practices. This immersive experience allows you to apply what you've learned in the classroom to real-life scenarios, honing your skills and building confidence in a professional setting.

To ensure a flexible and accessible learning experience, our program offers self-paced learning materials, in addition to our instructional content, delivered in both ASL and English through an online platform. This allows you to study at your own pace and access course materials at your convenience during the course of the 15-week program.

We offer the Teaching Kitchen Academy program online and cater to both youth aged 14-24 and adults 25 and above. Regardless of your age, we welcome you to join us at Teaching Kitchen Academy and embark on a transformative culinary journey. Together, we will equip you with the skills, knowledge, and industry connections necessary for a successful career in the restaurant world.

Program Description:

Teaching Kitchen Academy is a comprehensive culinary and hospitality training program designed to equip aspiring chefs and restaurant professionals with the essential skills and knowledge required for success in the industry. The program combines a rigorous instructional component with an immersive practicum, providing both theoretical knowledge and hands-on experience in a state-of-the-art teaching kitchen environment.

Duration:

The program spans a total of 15 weeks per cohort, offered three times a year. Each cohort includes 255 clock hours divided into 60 instructional hours, focusing on culinary theory and restaurant management,

and 195 lab hours dedicated to practical, hands-on learning. Following the instructional phase, participants engage in a 400-hour practicum, offering real-world experience in culinary operations and mentorship.

Modules:

- Instructional Component: Consists of carefully curated modules covering key areas such as food safety, culinary techniques, business operations, and customer service excellence. Modules are delivered weekly, with each focusing on specific competencies required for professional growth in the culinary field.
- Practicum: A 400-hour intensive application phase where students apply their learning in a professional setting, gaining invaluable experience and mentorship.

Clock Hours and Credits:

- Total Clock Hours: 655 hours (255 instructional and lab, 400 practicum).
- Credit Count: 31.725 credit hours (5.95 instructional, 9.775 lab, 16 practicum).

Seasonal Cohort Offered: Online cohorts to accommodate varying schedules and availability.

Teaching Kitchen Academy is designed for individuals seeking a deep dive into the culinary world, offering a blend of academic rigor and practical application. Graduates emerge fully prepared to enter the culinary industry, armed with both the technical skills and the professional competencies needed to excel.

Hours of Operation

Administration

Teaching Kitchen Academy administrative offices are open 8:00am to 5:00pm Mondays through Friday Eastern Standard Time.

Scheduled appointments may be arranged outside of these hours by contacting our staff in advance. Please email us at info@tkacdemy.org to get in touch.

Classroom Hours

The Teaching Kitchen Academy Online Program offers a structured online course pace, which is a flexible, self-paced online learning model with clearly defined weekly objectives and milestones. Each module will include a combination of pre-recorded lectures, interactive assignments, and live virtual sessions to maintain engagement and provide real-time support. Instead of traditional classroom hours, students will follow a structured weekly schedule that balances video-based instruction, hands-on lab activities, and progress assessments to ensure mastery of culinary techniques and concepts. This approach allows students to manage their learning time effectively while meeting the program's rigorous standards.

Because Instructors are also staff employees of various restaurants, their hours available for student support may vary. Please schedule your appointments with them.

For students completing the mandatory practicum of 400 work hours, the schedule will be determined in agreement with the supervisor and according to the program requirements.

Holidays

Teaching Kitchen Academy is open year-round to serve its students. However, please note that Teaching Kitchen observes the following national holidays with limited coverage in the administrative offices and classrooms:

- Thanksgiving Day and the day after
- Christmas Day through New Year's Day
- Martin Luther King Day
- Memorial Day
- Independence Day
- Labor Day

A holiday that occurs on a Sunday is observed on the following Monday. Please check with Teaching Kitchen Academy staff for the hours of operation.

If a student observes a holiday that is not listed above and requests time off, they are required to communicate with a Teaching Kitchen Academy staff and/or administrator to make any arrangements prior to the student's absence. We are committed to providing support and assistance to our students throughout the year.

Educational Methodology

At Teaching Kitchen Academy, we are proud to offer an adaptive 15-week hands-on learning and training program tailored to provide a comprehensive culinary education for a diverse range of students, including those who are Deaf and Hard of Hearing. Our program is designed to respect and integrate Deaf culture and communication preferences, utilizing American Sign Language (ASL) for in-person instruction, while ensuring that our curriculum aligns with the industry's best practices.

Our training is facilitated by experienced instructors who are proficient in ASL, providing direct and personalized educational experiences during in-person sessions. This approach allows for real-time interaction and feedback, critical for developing the practical skills and nuanced understanding required for success in the culinary field.

The Teaching Kitchen Academy program spans over 15-week sessions, offered online, enables participants to fully immerse themselves in the learning process. The practical application of skills is emphasized in your kitchen, which will replicate a fully operational restaurant environment, where students have the opportunity to engage with every aspect of the culinary operation—from the kitchen to the dining room.

To ensure our curriculum remains cutting-edge and industry-relevant, it is closely aligned with the ServSafe Curriculum, a recognized standard for food safety and culinary education. While our in-person training focuses on delivering content through ASL, ServSafe materials provide an essential framework and support for the concepts taught, reinforcing learning, and ensuring a breadth of knowledge.

The inclusion of 400 practicum hours in our program is deliberate, offering students the chance to put their learning into practice within professional settings through practicums through our network of

partner restaurants. If students were to be placed into our network partners, this experience would be supported by CSD Works. This hands-on experience is crucial in developing real-world skills and professional acumen.

Our educational strategy extends beyond traditional teaching methods to include interactive sessions, practical exercises, and access to digital resources via our Learning Management System, Canvas. Students can access digital documents and a library of resources to complement their online learning, with support structures in place to facilitate knowledge retention and continual learning.

At Teaching Kitchen Academy, student support is a priority. We offer a comprehensive suite of resources, including mentorship from culinary experts, modern kitchen facilities, and Canvas-hosted materials. Our support continues with online forums and Q&A sessions, ensuring that students have access to the guidance they need, when they need it.

Group interactions are structured to nurture communication skills and collaboration, with a focus on Deaf and Hard of Hearing students' needs. This empowers students to learn from each other and build a community of practice that extends beyond the online program.

Our commitment is to provide an environment where students can flourish, equipping them with the culinary expertise, critical thinking skills, and professional network necessary to thrive in their future culinary careers.

Role of the Instructor

At Teaching Kitchen Academy, we recognize that the heart of our educational excellence lies in the hands of our instructors. Carefully selected for their innovative instructional methodologies, mastery of American Sign Language (ASL), and extensive experience in the culinary world, our instructors bring both passion and expertise to the kitchen and classroom. Through specialized training, they are equipped to deliver Teaching Kitchen Academy's curriculum in a standardized yet dynamic manner, tailored to meet the needs of a diverse student body, including those who are Deaf or Hard of Hearing.

Our instructors play a crucial role in incorporating technology into our curriculum. Utilizing Canvas, our comprehensive digital platform, students have access to a variety of digital instructional materials that complement the in-person learning experience. This integrated approach ensures that all students, regardless of their preferred learning style, can engage with and master the course content.

In their mission to foster an inclusive and accessible learning environment, our instructors serve as advocates and ambassadors of Deaf culture. They provide instructional support in ASL, creating a learning space where communication barriers are removed, and every student's educational needs are acknowledged and addressed.

At Teaching Kitchen Academy, our instructors are more than teachers—they are mentors, guides, and the bridge to a fulfilling career in the culinary arts. They are dedicated to nurturing the skills, confidence, and creativity necessary for students to excel in the fast-paced and ever-evolving culinary landscape.

Program Review Process

Teaching Kitchen Academy, Program Review, Planning, and Development allows program instructors and staff (Program Coordinator and Case Manager) to lead a purposeful and continuous cycle of improvement through two related processes: Comprehensive Program Review and Annual Program Review. Both the comprehensive and annual processes are integral parts of an overall institutional evaluation, planning, and development process with the following goals to:

- Ensure that all programs remain focused on student success and serving the needs of the community;
- Increase coherence of program development and apply continuous quality improvement;
- Enhance the quality of all programs by assessing program strengths and challenges;
- Align program needs and campus priorities with the planning and budget process; and
- Ensure that program priorities are consistent with the Teaching Kitchen Academy's mission and strategic plan.

Both the Comprehensive Program Review and the Annual Program Review begin with reflection of program data provided by the Director of Learns and Director of Employment Services. Programs are encouraged to include other relevant data as part of this reflection. In both processes, program instructors/staff write narrative components that include progress on action plans, significant Student Learning Outcomes assessment findings, external constituency and significant trends, and self-assessment of program vitality.

TRAINING PROGRAMS AND ADMISSIONS

Training Programs and Courses

At Teaching Kitchen Academy, we offer a specialized online 15-week training program exclusively designed for deaf and hard of hearing individuals nationwide. Our program encompasses a robust curriculum spread over 315 hours of comprehensive culinary education and practical experience. The curriculum is meticulously crafted to include fundamental food safety with ServSafe® Food Handler in the first week, followed by a deep dive into vital topics such as unconscious bias in restaurants, sexual harassment prevention, front-of-the-house operations, and back-of-the-house preparation and production.

Each week is dedicated to a specific aspect of the culinary and hospitality industry, ensuring that students graduate with a rich and diversified skill set. Our online program is accessible at any time during the enrollment period, totaling 17 hours per week of immersive training in the privacy of the student's home. This hands-on education is complemented by 60 total hours spent on program curriculum content, leading to mastery in both the practical and theoretical facets of the culinary world.

The structure of the Teaching Kitchen Academy program is sequential and immersive, necessitating that students complete the program in its entirety as scheduled. We offer sessions annually—online—each encompassing a complete 15-week program. Our training is fortified with supplemental courses available

through CSD Learns, covering topics from basic banking and budgeting to employment readiness, resume development, and interview skills.

We recognize that while the program demands a full-time commitment, it may not accommodate individuals with certain time constraints. However, there are no evening or weekend classes to adjust for those currently employed or with other obligations. The exceptional demands that may hinder full-time attendance could include, but are not limited to, family responsibilities, health issues, or significant work commitments.

Through CSD Learns, our broader educational platform, students also have access to an array of additional learning opportunities that extend beyond the kitchen, enriching their overall educational journey. To discover these opportunities and learn more about the courses offered, visit www.TKAcademy.org.

Admissions Policies and Procedures

All applicants are required to complete an admissions application, a personal interview with an Admissions Advisor and take the American Sign Language Comprehension Test as part of the admissions process. During the Admission interview, we evaluate the individual's reasons for seeking training and assess their background, experience, and previous education or training. We educate the applicant about our method of training and the program that we offer. Based upon this exchange of information, a mutual decision is made if the program will best fill their educational need and help them achieve their career goals. The prospective student is informed of program costs (tuition and fees for all programs and certification testing fees), and all supplemental equipment and services provided by Teaching Kitchen Academy. Additional admission requirements are below:

- Applicants enrolling into the program are not required to possess either a high school diploma, a state issued General Educational Development (GED) certificate, a certification of secondary school home school completion, or submit documented proof.
- Applicants are required to submit a hearing evaluation that demonstrates that they are deaf or hard of hearing.
- Applicants admitted to the Teaching Kitchen Academy program must submit documentation, such as credentials, test scores, job experience, or verification of skill competencies by a third party for any course waivers.
- Applicants for admission are also required to pay a non-refundable registration fee of $50 and complete an Enrollment Agreement. Applicants will be notified of their official acceptance within one week of completion of the above requirements.
- Accepted applicants who are novice signers or have no ASL experience have an opportunity to take ASL courses through CSD Learns. This is a free course with ripe opportunities to practice in the classroom and develop sign language skills. Please search for ASL courses under Remedial Courses through Teaching Kitchen Academy's course offerings on www.TKAcademy.org.

The Admissions Office is open Monday and Tuesday from 8:00 a.m. to 5:00 p.m. and from 8:00 a.m. – 12:00 p.m. on Wednesdays. Individuals interested in learning more about the school and its training programs/courses should contact the school at (202) 921-1606 (VP) to schedule an appointment to meet with an Admissions Advisor. All deaf and hard of hearing applicants, including those who are physically

challenged, are considered for acceptance according to Teaching Kitchen Academy's admissions standards. In order for Teaching Kitchen Academy to assist students with disabilities under the provisions of the Americans with Disabilities Act (ADA), prospective students are required to notify their Admissions Advisor during the admissions interview regarding any requests for accommodations. Documentation of the disability is required. If, however, it is felt by Teaching Kitchen Academy administration that a disability might limit employment opportunities, the school will share its opinion in this regard with the applicant so that the applicant has full information with which to make the decision whether or not to pursue the training.

Applicants will be notified of their acceptance into the program after the admissions process, either in person or virtually through a video-phone call. Full acceptance is contingent on submission of all verified documentation.

Food Service Employee Training

Teaching Kitchen Academy primarily offers culinary training for individuals. While our focus is on providing training to individuals, we are open to discussing potential agreements for food service employee training. If your company's employees have a need for culinary skills training or upgrading, please contact our Teaching Kitchen Academy's staff for more information and to explore possibilities.

Online Content

Teaching Kitchen Academy offers an online learning platform to meet the needs of a diverse and remote student population. The 15-week online certification program is fully structured to deliver high-quality culinary education through a blend of synchronous and asynchronous online components. Students can access all course materials, including interactive video lessons, live virtual sessions, and assignments, via our online learning platform.

The curriculum has been designed to offer flexibility while maintaining rigorous standards. Instructors utilize multimedia tools such as video demonstrations, interactive discussion boards, and one-on-one virtual mentorship to support student success. Learners are required to complete weekly assignments and hands-on activities in their home kitchens, following a structured schedule. To participate, students must have reliable internet access, a computer, and a home kitchen equipped with essential culinary tools, which are outlined during program enrollment.

To successfully navigate the online contents, students should ensure their computer meets the minimum requirements:

- a processor with at least 1 GHz;
- 1 GB of RAM (for 32-bit) or 2 GB of RAM (for 64-bit);
- DirectX 9 graphics device with WDDM 1.0 or higher driver; and
- a USB 2.0 port.

It is recommended to have at least 16 GB (for 32-bit) or 20 GB (for 64-bit) of disk space and a USB drive with 512 MB capacity. These specifications will ensure optimal performance and functionality when accessing the online content.

Veteran's Education Benefits

While Teaching Kitchen Academy is working to incorporate Veteran's Education Benefits into the program, Teaching Kitchen Academy does not offer Veteran's Education Benefits at this time. Please check our website for updates.

CLASS AND CREDIT POLICIES

Class Starts

Teaching Kitchen Academy follows a carefully structured schedule to ensure a smooth learning experience. Our program offers online sessions per year, with classes starting in:

This allows students to join Teaching Kitchen Academy at regular intervals and begin their culinary journey with a supportive community of learners.

To provide personalized attention and effective instruction, we maintain a student-teacher ratio of 1:15. This ensures that each student receives the necessary guidance and mentorship from our experienced instructors.

Please note that the specific start dates and schedules for each program may vary. We recommend reaching out to our Teaching Kitchen Academy staff or representatives for the most up-to-date information regarding class start dates and program availability.

Transfer Credits

At Teaching Kitchen Academy, students with previous experience and/or training in any subject areas covered in their enrolled program may have the chance to show their competencies and receive advanced standing.

Transfer of Credits within Teaching Kitchen Academy

The former Teaching Kitchen Academy students who are interested in re-enrolling in the program should submit a request to one of the Teaching Kitchen Academy staff members. An evaluation of the course content will be conducted to determine if the student possesses the necessary competencies for the new or continuing program. Only passing grades of C (70%) or better in addition to an attendance rate of 80% (where applicable) or higher will be considered for transfer credits.

Performance credit will be given for any course completed that is part of the new or continuing program. All courses attempted (plus equivalent transfer credits) that apply to the new or continuing program of study will be included in the calculation of the cumulative grade point average (CGPA), pace of

completion, and maximum timeframe. The CGPA represents the average of all grades earned by the student throughout their performance journey.

For more information on the transfer of credits and the process of re-enrollment or program changes at Teaching Kitchen Academy, please reach out to one of the Teaching Kitchen Academy staff members. They will provide you with the necessary guidance and support to facilitate your request.

Transfer of Credits to Outside Institutions

Credits earned at Teaching Kitchen Academy may or may not be transferrable to other institution and is at the discretion of the accepting institution. Please contact the institution's academic credit analyzer to verify whether credits are transferrable.

Credit for Previous Training and Advanced Standing (Equivalent Transfer Credits)

At Teaching Kitchen Academy, we recognize the value of prior learning and certifications that our students bring to our specialized culinary program. As an institution licensed under the Postsecondary School Regulations of the District of Columbia, we offer a suite of occupational certificates designed to build specific competencies for immediate application within the culinary industry.

For students seeking to waive certain program requirements based on previously earned certificates or equivalent experiences, Teaching Kitchen Academy provides a structured process to review and recognize these qualifications:

- Assessment of Certificates: Students wishing to have specific program requirements waived must submit their certificates to Teaching Kitchen Academy administration. Our team will conduct a thorough review to determine the alignment of the certificate with our program competencies.
- Case-by-Case Evaluation: The determination of waiving requirements is handled on a case-by-case basis, ensuring that each student's educational and professional background is carefully considered.
- Work Experience Consideration: Accumulated work hours and experience in the culinary field will be factored into the assessment, recognizing the practical skills and knowledge our students have gained.
- No Direct Credit Transfer: As Teaching Kitchen Academy offers occupational certificates rather than traditional academic credits, the concept of credit transfer is not applicable. Instead, we focus on the waiving of requirements to avoid redundancy in learning and to accelerate our students' progress through the program.
- Documentation Requirements: Students may be required to provide detailed information about their previous educational and work experiences, including syllabi, certificates, and proof of work hours.
- Timeframe and Relevance: The recency and relevance of prior learning and work experience will be essential factors in the evaluation for waiving program requirements.

Transferred credits accepted by Teaching Kitchen Academy will be listed as *Credit Transfer* on your transcript.

Teaching Kitchen Academy is actively exploring collaborations with educational and industry partners to ensure that our certificates carry value beyond our program and into our students' future culinary

careers. While our certificates are focused on occupational outcomes, we are committed to supporting our students' long-term professional development.

Should you wish to discuss the potential for waiving certain program requirements based on your existing qualifications, please do not hesitate to contact the Teaching Kitchen Academy administrative team for personalized guidance and support.

Attendance Policy

Regular and consistent attendance is crucial for the successful development of marketable skills at Teaching Kitchen Academy. All students, whether attending classes on campus or participating in online courses, are expected to adhere to the following attendance policy:

Program Schedule

Students must follow the program schedule provided by Teaching Kitchen Academy, attending their training sessions as scheduled.

Active Participation in Online Courses

Students enrolled in the 15-week certification program will have online courses to complete. Active participation and timely completion of online course requirements are essential for successful progress.

Lockout and Dismissal

Students who do not maintain consistent submissions may face consequences. Depending on the circumstances, students may be locked out of the computer system after 6 consecutive days of non-submission. In case of 6 (six) consecutive calendar days of non-submission the student may be dismissed from the program.

Make Up Sessions

At Teaching Kitchen Academy, we recognize that life's obligations may occasionally prevent students from completing assignments. In our commitment to supporting the successful development of our students' culinary skills, Teaching Kitchen Academy offers flexible make-up classes for all programs the last two weeks of the online program. These make-up sessions are designed to accommodate the busy lives of our students while ensuring they can complete their training without compromise.

- Communicating Make up Assignments:
  - Make-up assignments are scheduled based on mutual flexibility between instructors and students, ensuring that missed assignments can be recovered without undue stress.
  - Students are encouraged to consult with their instructors as soon as possible to arrange the make-up assignment, which can be conducted the last two weeks of the online program.
- Documentation and Attendance Record:
  - Each make-up assignment is meticulously documented, with instructors recording the dates and hours completed. This process ensures accurate reflection of a student's participation in the program.
- Guidance and Resources:

  - Instructors will provide targeted guidance and resources, consulting with students on their attendance and hour documentation logs. This personalized support is aimed at maximizing the benefits of make-up assignments and ensuring students can seamlessly integrate missed content.
- Limitations and Alternatives:
  - While Teaching Kitchen Academy strives to accommodate make-up assignments, students should aim to submit assignments in a timely manner to ensure a cohesive learning experience. Should unique circumstances arise, alternative arrangements may be discussed with Teaching Kitchen Academy staff.
- Attendance Policy:
  - Consistent attendance is vital at Teaching Kitchen Academy, where the cultivation of marketable culinary skills is our top priority. Students are required to adhere to the program schedule, actively participate in online courses, and maintain regular attendance to avoid consequences such as system lockout after 6 (six) consecutive assignment non-submission or dismissal after 6 consecutive calendar days of non-submission.
- Active Participation in Online Courses:
  - For students enrolled in our 15-week certification program, which includes online courses, active engagement and timely completion of assignments are critical. These requirements complement the training and are integral to the comprehensive learning experience at Teaching Kitchen Academy.
- Consequences for Non-Attendance:
  - It is imperative that students understand the implications of non-submission. Teaching Kitchen Academy has policies in place to address absences, including potential lockout from computer systems and, in severe cases, dismissal from the program.

By adhering to Teaching Kitchen Academy's attendance policy and taking advantage of make-up assignments, when necessary, students can ensure their educational journey is uninterrupted and their skills development remains on track.

Leave of Absence

Teaching Kitchen Academy recognizes that there may be situations when a student needs to take a temporary break from their studies. The following guidelines apply to leave of absence requests:

Request Process

If a student needs to take a leave of absence, they must submit a written request to the Teaching Kitchen Academy administration. The request should include the effective date, anticipated return date, reason for the absence, and the student's signature.

Returning from Leave

It is important for students to return from their approved leave of absence on the anticipated return date. Failure to do so may result in dismissal from program.

Duration of Leave

Students enrolled in the comprehensive program may take a leave of absence for a minimum of two weeks and up to a maximum of 30 days. Otherwise, they would need to re-enroll in the following session once the leave of absence expires.

Financial Obligations

Students on an approved leave of absence must continue to fulfill their payments during this period.

Please note that the policies and procedures regarding leaves of absence are subject to change. It is important for students to refer to the most up-to-date information provided by Teaching Kitchen Academy's staff or representatives.

Student Conduct

At Teaching Kitchen Academy, students are expected to adhere to a code of conduct that promotes professionalism, respect, and safety. The following guidelines outline the expected behavior for students:

Professionalism

Students should dress and act in a professional manner at all times, whether participating in online courses, visiting the school, or participating in practicums. This includes following the dress code and maintaining a professional demeanor.

Prohibited Behaviors

Teaching Kitchen Academy administration reserves the right to dismiss students from school for any incident or repeated incidents involving the following behaviors:

- Being under the influence of drugs or alcohol during performance.
- Possession of drugs or alcohol during performance.
- Possession of weapons during performance.
- Engaging in behavior that creates a safety hazard during performance.
- Displaying disobedient or disrespectful behavior towards students, Teaching Kitchen Academy staff, or instructors.
- Engaging in sexual harassment.
- Failing to adhere to building policies or any other stated or determined infractions of conduct.

Please note that this is a general overview of the student conduct policy at Teaching Kitchen Academy. For a comprehensive understanding of the conduct expectations, students should refer to the most up-to-date information provided by Teaching Kitchen Academy staff or representatives.

PERFORMANCE STANDARDS AND PROGRESS

Program Standards and Grading

At Teaching Kitchen Academy, students' performance is measured through the assignment of grades and grade points.

- **A:** 100% - 90%
- **B:** 89% - 80%
- **C:** 79% - 70%
- **D:** 69% - 60%
- **F:** Below 60%
- **P:** Passed
- **I:** Incomplete
- **IP:** Scheduled
- **W:** Withdrawal

Under exceptional circumstances, an "Incomplete" grade may be granted at the instructor's discretion. However, it is not the program's policy to grant incompletes under normal circumstances. In such cases, the student should make prior arrangements with the instructor to understand the required work to complete the course. Failure to satisfactorily complete the course requirements within one module of assignment of the "Incomplete" grade will result in it being changed to an "F" grade. Incomplete grades are not included in the grade point average but are counted in the credits attempted.

To avoid the possibility of earning a failing grade, students must submit all required coursework, homework, final exams, and discussion board responses (when applicable) to the instructor by the scheduled end date of the course. A grade of "F" indicates course failure. If the failed course is a requirement for the program, it must be repeated and passed to meet graduation requirements at Teaching Kitchen Academy. It is important to note that the successful completion of the program, including achieving passing grades, is necessary to continue with the 400 work hours that are part of the program.

Scheduled (IP)
A grade of “IP” is generated when a student does not take a scheduled course.

Students should consult with Teaching Kitchen Academy staff or representatives for comprehensive details on grading policies, performance requirements, and the impact on their ability to continue the program and complete the 400 work hours.

Vocational Rehabilitation Standards for Satisfactory Performance Progress

At Teaching Kitchen Academy, while we do not provide Financial Aid, we adhere to federal regulations governing Vocational Rehabilitation, a financial aid program, to ensure students maintain satisfactory program performance and progress.

Standards for Satisfactory Program Progress

To continue receiving Vocational Rehabilitation funding, students must meet the institution's definition of "Satisfactory Performance Progress." This evaluation includes two components:

1. Qualitative Measure: Certification Completions
2. Quantitative Measure: Pace of Completion

Teaching Kitchen Academy's Standards for Satisfactory Performance Progress

At Teaching Kitchen Academy, we have established standards in the areas of certificate completions (qualitative) and pace of completion (quantitative) within an established timeframe to measure satisfactory progress.

Evaluation Schedule

The performance progress of students at Teaching Kitchen Academy is evaluated at weekly intervals throughout the program. These evaluation periods, known as term/payment periods, are typically 15 weeks in length.

At the end of each term/payment period, students will undergo an assessment to determine their progress in meeting the minimum requirements for satisfactory performance progress. This assessment includes an evaluation of the cumulative grade point average (CGPA) and pace of completion.

Teaching Kitchen Academy will communicate the specific evaluation schedule to students, providing them with clear information on when the evaluations will take place and what criteria will be used to assess their performance progress. Students will be notified in advance of the evaluation process and its implications.

Qualitative

To maintain good performance standing at Teaching Kitchen Academy, it is essential for students to successfully complete assessments and achieve a rate of 80%. This approach ensures that performance is gauged through practical engagement and the demonstration of culinary skills, rather than a traditional Cumulative Grade Point Average (CGPA). Our program emphasizes the importance of hands-on learning and active participation, with modules graded on a pass/fail basis to reflect the acquisition of competencies necessary for success in the culinary field.

Should a student's performance or attendance fall below these standards, Teaching Kitchen Academy is committed to providing personalized support to address these challenges. This includes specialized instruction from our team of trained instructors, who are not only experts in their culinary disciplines but are also proficient in American Sign Language (ASL) and equipped with strong teaching backgrounds. In the event that a student struggles to meet the program's requirements, they will receive direct communication from Teaching Kitchen Academy, outlining the areas for improvement and the support available to help them regain good performance standing.

Teaching Kitchen Academy fosters an inclusive and supportive learning environment, ensuring every student has the opportunity to thrive and achieve their culinary ambitions. Our focus on practical skills, combined with comprehensive performance support, prepares students for success both within and beyond our program.

Quantitative – Pace of Completion

To maintain good performance standing at Teaching Kitchen Academy, students are required to meet specific performance metrics (reflected in the weekly modules and attendance logs during the first session, and weekly practicum logs during the second session) that reflect their dedication and progress within the program. Success at Teaching Kitchen Academy is measured through the completion of assessments and maintaining a minimum attendance rate of 80%. This approach ensures that students are actively engaged and acquiring the necessary skills and knowledge to excel in the culinary field. Our curriculum adopts a pass/fail grading system for certificate modules, emphasizing the importance of mastering course content over traditional letter grades.

Students' performance, including their pace of completion and assessment outcomes, is reviewed regularly to ensure they are on track to successfully complete their program within the designated timeframe. Teaching Kitchen Academy is committed to supporting each student's journey to success. As such, we provide a range of support services, including specialized instruction from highly qualified instructors who are not only fluent in American Sign Language (ASL) but also possess strong pedagogical backgrounds. These resources are designed to assist students in improving their performance and overcoming any challenges they may face.

Recognizing that students may encounter extenuating circumstances that impact their ability to meet the program's requirements, Teaching Kitchen Academy offers the opportunity to appeal decisions related to standing. Through this process with the review team, students can present evidence of their circumstances for consideration, ensuring that all students have a fair chance to maintain their standing and continue their education.

At Teaching Kitchen Academy, we believe in creating an inclusive, supportive environment that recognizes the unique needs and potential of each student. By focusing on practical skill development, consistent engagement, and providing robust performance support, we strive to empower our students to achieve their culinary aspirations and maintain good performance standing throughout their program.

Maximum Timeframe

To ensure performance success and timely program completion at Teaching Kitchen Academy, students are required to finish their program within a maximum timeframe set at 150% of the published program length. At Teaching Kitchen Academy, this translates to two sessions—comprising one session dedicated to the 15-week course study and another session for completing practicum hours. Progress towards this requirement is meticulously tracked through module completion and attendance logs, emphasizing both engagement and performance achievement. Recognizing the challenges that may arise, Teaching Kitchen Academy provides specialized instruction from experts both on-site and online, designed to support students in meeting their educational goals within this timeframe. Additionally, Teaching Kitchen Academy acknowledges unforeseen circumstances that might impede timely completion; therefore, students are afforded the opportunity to appeal for an extension to the maximum timeframe. Such appeals are reviewed thoroughly by a dedicated team, with considerations made according to students' individual communication preferences, ensuring that all students have equitable access to support and the possibility of program completion extension when necessary.

Maximum Timeframe Chart

Maximum Timeframe Chart

Program Length	Time Frame
31.75 Credit Hours	47.625 Attempted Credit Hours

POLICIES AND PROCEDURES

Procedure

The performance progress of students is monitored through several mechanisms:

- confirmation period
- identification of early warning signs
- tests and grades
- progress reviews

Confirmation Period

Teaching Kitchen Academy is committed to the success of its students in achieving their culinary education and career goals. To ensure that students are fully committed to submitting assignments regularly, making performance progress, actively participating in culinary activities, and maintaining a positive attitude, a confirmation period is implemented. Throughout the first three weeks of enrollment, staff, instructors, and the Director of Learns and Development will review students' progress and conduct. This period serves as an opportunity to assess students' dedication and their ability to fulfill the commitments of the Teaching Kitchen Academy program. At the end of the confirmation period, a decision will be made to either confirm or decline the students' enrollment. Confirmation is based on the students meeting specific benchmarks, including:

a) Achieving a minimum GPA of 70%
b) Maintaining assignment submission rate of at least 80%
c) Successfully completing 17 credit hours (equivalent to five (5) modules)
d) Successfully acquiring ServSafe Food Handler Certificate

Students who do not meet these benchmarks may have their enrollment declined, resulting in immediate cessation of attendance. Reinstatement may be considered for students who have been declined, but they will be required to successfully complete another confirmation period to demonstrate their commitment to the program.

Identification of Early Warning Signs

Early identification of students facing difficulties is crucial for providing appropriate support and interventions. Instructors in the Teaching Kitchen Academy program are responsible for notifying the Director of Learns and Development about students who are experiencing challenges in their performance progress.

Common concerns include:

- irregular submissions;
- tardiness;
- slow progress in the course material;
- poor performance on quizzes or tests; and

- difficulty comprehending the culinary concepts.

When these concerns arise, one of Teaching Kitchen Academy staff or representatives will follow up with the student, initiating contact to discuss the situation. The staff will explore potential underlying issues, such as family or developmental concerns, anxiety, depression, or other relevant factors. Depending on the circumstances, the advisor may refer the student to the Director of Learns and Development for further assistance. Continuous monitoring of the student's progress is essential to provide timely support and address any obstacles they may encounter.

Tests and Grades

Students in the Teaching Kitchen Academy program will undergo evaluations at the conclusion of each course. Grades will be awarded based on various factors, including performance in the final exam, classroom participation, completion of homework assignments, engagement in discussion boards, and attendance records. These assessments serve to gauge students' understanding of culinary concepts, their practical skills, and their overall performance achievement.

Performance Reviews

At the completion of each module, as well as at scheduled midpoint and end dates, all students enrolled in the Teaching Kitchen Academy program will undergo informal performance progress reviews. These reviews aim to assess students' development, identify areas for improvement, and provide guidance and support as needed. Regular performance reviews ensure that students are on track to meet the program's objectives and allow for timely interventions if required.

By implementing these procedures, the Teaching Kitchen Academy program ensures effective monitoring of students' performance progress, supports their culinary education journey, and helps them achieve success in their culinary careers.

Performance Records

All student records are stored in both hard copy and electronical format. These records include essential information such as enrollment details, grades, transcripts, and any relevant documentation related to performance progress. The student records are securely maintained and kept for an indefinite period. To request access to student records, students will need to submit a written request to an administrator of the Teaching Kitchen Academy program.

Probation

Students enrolled in Teaching Kitchen Academy who have their VR funding denied due to unsatisfactory performance progress will be placed VR funding suspension status. During this period, the student is not considered to be making satisfactory performance progress, and as a result, no VR funding will be disbursed. However, students have the option to file an appeal and enter into a probation period by agreeing to a performance plan. If the student chooses not to file an appeal or if the appeal is unsuccessful, they may continue at Teaching Kitchen Academy without receiving VR funding for one term/payment period. It's important to note that students in a VR suspended status are responsible for paying their tuition charges and must make the necessary arrangements for payment. The VR probationary/suspension period will last for one term/payment period, and at the end of this period, the student's progress will be evaluated. If the student meets the standards of satisfactory performance

progress, they will regain good performance standing. However, if the student does not meet the standards, they may be subject to dismissal. Students who do not achieve satisfactory performance progress will receive written notification of their status from the program coordinator.

The length of probation period and clearing probationary status will be determined at the discretion of the instructor, school administrator, and student.

Effect of Remedial Courses, Course Repetition, Incompletes, Withdrawals, and Equivalent Transfer Credits

Incompletes

In the event that students have not successfully completed the course requirements by the end of each scheduled module, they may receive a grade of "Incomplete." This grade indicates that they have not fulfilled all the necessary coursework within the designated timeframe. The "Incomplete" grade will be carried over to the next scheduled module, giving students an opportunity to complete the outstanding requirements. However, if the student fails to successfully complete the course requirements by the end of the subsequent module, the "Incomplete" grade will be converted to an "F" grade for that course. It's important to note that incomplete grades are not factored into the grade point average calculation but are considered as attempted credits for the purpose of calculating pace of completion. To support students who may receive an incomplete grade, course instructors will develop a plan of action with the student that outlines the incomplete work in addition to completion deadlines. Additional resources may be identified and secured by the instructor/program administrator. There will be a limit on the length of extension granted by incompletes in accordance with our maximum timeframe period.

To avoid receiving a failing grade, it is crucial for students to submit all required coursework and final exams to the instructor by the scheduled end date of the course. If a student receives an "F" grade, it indicates that they have failed the course. In the case where the failed course is a requirement to obtain the certificate, the student will be required to repeat and pass the course in order to meet the requirements for receiving the certificate.

Satisfactory Performance Progress Appeal Process

A student who believes there were mitigating circumstances (such as injury, illness, trauma, illness of a relative, death in the immediate family, or other special circumstances beyond their control) that adversely affected their performance progress may submit a written appeal with supporting documentation within one week (7 calendar days) of receiving notification of their VR funding suspension status. The postmark on the letter of notification sent to the student will be considered if no other date is provided. The written appeal should include an explanation of why the student failed to meet satisfactory performance progress and outline any changes in their situation that will enable them to demonstrate satisfactory performance progress during the next evaluation period. The supporting documentation should validate the mitigating circumstances that occurred during the term(s) in which the student did not meet the minimum standards of performance progress.

Appeals should be submitted to the Director of Learns and Development. A committee consisting of members of the organization administration and staff will review the appeal and make a decision. The committee will provide a response within 2 weeks of receiving the appeal.

If the appeal is approved by the committee, the student may be placed on VR funding probation. Additionally, the student may be required to meet with one of Teaching Kitchen Academy staff or representative to develop a performance plan that extends beyond one probationary term/payment period. This plan, if successfully followed, will ensure that the student meets satisfactory performance progress by a specific point in time. The student will be notified of the official decision. The committee's decision regarding a satisfactory performance progress appeal is final.

Reinstatement

A student in Teaching Kitchen Academy who is denied vocational rehabilitation funding due to unsatisfactory performance progress has the opportunity to regain VR funding eligibility. This can be achieved by satisfactorily completing, at their own expense, the courses required to achieve the minimum cumulative grade point average (CGPA) and successfully completing 70% of the total cumulative hours attempted at Teaching Kitchen Academy, including equivalent transfer credits.

Credit Hours

Performance progress in Teaching Kitchen Academy is measured in quarter credit hours, and the credit values are determined based on specific ratios of clock hours to quarter credit hours. For lectures, the ratio is [10:1], for labs it is [20:1], and for work-based activities it is [25:1]. These ratios comply with the standards set by both the Council on Occupational Education (COE) and the Education Licensure Commission (ELC).

Course Withdrawal

Students enrolled in Teaching Kitchen Academy have the option to drop or withdraw from a core or remedial courses. To initiate this process, they must schedule a meeting with one of Teaching Kitchen Academy staff or representatives and submit a written request for course withdrawal. When a student successfully withdraws from an individual course, a grade of "W" (Dropped) will be assigned to that course.

In some cases, students may need to withdraw from a course due to an approved written request for a program change. If the dropped course is not a requirement of the new program, the withdrawal can be processed.

Grades of "W" do not result in any grade penalties, but the credits for the withdrawn course will still be considered as attempted credits for the purpose of determining the student's pace of completion.

Course Repetition

At Teaching Kitchen Academy, we understand the importance of mastering the skills and knowledge presented in our courses. To support our students in achieving their performance and professional goals, Teaching Kitchen Academy allows the repetition of courses to improve performance standing and mastery of course material.

- How Course Repetition Works:
  - Students may repeat any course as many times as necessary until a passing grade is achieved. This ensures that all students have the opportunity to fully grasp the course content and apply their skills effectively in their culinary careers.

  - If a student needs to repeat a course, enrollment will take place with the next available cohort, allowing for a fresh start and additional time to absorb the material.
- Limitations on Course Repetition:
  - While students are permitted to repeat courses as needed, it's important to plan carefully. Each attempt at a course will be recorded and considered in the calculation of the student's pace of completion, reflecting their progress through the program.
- Impact on Credit Hours and GPA:
  - Only completed courses with passing grades will be counted towards the student's total credit hours, ensuring that the focus remains on successful completion and accumulation of skills.
  - For GPA calculation, the highest grade earned in a repeated course will be used. This policy is designed to encourage improvement and learning, recognizing the effort and growth of students who choose to revisit course material.
  - The cumulative grade point average (CGPA) will also reflect the highest grade achieved in repeated courses, further supporting students in their performance improvement efforts.

Teaching Kitchen Academy's course repetition policy is designed with student success in mind, offering flexibility and support to ensure that every student has the opportunity to excel. By allowing courses to be repeated as needed, we aim to foster an environment of continuous learning and improvement, where students feel empowered to achieve their best.

Non-Credit Remedial Courses

At Teaching Kitchen Academy, our commitment to student success transcends traditional learning barriers, eschewing non-credit remedial courses in favor of a robust, skill-centric curriculum tailored to the culinary arts. Recognizing the varied educational backgrounds and learning needs of our students, we empower them through direct, specialized support services led by our team of expert instructors. These dedicated professionals leverage their extensive knowledge and experience to provide personalized performance assistance, ensuring that every student has the support they need to excel. Our approach is rooted in the belief that effective instructional methods, combined with targeted support, are key to nurturing the skills and confidence our students require to achieve their culinary aspirations.

Change of Program

To re-enroll their program, students should submit a written request to the Teaching Kitchen Academy administration or designated contact person. Upon approval, performance waiver will be granted for any completed courses that are part of the new or continuing program.

All courses attempted, including equivalent transfer credits, that apply to the new or continuing program of study will be taken into account when calculating the student's Cumulative Grade Point Average (CGPA), pace of completion, and maximum timeframe.

Extensions

Teaching Kitchen Academy students are expected to complete their curriculum within the designated number of scheduled hours for which they were initially enrolled. However, in cases of extenuating circumstances, students may be granted an extension. Extensions are subject to availability during the school's prescribed make-up hours and require approval from the Teaching Kitchen Academy administration or designated contact person.

It's important to note that students in extended enrollment status are not eligible to receive federal student/vocational rehabilitation funds during that period. However, if a student improves their course completion percentage to meet the minimum requirements while on extended enrollment, they may apply for reinstatement and regain eligibility for student aid funds.

Performance Integrity at Teaching Kitchen Academy

At Teaching Kitchen Academy, we hold performance integrity in the highest regard, recognizing it as a cornerstone of our educational ethos. We expect all students to uphold the utmost standards of honesty, ethical behavior, and professionalism throughout their participation in the program. This commitment to integrity extends to all aspects of their work, including assignments, practical lab work, and examinations.

Specific Guidelines on Performance Integrity:

Teaching Kitchen Academy has established clear and comprehensive guidelines on academic integrity to ensure all students understand the expectations and the importance of maintaining integrity in their instructional and practical work. These guidelines outline what constitutes dishonesty, including but not limited to cheating, plagiarism, misrepresentation of work, and unauthorized collaboration. This will be shared during your enrollment meeting by your admissions specialist.

Identification and Addressing Instances of Performance Dishonesty:

We employ a range of measures to identify instances of dishonesty, including the use of plagiarism detection software, careful review of student submissions by instructors, and monitoring during examinations. Any suspected case of dishonesty is thoroughly investigated, with students given the opportunity to respond to any allegations.

Resources and Support for Performance Integrity:

Understanding the challenges students may face, Teaching Kitchen Academy provides numerous resources and support mechanisms to educate and guide students on matters of performance integrity. This includes:

- *Integrity Workshops*: Sessions designed to clarify the principles of performance honesty and how to apply them.
- *Guidance Materials*: Comprehensive resources detailing the dos and don'ts of academic work, available both online and in print.
- *Advisory Support*: Access to academic advisors who can provide personalized advice on maintaining integrity in one's work.

Zero-Tolerance Policy:

Teaching Kitchen Academy maintains a zero-tolerance policy towards performance dishonesty. Any student found to be in violation of our integrity guidelines is subject to serious consequences, which may include immediate termination and expulsion from the program. We take these measures not only to uphold our standards but to foster a learning environment where ethical conduct and mutual respect prevail.

Commitment to Ethical Excellence:

By joining Teaching Kitchen Academy, students embark on a journey of not just culinary excellence but ethical and professional growth. We believe that integrity in performance forms the foundation of a successful career in the culinary industry and beyond.

Termination, Appeal, and Reinstatement

Should a student wish to discontinue their training, they are required to meet with the Teaching Kitchen Academy staff to discuss their situation and submit written notification of their request. Termination of enrollment and will not be re-admitted can occur under different circumstances, including:

- Failure to submit assignments 6 (six) consecutive calendar days.
- Failure to meet the minimum standards for performance progress.
- Failure to meet the minimum conduct standards of the school.
- Failure to fulfill financial obligations as per the agreement with the school.

Whether termination of enrollment is voluntary or involuntary, students need to understand that they remain obligated for the amount of tuition and fees according to the school's refund policy.

Students have the right to appeal dismissal decisions made by the school administration. To initiate an appeal, students must submit a written request to the Director of Learns and Development within three business days of being notified of the dismissal. The appeal should provide a detailed description of any mitigating circumstances or conditions that warrant special consideration. The appeal will be reviewed by a committee composed of members of the school administration and staff. A decision on the appeal will typically be made within ten business days of receipt.

If the appeal is accepted, the student may be reinstated under special terms and conditions determined by the program administration. However, if the appeal is denied or the student chooses not to appeal, they may have the option to submit a special application for reinstatement no earlier than ninety (90) days from the date of termination. The reinstatement process typically involves a 30-day confirmation period, during which the student's progress and adherence to the stipulated conditions are evaluated. In exceptional cases, with the prior approval of the Director of Learns and Development, a student may be reinstated earlier under special conditions.

Graduation Requirements

The graduation requirements for Teaching Kitchen Academy students are as follows:

1. Successful completion of all program requirements: Students must fulfill all the necessary coursework, assignments, and assessments as outlined in the program curriculum.
2. Minimum GPA requirement: Students must maintain a minimum Grade Point Average (GPA) of 2.0 or higher. The GPA is calculated based on the grades earned in all completed courses.
3. Teaching Kitchen Academy Certificate: Upon meeting the minimum requirements for graduation, students will receive a Teaching Kitchen Academy for successfully completing the Teaching Kitchen Academy program, including a passing score of 72% or above on the final exam.
4. Fulfillment of administrative obligations: Students must meet any administrative requirements or procedures specified by the Teaching Kitchen Academy administration or designated contact

person. These may include submitting necessary paperwork, providing feedback, or completing any necessary documentation.

It is important for students to ensure that they have met all program requirements, maintained the required GPA, and fulfilled any administrative obligations to be eligible for graduation from Teaching Kitchen Academy.

Credentials and Transcripts

Upon successful completion of the Teaching Kitchen Academy program, graduating students will be awarded Teaching Kitchen Academy certificate. This certificate recognizes their achievement and signifies the completion of the program.

Teaching Kitchen Academy will issue official transcripts and attendance records to students who have successfully completed the performance requirements of the program and have no outstanding tuition balance.

It is important for students to meet all the performance requirements, fulfill any outstanding financial obligations, and successfully complete their Teaching Kitchen Academy program in order to receive the Teaching Kitchen Academy certificate and official documents from Teaching Kitchen Academy.

Practicum Policies

Practicums are a requirement for the Teaching Kitchen Academy program's certification program. Upon completion of the required coursework, students will engage in a practicum experience consisting of 400 work hours under the purview of CSD Works. The practicum provides an opportunity for students to apply their performance knowledge in a real-world work environment. It also allows students to gain practical experience, understand the expectations of their chosen career field, and develop workplace etiquette. Successful completion of a practicum can provide students with valuable assets to discuss with potential employers.

During a practicum, the students' primary task is observation and documentation. While they will participate in the work in a limited way under the supervision of instructors and professionals, they should treat the practicum as an observational learning experience first and foremost. Concurrent with the practicum experience, students enroll in a practicum course which outlines goals and expectations and confers performance credit. The courses itself augments this participation with assignments and follow-up discussion. Students connect their experiences during the program to the theories and concepts they have learned during the program.

Practicum Assignment

To qualify for a practicum placement, students must meet the following eligibility requirements:

- Successful completion of all courses and certifications.
- Overall attendance rate of 80% or higher during classroom studies
- Completion of the Practicum orientation.

Teaching Kitchen Academy reserves the right to refuse practicum placement to students who do not meet these criteria and to revoke practicum privileges for students who violate any of Teaching Kitchen Academy's practicum policies. Students who do not meet the eligibility requirements may be considered for a practicum upon submission of written documentation explaining extenuating circumstances.

All students participating in the practicum program at Teaching Kitchen Academy will be supervised by approved onsite personnel at the participating restaurant, the designated practicum site. Teaching Kitchen Academy maintains professional liability insurance coverage for all students and faculty during practicum placements. A Practicum Affiliation Agreement is required for the participating restaurant, and they will be responsible for documenting the student's attended hours. Additional requirements specific to the food industry and restaurant setting may be necessary, such as compliance with health and safety regulations, food handling certifications, and background checks.

Conduct

Students participating in the practicum program are expected to demonstrate mature and professional behavior suitable for the workplace. They must adhere to standards of conduct appropriate for a professional environment, including punctuality, reliability, and responsible behavior. Students are expected to maintain a professional image, demeanor, and personal hygiene throughout the practicum. Dress code requirements set by the site must be followed, and scrubs should be clean and well-presented. Students are required to comply with all rules and regulations of the practicum site and maintain the student dress code. The practicum site has the authority to remove any student who demonstrates disregard for program or site policies and procedures. Students may face probation, suspension, or termination from Teaching Kitchen Academy for violating the standards of professional conduct.

Professional Skills Development

The professional skills development component aims to equip students with the necessary knowledge, skills, and experience to succeed in their careers and be competitive in the job market.
This program aims to promote inclusivity and accessibility in education, providing a supportive environment for students. Teaching Kitchen Academy recognizes the significance of visual and interactive learning materials, as well as personalized support, which can be achieved through accessible communication.
Teaching Kitchen Academy offers valuable opportunities for students to develop their skills through its training, mentorship, and hands-on experience. The instructors and mentors at Teaching Kitchen Academy are proficient in American Sign Language (ASL), which allows them to provide direct and prompt feedback to students coming from a supportive and inclusive pathway. This feedback can help students improve their performance and excel in their roles, ultimately leading to career advancement in this field. Teaching Kitchen Academy would be the only culinary arts program in the country that is taught entirely in American Sign Language (ASL).

The Teaching Kitchen Academy program is designed to equip students with the knowledge and practical experience required for various positions within the restaurant industry. Our well-rounded curriculum ensures that students are prepared with the skills necessary to advance and succeed in their roles. The positions are as follows:

- Dishwasher: Responsibilities include cleaning dishes, utensils, and kitchen equipment as well as performing other cleaning tasks in accordance with restaurant regulations.
- Host/Hostess: A host greets and seats restaurant guests, takes reservations, and manages waiting lists. They may also take to-go orders and answer phone calls.
- Server: A server helps guests place orders, recommends meals, generates bills, clears tables, refills drinks, and communicates changes to the kitchen staff.
- Barista: A barista takes orders, prepares drinks, cleans equipment, sells baked goods, and monitors inventory.
- Bartender: Bartenders prepare drinks, verify age, take orders, monitor inventory, serve food, and keep the bar clean.
- Prep Cook: Prep cooks wash and chop ingredients, setup workstations, and partially cook food. They also prepare simple dishes like salads and sides.
- Line Cook: A line cook prepares meals, cuts fruits and vegetables, grills meat, prepares sauces and condiments, and assembles dishes on plates. They must follow recipes and cook according to the chef's specifications.
- Sous Chef: A sous chef assists the executive chef and oversees kitchen operations in their absence. They train team members, maintain food safety standards, and help create menus. Additionally, they can cover for other line cooks when necessary.
- Executive Chef: An executive chef manages the kitchen and employees, creates menu items, maintains cleanliness, handles inventory, establishes protocols, provides training, negotiates contracts, and ensures food safety.
- Restaurant Manager: A restaurant manager oversees daily operations, ensuring staff meet quality standards by monitoring food prep, temperature, scheduling shifts, and ordering supplies. They may also create menus and procedures.
- Catering Coordinator: A Catering Coordinator oversees catering services for a restaurant, including creating menus, selling to clients, scheduling staff, monitoring meal quality, and working with budgets. They also collaborate with marketing to advertise catering services.

The Teaching Kitchen Academy program provides comprehensive training that covers both technical and competency-based skills. Our program equips individuals with essential hard skills, empowering them to succeed in their careers. The hard skills include:

- Knife skills: Mastering the art of using knives proficiently and efficiently is crucial to achieving perfection in cooking techniques, food preparation, and presentation.
- Food safety and sanitation: Understanding and adherence to proper food safety practices, including personal hygiene, cross-contamination prevention, temperature control, pest control, allergen management, compliance with regulations, and sanitation procedures.
- Kitchen equipment operation: Proper training and familiarity with the operation of kitchen equipment are crucial to ensure food safety and maintain equipment functionality.
- Menu planning and recipe execution: Creating menus, portion control, cost analysis, and achieving desired flavors and presentations.
- Bartending skills: Proficiency in making cocktails and knowledge of different types of alcohol.
- Table setting and presentation: Ensuring proper table presentation by following restaurant standards when setting tables and serving dishes.
- Inventory management: Tracking and managing inventory levels.

Effective communication, teamwork, and positive interactions with customers and colleagues are critical soft skills in the restaurant industry as well as the broader hospitality industry. The main soft skills are as follows:

- Communication: It is crucial for team coordination, receiving feedback, and engaging with customers and suppliers. It plays a pivotal role in ensuring the restaurant runs efficiently.
- Collaboration: It involves working together as a team with chefs, kitchen staff, and front-of-house employees to create a seamless dining experience.
- Adaptability: Adapting quickly to changes is crucial in the fast-paced culinary industry, which can be unpredictable due to menu adjustments, ingredient shortages, or unexpected shifts like the COVID-19 pandemic.
- Problem-solving: It is a daily activity in the kitchen, including troubleshooting recipes, resolving conflicts, and addressing customer complaints.
- Stress management: Stress management is crucial for restaurant staff to maintain focus and composure in a fast-paced environment, especially during peak hours.
- Customer Service: Customer satisfaction is crucial in hospitality. Staff should deliver excellent service through quality food, attention to detail, and positive interactions.

Our students have unique perspectives, skills, and contributions that can enhance the cultural fabric of the restaurant industry while promoting diversity and inclusion. Their presence not only benefits individual restaurants but also contributes to a more equitable and inclusive culinary community. Teaching Kitchen Academy will provide a supportive and culturally affirming environment where students can feel a sense of belonging and pride in their identity. Being surrounded by a signing environment will boost students' self-esteem and confidence, as they feel validated and united in their learning environment. Offering hands-on training in the kitchen allows our instructors to provide valuable assessment and feedback, which is crucial given their understanding of how Deaf Culture can impact interactions in this environment.

Dress Code

Teaching Kitchen Academy's dress code emphasizes professionalism and appropriateness for the culinary industry. It is important for students to adhere to these standards to prepare for future employment opportunities.

The dress code guidelines are as follows:

- Specific attire is required for classes: white tops and black pants.
- Clothing should be clean, neat, well-maintained, and free of obvious logos.
- Avoid shorts and skirts.
- Avoid wearing tops that are too revealing, such as halters, midriffs, spaghetti straps, tube tops, one-shoulder straps, etc.
- Backless, strapless, and overly revealing formal or semi-formal dresses are not permitted.
- Revealing athletic attire is not suitable.
- Hats, skull caps, headgear, and headphones (unless issued by Teaching Kitchen Academy) should not be worn.

- Shirts for all individuals should be covered and/or appropriately buttoned, avoiding the display of a bare chest or abs.
- Wear comfortable, flat, covered shoes.
- Refrain from wearing perfume, cologne, or strong oils and fragrance as some individuals may have an adverse reaction to the scent.

Teaching Kitchen Academy reserves the right to interpret and enforce the dress code policy based on professional expectations. Failure to comply with the dress code may result in disciplinary action.

Our "Open Door" Policy

Any staff of the Teaching Kitchen Academy is available to students for private counseling. We value and encourage feedback from our students regarding policies, instruction, and curriculum. If you have any concerns or issues, Teaching Kitchen Academy staff is readily accessible to address them.

We are dedicated to supporting you throughout your journey at Teaching Kitchen Academy and celebrating your success when you secure suitable employment. Your enthusiasm and excitement are shared by our team as you embark on your career path.

STUDENT SERVICES AND VOCATIONAL REHABILITATION

Student Records and Transcripts

Teaching Kitchen Academy allows only authorized access to student records in accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974. As part of their orientation, students are informed of Teaching Kitchen Academy's student records policy, which describes their right to inspect and review educational records, defines directory information, and lists officials to whom educational records will be released with prior student permission. Students who wish to review their educational records should reach out to the designated contact person or the Teaching Kitchen Academy administration.

Performance transcripts are prepared at the scheduled completion dates of each evaluation period when grades and performance progress are formally reviewed for each Teaching Kitchen Academy student. Copies of the performance transcript are available to students upon request, at no charge. An official transcript will be mailed to students upon meeting the graduation requirements at no charge. Teaching Kitchen Academy may assess a fee for additional copies of the final transcript. The program reserves the right to deny a student's request for an official transcript if the student has not met their financial obligations to the program.

Drug and Counseling Referral Program

Teaching Kitchen Academy is committed to maintaining a drug-free environment for both students and employees. As part of our dedication to fostering a safe and healthy learning and working environment, Teaching Kitchen Academy provides access to an alcohol and drug abuse prevention program by referring students and staff to local agencies. We distribute literature that highlights the dangers of drugs and alcohol and provide a comprehensive list of public and private organizations that offer professional

counseling for drug addiction and rehabilitation. This information is made readily available to students and is reviewed during the orientation process. You can consult with the program coordinator for further information about this program.

Student Complaint Procedure

Most problems or complaints that students may have with Teaching Kitchen Academy or its administration can be resolved through a personal meeting with the Teaching Kitchen Academy staff. If, however, this action does not bring the situation to a satisfactory resolution, students may submit a written complaint to Teaching Kitchen Academy, Attn: Dr. Christina Hopewell-Albert; chopewellalbert@csd.org The written complaint should include:

1. a description of the problem(s);
2. approximate date(s) when the problem(s) occurred;
3. names of the individual(s) involved in the problem(s) - staff and/or other students;
4. copies of important information related to the problem(s);
5. evidence demonstrating that Teaching Kitchen Academy's complaint procedure was followed prior to this point; and
6. the student's signature.

Students may also schedule an appointment with Dr. Christina Hopewell-Albert by emailing their office, if they prefer not to follow the written complaint procedure. Students who file a written complaint can generally expect to receive a written response within 10 business days.

If a problem arises, students should make every attempt to resolve it through the formal complaint procedure within the institution to find a fair and reasonable solution. Students will not face unfair action and/or treatment from any Teaching Kitchen Academy official as a result of initiating a complaint.

After exhausting Teaching Kitchen Academy’s complaint process without a satisfactory resolution, students may file a complaint with the District of Columbia Higher Education Licensure Commission, located at 1050 First Street, NE, 5th Floor, Washington D.C. 20002.

Vocational Rehabilitation

Teaching Kitchen Academy does not maintain a Vocational Rehabilitation Office; however they are staffed with trained administrators to assist individual applicants in completing all necessary documents related vocational rehabilitation. Teaching Kitchen Academy does not actively participate in the Federal Financial Aid program, which means that students are not eligible for Federal Pell Grants, Stafford Subsidized and Unsubsidized loans, as well as Parent PLUS Loans. If you have any questions or concerns regarding financial aid or vocational rehabilitation, please contact info@tkacademy.org.

Vocational Rehabilitation Funding

In order to maintain their eligibility for vocational rehabilitation funding, students must maintain Satisfactory Performance Progress. Satisfactory Performance Progress is discussed in detail in this catalog. Please refer to this section for requirements.

Student Vocational Rehabilitation Rights and Responsibilities

You have certain rights and responsibilities regarding financial assistance at Teaching Kitchen Academy:

Rights

- You have the right to be informed about the financial assistance available, including details about Vocational Rehabilitation, and how it will be disbursed or applied to your account.
- You have the right to know the payment schedule, disbursement dates, and the refund policy in the event of withdrawal.
- You have the right to understand how Teaching Kitchen Academy determines Satisfactory Performance Progress (SAP) and the consequences if you fail to meet those requirements.
- You have the right to receive comprehensive information about loan repayment terms, including typical repayment schedules.

Responsibilities

- It is your responsibility to accurately and timely complete the Application for vocational rehabilitation funding and submit it to the appropriate office.
- You must provide complete and accurate information and submit any requested documentation, corrections, or new information to the Vocational Rehabilitation Office or relevant agency.
- Inform Teaching Kitchen Academy of any changes in your information, such as name or address, since your initial application for vocational rehabilitation.
- Read and understand all forms you are asked to sign and keep copies for your records.
- Attend any mandatory loan entrance and exit interview sessions.
- Repay student loans according to the agreed-upon terms.
- Maintain Satisfactory Performance Progress (SAP) to remain eligible for vocational rehabilitation.

Tuition Payment Methods

Teaching Kitchen Academy accepts various forms of payment for tuition, books, and other fees. The accepted payment methods include cash, major credit cards, personal or company checks. This includes working with Vocational Rehabilitation (VR) programs to facilitate payment for eligible students.

Teaching Kitchen Academy also offers the flexibility of individual payment plans, which can be arranged on a case-by-case basis to accommodate students' needs. These plans allow for a more personalized payment schedule that aligns with the student's financial situation.

It is important to note that all outstanding student account balances remain the responsibility of the student and must be paid in full upon graduation or termination. Failure to fulfill the agreed-upon payment terms may result in the termination of a student's enrollment at Teaching Kitchen Academy. In such cases, the account may be submitted to a collection agency for further processing.

Withdrawal

Official Withdrawal

To officially withdraw from Teaching Kitchen Academy, a student must provide formal notification of their intent to withdraw. This can be done by contacting the Teaching Kitchen Academy administration or designated contact person and completing the withdrawal form. It is recommended that the student personally submit the completed withdrawal form. If an in-person submission is not possible, students should request a withdrawal form and submit the completed form via email. Students who initially notify the Teaching Kitchen Academy administration or designated contact person verbally will be required to confirm the withdrawal in writing. The withdrawal date will be considered as the last date of attendance at program related activity. When a student officially withdraws from Teaching Kitchen Academy before the end of the term/course, grades of (W) will be recorded for all courses.

Unofficial Withdrawal

If a student decides to leave Teaching Kitchen Academy without completing the official withdrawal process, they will be considered as having unofficially withdrawn. The withdrawal date will be determined as the last date of attendance at program related activity. An unofficial withdrawal may result in the recording of failing grades for the term/course.

Institutional Tuition Cancellation and Refund Policies

The terms and obligations related to tuition and cancellation are only binding once the applicant has been accepted for admission to Teaching Kitchen Academy.

Cancellation Policy

1. If the applicant is not accepted by Teaching Kitchen Academy, all monies received will be refunded.
2. If the applicant requests cancellation of enrollment within three business days (72 hours - until midnight of the third day excluding Saturdays, Sundays, and legal holidays) of signing the enrollment agreement and prior to the first class session, Teaching Kitchen Academy will make a full refund of any portion of tuition or fees collected, except application fee.
3. If the applicant requests cancellation of enrollment after three business days but prior to the first class session, Teaching Kitchen Academy reserves the right to retain the registration fee not to exceed $50.
4. Refunds due to the student's cancellation of enrollment or Teaching Kitchen Academy's denial of admission will be made within thirty (30) days of the date of notification.

Following official enrollment, termination of a student's enrollment can be initiated by either the student or by Teaching Kitchen Academy may terminate a student's enrollment for the following reasons:

- Failure to submit assignments for 6 consecutive days.
- Failure to meet minimum standards of performance progress.
- Failure to meet Teaching Kitchen Academy's minimum conduct standards.
- Failure to fulfill financial obligations according to a written binding agreement with Teaching Kitchen Academy.

Tuition Refund Policy

Students who begin training and then withdraw will be subject to the following refund policy:

1. Refund computations will be based on the scheduled program/course time of classes through the last documented day of a program related activity. Leaves of absence, suspensions, and school holidays will not be counted as part of the scheduled classes.
2. The effective date of termination for refund purposes will be the student's last date of attendance.
3. If tuition and fees are collected in advance of the program/course start date, and if after the expiration of the 72 hours cancellation privilege, the student does not enter school, not more than $50 in non-refundable enrollment or registration fees will be retained by Teaching Kitchen Academy.
4. If the student begins instruction in a program/course of study and withdraws or their instruction is discontinued for any reason, Teaching Kitchen Academy may retain not more than $50 in non-refundable enrollment or registration fees.
5. If the student begins instruction in a program/course of study and withdraws or their instruction is discontinued for any reason prior to the completion of sixty percent (60%) of the scheduled program/course, a pro-rata portion of tuition collected will be refunded. The prorated amount of refundable tuition shall be determined by the ratio of weeks completed to the total number of weeks in the scheduled program/course, rounded to the nearest 10%. Any portion of a week in attendance is considered a full week of attendance for this purpose. Withdrawal after completion of 60% of the scheduled program/course will obligate the student for the entire amount of tuition. In all cases, refunds will be calculated based on the student's last date of attendance.
6. If a refund is due, it will be made within 30 days of receipt of written notification from the student or applicant or within 30 days from the date Teaching Kitchen Academy terminates the student. Refunds, when due, will be made without requiring a request from the student. Books and other materials issued for courses already taken are the property of the student. No additional books or materials will be issued after withdrawal.
7. Students enrolled in programs longer than 15 weeks and have a financial obligation longer than 15 weeks will be released from the obligation to pay beyond the 12 months if the student withdraws during the fifteen weeks.
8. The calculation for the refund of any unused portion of the first 15 weeks will be based on the procedures as outlined above in "Item 5".
9. If the student withdraws during any subsequent period following the first 15 weeks, the student's refund for the unused portion of the tuition applicable to the period of withdrawal will be based on the procedures as outlined above in "Item 5".

Changes to Course Content and Materials

At Teaching Kitchen Academy, we are committed to providing our students with the most relevant and current educational content. To this end, we reserve the right to make necessary modifications to course content, materials, and textbooks. All such changes will be communicated to students both in person and via our dedicated learning platform, Canvas, which features a push announcement system for timely updates. These adjustments are made with the aim of enhancing the educational experience, without imposing any additional charges on currently enrolled students.

Access to Digital Course Materials

Digital materials essential for coursework are accessible through Canvas, ensuring that students can readily obtain and interact with their required resources. While there are no restrictions on downloading these materials for personal study, limitations imposed by content partners, such as the DC Public Library, may apply. In the event of updates to digital course materials, Teaching Kitchen Academy will provide the revised materials directly on Canvas. Students will be notified of these updates and will have the opportunity to download the new materials for their use, ensuring they have access to the most up-to-date resources for their studies.

Refunds for Books and Materials

Once distributed, books and other physical materials become the property of the student. Teaching Kitchen Academy does not accept returns of these items and does not offer refunds once they have been received by students. This policy also extends to digital course materials; as such materials are provided via Canvas without additional charges, no refunds will be issued for these digital resources.

Support and Resources

To further support our students in adapting to changes in course content and materials, Teaching Kitchen Academy offers access to a variety of online resources and libraries, including courses available through CSD Learns. For more information about these additional educational opportunities, students are encouraged to visit csdlearns.com. Through these platforms, Teaching Kitchen Academy aims to provide comprehensive support and resources, ensuring students have the tools they need to succeed in their culinary education.

Non-Immigrant Students

Teaching Kitchen Academy is authorized by the U.S. Department of Homeland Security to enroll nonimmigrant students with appropriate status. This authorization allows eligible nonimmigrant students to enroll in Teaching Kitchen Academy's culinary education program and pursue their educational goals in the United States.

VIRTUAL POLICIES AND SUPPORT

Crime Reporting

Any student who witnesses or is the victim of a criminal act should immediately report the incident to the appropriate security personnel and a member of the Teaching Kitchen Academy staff. We prioritize the safety and well-being of our students, and prompt reporting helps us maintain a secure environment.

Inclement Weather/Emergency

In cases of inclement weather or emergencies, decisions regarding school closings or delays will be made by Dr. Christina Hopewell-Albert In cases of inclement weather or emergencies that may result in school closings or delays, Teaching Kitchen Academy will notify students through multiple channels. Announcements will be sent via email to all students, providing information about the closure or delay. Students can also contact us by email at info@tkacademy.org for further information and updates.

Extended Learning

At Teaching Kitchen Academy, we are committed to providing a long-lasting educational experience for our students. As part of our commitment, graduates who successfully complete their curriculum by their enrolled graduation date are invited to refresh their completed courses for up to one year from the graduation date. This complimentary access to review applies specifically to Teaching Kitchen Academy graduates and the courses and software versions reflected on their Enrollment Agreement that were successfully completed during their enrollment.

CSD Works and Teaching Kitchen Academy

CSD Works

All students who attend Teaching Kitchen Academy's certificate program are offered the opportunity to participate in the CSD Works Program and to utilize the resources of the department. In addition to the services provided by the department, students are expected to be active participants in the job search process and to work alongside a CSD Works staff member in their search for employment. While placement assistance is always available, Teaching Kitchen Academy cannot guarantee employment to any student.

CSD Works assistance usually begins after the student has completed all courses, obtained all mini-certificates, and attended the following workshops: Effective Written Communications, Interviewing Skills, and Building a Powerful Resume. At this time, students have the opportunity to meet one-on-one with a CSD Works staff member to receive counseling and assistance in preparing a resume, developing effective interview skills, and implementing a successful job search strategy. The expansion of such skills increases the students' chances of moving into a position of more responsibility and prestige as they progress in their career.

In addition to individual career counseling, students are required to participate in informational and interactive Employment Skills Workshops. These seminars deal with topics such as cover letters, resume writing, interviewing techniques, how to target specific employers, internet searches, and job-hunting record keeping. Finally, to ensure that students are prepared to meet with employers, they can request a mock interview session with a CSD Works staff member. During this time, students are able to practice the interviewing process in a simulated environment. Any questions concerning CSD Works Program can be directed to a CSD Works staff member.

Teaching Kitchen Academy Student Services

Student Services at Teaching Kitchen Academy provides support services to students who need tutoring, referral to community services, and other related activities. From 8:00 AM until 4:00 PM, Mondays through Fridays, a representative is available to meet and/or speak with students. Teaching Kitchen Academy Student Services also oversees school-related activities that include Student Surveys from students. The surveys are used to solicit feedback from students and are reviewed at staff and Advisory Board meetings. Social media and other electronic venues are also used to communicate with students, including emails, Facebook, Instagram, Google Mail, and other forms of video conferencing. The Teaching Kitchen Academy community has a chance to evaluate and improve the curriculum and review school policies at the Annual Managers' Meetings.

Completion and Placement Rates

As a new program, Teaching Kitchen Academy does not have historical completion and placement rates at this time. Since Teaching Kitchen Academy's inception, we are dedicated to tracking and reporting accurate completion and placement data for our students. We are committed to providing transparent information about the success of our graduates and will update the completion and placement rates once sufficient data becomes available.

Annual Security Report

Teaching Kitchen Academy is committed to providing a safe and secure environment to students, instructors, staff, and all members of the Teaching Kitchen Academy community. In October 2026, Teaching Kitchen Academy will publish its Annual Security Report online at: www.TKAcademy.org that contains up-to-date information regarding campus safety and security.

The report includes statistics on reported crimes, if any, that occurred online during the specified reporting period. It also provides important information regarding restaurant security and personal safety, crime prevention and awareness programming, disciplinary policies, emergency notification and response procedures, as well as other relevant safety measures in place.

At Teaching Kitchen Academy, we continuously strive to enhance our security measures and promote a safe learning environment. We encourage all members of the Teaching Kitchen Academy community to review the Annual Security Report, familiarize themselves with the safety resources and procedures, and actively participate in maintaining a secure campus.

For any additional inquiries or to request a paper copy of the report, please contact us at info@tkacademy.org.

PROGRAM OVERVIEW

Program Description

Teaching Kitchen Academy is an immersive culinary and hospitality training program designed to equip aspiring professionals with the skills, knowledge, and ethics required for success in the industry. Combining rigorous instructional content with extensive hands-on practice, this program offers participants a deep dive into the culinary arts, complemented by a solid foundation in restaurant management and operational excellence.

Duration and Structure

The program is structured into three 15-week cohorts offered throughout the year, providing 255 clock hours divided between instructional learning and practical lab work, followed by a 400-hour practicum. This comprehensive approach ensures graduates are not only proficient in culinary techniques but also well-versed in the nuances of hospitality management. Each course is to be taken consecutively.

Course Code	Course Name	Topic	Instructional Hours	Lab Hours
TK200	ServSafe® Food Handler		15	36
TK104	Sexual Harassment Prevention		1.5	15.5
TK105	ServSafe De-Escalation and Active Threat Response in the Restaurant Industry		0.5	
TK202	Restaurant Professional Program	Front-of-the-House Service & Communication	3	14
TK203		Front-of-the-House Basic Operations	2.25	14.75
TK204		Back-of-the-House Pre-Production	3	14
TK205		Back-of-the-House Production	2.25	14.75
TK206		Basic Business Operations	2.25	14.75
TK301	ServSafe® Alcohol		1.5	15.5
TK302	ServSafe® Allergens		3	14
TK303	ServSafe® Allergens Essentials		1.5	15.5
	ServSafe Examination Preparation		22.75	11.25

Each course will have an exam that will be given at the end for students to demonstrate comprehension and mastery on the topic area.

*Practicum: Not included in the weekly course breakdown as it's a separate component with 400 hours dedicated to providing real-world experience and mentorship in a professional setting.
This table outlines the specific instructional and lab hours allocated to each component of the Teaching Kitchen Academy program.

Course Descriptions

ServSafe® Food Handler (15 Instructional Hours + 36 Lab Hours)

Description: Introduction to fundamental food safety practices essential for all food service employees.

Learning Objectives:

- Understand the importance of personal hygiene in food safety.
- Learn cross-contamination prevention techniques.
- Grasp the basics of time and temperature control.

Understanding Unconscious Bias in Restaurants (1.5 Instructional Hours + 15.5 Lab Hours)

Description: Explore the impact of unconscious biases in the restaurant setting and strategies for creating an inclusive environment.

Learning Objectives:

- Identify types of unconscious bias and their effects on customer service.
- Develop strategies for minimizing bias and promoting inclusivity.

Sexual Harassment Prevention (1.5 Instructional Hours + 15.5 Lab Hours)

Description: Training on identifying, preventing, and responding to sexual harassment in the workplace.

Learning Objectives:

- Understand legal responsibilities regarding workplace harassment.
- Learn how to create and maintain a safe and respectful work environment.

Restaurant Professional Program*

Front-of-the-House Service & Communication (3 Instructional Hours + 14 Lab Hours)

Description: Mastering customer service and communication skills crucial for front-of-the-house staff.

Learning Objectives:

- Enhance verbal and non-verbal communication skills.
- Understand the role of teamwork in providing excellent service.

Front-of-the-House Basic Operations (2.25 Instructional Hours + 14.75 Lab Hours)

Description: Fundamentals of front-of-the-house operations including service styles, order taking, and payment processing.

Learning Objectives:

- Learn different service positions and their responsibilities.
- Master the process of taking reservations, orders, and handling payments.

Back-of-the-House Pre-Production (3 Instructional Hours + 14 Lab Hours)

Description: Introduction to kitchen roles, ingredient preparation, and safety protocols.

Learning Objectives:

- Identify kitchen roles and the importance of preparation.
- Understand food storage and safety practices.

Back-of-the-House Production (2.25 Instructional Hours + 14.75 Lab Hours)

Description: Exploring cooking methods, teamwork in the kitchen, and plating techniques.

Learning Objectives:

- Learn various cooking methods and their appropriate applications.
- Practice plating and presentation skills.

Basic Business Operations (2.25 Instructional Hours + 14.75 Lab Hours)

Description: Understanding the fundamentals of restaurant business operations including cost control and marketing.

Learning Objectives:

- Grasp the basics of cost control and profitability.
- Develop an understanding of marketing in the hospitality industry.

ServSafe® Alcohol (1.5 Instructional Hours + 15.5 Lab Hours)

Description: Training on responsible alcohol service, including recognizing intoxication and handling difficult situations.
Learning Objectives:

- Understand the laws and responsibilities related to alcohol service.
- Learn techniques for serving alcohol responsibly.

ServSafe® Allergens (3 Instructional Hours + 14 Lab Hours)

Description: Focus on managing food allergens within the restaurant to ensure guest safety.
Learning Objectives:

- Identify common food allergens and their management.
- Develop strategies for allergen communication and emergency response.

ServSafe® Allergens Essentials (1.5 Instructional Hours + 15.5 Lab Hours)

Description: Advanced training on allergen management in the restaurant setting.
Learning Objectives:

- Deepen understanding of kitchen practices to prevent cross-contact.
- Enhance communication strategies with staff and guests regarding allergens.

ServSafe Examination Preparation (22.75 Instructional Hours + 11.25 Lab Hours)

Description: Focused preparation for the ServSafe examinations with an emphasis on review sessions, practice tests, and exam strategies.
Learning Objectives:

- Master the content areas covered by the ServSafe examinations.
- Develop effective test-taking strategies.

Clock Hours and Credits

- Total Clock Hours: 655 hours (255 instructional and lab, 400 practicum).
- Credit Count: 31.725 credit hours (5.95 instructional, 9.775 lab, 16 practicum).

Availability

Offering: Online courses

Teaching Kitchen Academy prepares students for a successful career in the culinary world, emphasizing ethical practices, technical skills, and a profound understanding of the hospitality industry.

Non-Credit Remedial Courses

American Sign Language / Skill based		Course Hours	Quarter Credit Hours*
ASL I - OL	American Sign Language 1	10	1.5
ASL II -OL	American Sign Language 2	20	2
ASL III - OL	American Sign Language 3	20	2

ASL IV - OL	American Sign Language 4	20	2

Course Descriptions

Learning American Sign Language 1

In this introductory American Sign Language (ASL) course, students will embark on the foundational journey of learning ASL and understanding Deaf culture. The curriculum covers essential topics such as basic sign vocabulary, introducing oneself, and sharing personal experiences. Students will also gain proficiency in asking questions and discussing topics related to work and daily life. A special focus is placed on developing an appreciation and understanding of the Deaf community and its cultural nuances. This course serves as an introduction, equipping students with the fundamental skills to communicate effectively and express themselves in ASL.
*Ideal for beginners

Learning American Sign Language 2

In this Level 2 American Sign Language (ASL) course, students will continue to build upon the foundational skills acquired in our introductory course. The course offers a comprehensive review of basic sign vocabulary, introductions, and personal sharing, while introducing new topics such as discussing where you live, leisure activities, and expressing opinions. Students will explore more advanced linguistic features like agreement verbs and will learn practical skills such as making requests, giving directions, and navigating job application processes. Additional emphasis will be placed on deepening students' understanding and appreciation of Deaf culture. This course aims to further equip students with the skills needed for nuanced communication and cultural competence in ASL.

Learning American Sign Language 3

Building on the skills and knowledge acquired in ASL 1 and 2, ASL 3 elevates learners' proficiency in American Sign Language through immersive exploration of complex conversational topics and cultural nuances. This course enriches students' vocabulary and understanding of intricate grammatical structures, enabling them to articulate more detailed narratives, discuss abstract concepts, and engage in extended discussions on various aspects of Deaf culture. Emphasis is placed on interactive communication, promoting fluency in expressing ideas, emotions, and opinions with confidence. ASL 3 aims to deepen learners' appreciation of Deaf culture while enhancing their ability to communicate effectively in ASL within diverse contexts.

Learning American Sign Language 4

ASL 4, the pinnacle of our American Sign Language series, challenges students to master advanced ASL and delve into specialized topics that demand a high level of linguistic and cultural understanding. This course offers an in-depth study of nuanced expressions, complex sentence structures, and specialized vocabulary, facilitating sophisticated dialogues, persuasive storytelling, and comprehensive discussions on contemporary issues. Through engaging lessons on topics such as home renovations, financial decisions, and civic engagement, students will refine their ASL skills to achieve a near-native fluency, preparing them for advanced interactions within the Deaf community and beyond. ASL 4 is dedicated to fostering an expert level of ASL competence and a profound connection to Deaf culture.

TUITION AND ORGANIZATION

Tuition and Fees

Teaching Kitchen Academy charges student tuition for the program based on the individual session. The full cost of the Teaching Kitchen Academy program is listed on the enrollment agreement, and charges are broken down on the student ledger card by the session. Each session corresponds to a specific period.

Teaching Kitchen Academy – [session]		Payment Period	Number of Weeks in Payment Period
Online	TKA Certificate – 15 weeks	PP1, PP2	3, 8
Online	TKA Certificate – 15 weeks	PP1, PP2	3, 8
Online	TKA Certificate – 15 weeks	PP1, PP2	3, 8

Please note that the tuition charges for Teaching Kitchen Academy for each session will not include registration fee and technology fee. The tuition fees will appear in the student ledger in week 3 and week 8.

The registration fee covers administrative costs associated with enrolling in the program. The technology fee grants students access to online resources, e-reference libraries, technical devices and other digital materials that enhance their learning experience in Teaching Kitchen Academy. *These charges will appear on the student ledger card prior to each session start date.*

Program	Clock Hours	Quarter Credit Hours	Tuition	Registration Fee	Technology Fee	Total Tuition/Fees
Program Name Teaching Kitchen Academy	655	31.725	$10,695.00	$50.00	$1,105.00	$11,850.00

**NOTE: Costs for certification testing are included in the tuition charges.*

Based on the program, students will be charged a $1,105.00 technology fee. This fee is nonrefundable once the student starts program. The technology fee includes an online account, access to e-Reference Library, and other online resources.

Department Name or Role Category	Name of Position Holder
Chief Executive Officer	Christopher B. Soukup
Chief Financial Officer	Thomas Means
Chief Legal Officer	Maria Wilson
Human Resources	Eric Lima-Gomez
Legal & Compliance	Robert Seibert
Finance	Yan Liu Mark Montalette
Technology	Topher Myers
Marketing	Lizzie Bloom
Chief School Officer	Christina Hopewell-Albert, Ed.D.
Academic	Shara Winesburg
Employment Services	Liann Osborne, Ed.D.
Accessibility	Jonathan Ferrer
Instructors	Theo Miller Christin White

Appendix A: Teaching Kitchen Academy Enrollment Agreement

ENROLLMENT AGREEMENT

Teaching Kitchen Academy
202-921-1609 (Videophone)
www.TKAcademy.org

Student Name: _____

Present Address:_____

Permanent Address: _____

Telephone (home):_____ (work) _____
(Cell)_____ Date of Birth: _____
Student I.D. No.:_____
E-mail: _____

PROGRAM INFORMATION:

Program: _____ Start Date: _____
Program Length: _____ **(Specified in clock hours)**

TUITION:

The total cost for the _____ program:

Tuition:	$ 10,695
Administration/Application Fee	$ 50.00
Technology Fee	$ 1,105.00
Total Program Costs	$11,850.00

Student Initial _____

TUITION PAYMENTS:

1. An initial payment of **$50** is required at time of completing the enrollment agreement. The application fee is non- refundable.

2. A non-refundable payment of $**1,105 (technology fee)** is due along with your tuition. Tuition payment options are below.

3. Tuition payment options:

Option A: 50% of the tuition fee and technology fee in the amount of $**5,900** is due no later than the **3rd week of the 15-week session**. 50% of the remaining tuition fee and technology fee in the amount of $**5,900** is due no later than the **8th week of the 15-week session.** The tuition fee is payable by cash, check or credit card.

Option B: A down payment of $**3,540 (30% of total tuition fee + technology fee)** is due **3** weeks prior to session start date, with the balance to be paid in **2** installments in the amounts of $**$4,130 each**. Tuition to be paid in full by the week 8 of the program.

4. These options are available to all students.

CANCELLATION AND REFUND POLICY:

If for any reason an applicant is not accepted by the school, the applicant is entitled to a refund of all monies paid.

Three-Day Cancellation: An applicant who provides written notice of cancellation within three days (excluding Saturday, Sunday and federal and state holidays) of signing an enrollment agreement is entitled to a refund of all monies paid, except the application fee. No later than 30 days of receiving the notice of cancellation, the school shall provide the 100% tuition fee refund.

Other Cancellations: An applicant requesting cancellation more than three days after signing an enrollment agreement and making an initial payment, but prior to entering the school, is entitled to a refund of all monies paid, minus the registration fee of $*50.*

Refund after the commencement of classes:

1. Procedure for withdrawal/withdrawal date:

   A. A student choosing to withdraw from the school after the commencement of classes is to provide written notice to the Program Coordinator or to info@tkacademy.org. The notice is to indicate the expected last date of attendance and be signed and dated by the student.
   B. For a student who is on authorized Leave of Absence, the withdraw date is the date the student was scheduled to return from the Leave and failed to do so.

C. A student will be determined to be withdrawn from the institution if the student has not attended any class for 6 days.
D. All refunds will be issued within 30 days of the determination of the withdrawal date.

2. Tuition charges/refunds:

A. Before the beginning of classes, the student is entitled to a refund of 100% of the tuition, minus the registration fee of $*50.*
B. After the commencement of classes, the tuition refund, minus the registration fee of $50 will be determined as follows:

Student initial _____

% of the clock hours attempted:	Tuition refund amount:
10% or less	90%
More than 10% and less than or equal to 20%	80%
More than 20% and less than or equal to 30%	70%
More than 30% and less than or equal to 40%	60%
More than 40% and less than or equal to 50%	50%
More than 50%	No Refund is required

The percentage of the clock hours attempted is determined by dividing the total number of clock hours elapsed from the student's start date to the student's last day of attendance, by the total number of clock hours in the program.

Refunds will be issued within 30 days of the date of student notification, or date of school determination (withdrawn due to absences or other criteria as specified in the school catalog), or in the case of a student not returning from an authorized Leave of Absence (LOA), within 30 days of the date the student was scheduled to return from the LOA and did not return.

Holder in Due Course Statement:
Any holder of this consumer credit contract is subject to all claims and defenses which the debtor could assert against the seller of goods or services obtained pursuant hereto or with the proceeds, hereof Recovery hereunder by the debtor shall not exceed amounts paid by the debtor (FTC Rule effective 5-14-76).

THE STUDENT UNDERSTANDS:

1. The School may accept credit for previous education, training, work experience (experimental learning), or CLEP.
2. The School does not guarantee job placement to graduates upon program/course completion or upon graduation.
3. The School reserves the right to reschedule the program start date when the number of students scheduled is too small.

4. The School will not be responsible for any statement of policy or procedure that does not appear in the School catalog.
5. The School reserves the right to discontinue the student's training for unsatisfactory progress, nonpayment of tuition or failure to abide by School rules
6. Information concerning other Schools that may accept the School's credits toward their programs can be obtained by contacting the office of the Chief School Officer. It should not be assumed that any programs described in the School catalog could be transferred to another institution. The School does not guarantee the transferability of credits to a college, university or institution. Any decision on the comparability, appropriateness and applicability of credits and whether they should be accepted is the decision of the receiving institution.
7. This document does not constitute a binding agreement until accepted in writing by all parties.

Student initial _____

STUDENT ACKNOWLEDGEMENTS:

1. I hereby acknowledge receipt of the School's catalog dated_____, which contains information describing programs offered, and equipment/supplies provided. The School's _____ catalog is included as a part of this enrollment agreement, and I acknowledge that I have received a copy of this catalog.

_____ Student initials

2. Also, I have carefully read and received an exact copy of this enrollment agreement.

_____ Student initials

3. I understand that the School may terminate my enrollment if I fail to comply with attendance, academic and financial requirement or if I disrupt the normal activities of the School. While enrolled in the School. I understand that I must maintain Satisfactory Academic Progress as described in the School catalog and that my financial obligation to the School must be paid in full before a certificate may be awarded.

_____ Student initials

4. I also understand that this institution does not guarantee job placement to graduates upon program/course completion or upon graduation.

_____Student's initials

CONTRACT ACCEPTANCE:

I, the undersigned, have read and understand this agreement and acknowledge receipt of a copy. It is further understood and agreed that this agreement supersedes all prior or contemporaneous verbal or written agreements and may not be modified without the written agreement of the student and the School Official. I also understand that if I default upon this agreement I will be responsible for payment of any collection fees or attorney fees incurred by "*insert your school name here*".

My signature below signifies that I have read and understand all aspects of this agreement and do recognize my legal responsibilities in regard to this contract.

Signed this _____day of_____ 20____

_____ _____
Signature of Student Date

_____ _____
Signature of School Official Date

Representative's certification: I hereby certify that_____ has been interviewed by me and in my judgment, meets all requirements for acceptance as a student. I further certify that there have been no verbal or written agreements or promises other than those appearing on this agreement.

By: _____ Date: _____

Student initial _____

Appendix B: Teaching Kitchen Academy Integrity Guidelines

Teaching Kitchen Academy Integrity Guidelines

Introduction
At Teaching Kitchen Academy, we are committed to fostering a culture of integrity and professionalism. These guidelines are designed to uphold the highest standards of honesty among our students, ensuring a fair, respectful, and ethical learning environment.

Scope
These guidelines apply to all students enrolled in Teaching Kitchen Academy, encompassing all aspects of work, including theoretical studies, practical lab work, examinations, and any other assignments.

Principles of Integrity
1. Honesty: All work submitted must be the student's own and accurately represent their efforts.
2. Trust: Students are expected to complete their work in a manner that is honest and trustworthy.
3. Fairness: Students must respect the principles of fairness, including adherence to established rules and guidelines.
4. Respect: All members of the Teaching Kitchen Academy community should show respect for one another's work and intellectual property.
5. Responsibility: Students are responsible for their actions and are expected to report any instances of dishonesty they observe.

Prohibited Behaviors
Cheating: Using unauthorized materials or receiving unauthorized assistance during examinations or in completing assignments.
Plagiarism: Submitting someone else's work as your own, without proper attribution.
Misrepresentation: Falsifying or inventing any information or citation in exercises.
Unauthorized Collaboration: Collaborating on projects or assignments without explicit permission from the instructor.

Reporting Mechanisms
Students and faculty are encouraged to report any suspected instances of dishonesty confidentially to the program administrators, ensuring that Teaching Kitchen Academy maintains its commitment to ethical excellence.

Conclusion

Adhering to these guidelines is essential for the integrity of your educational journey and your future professional career. We at Teaching Kitchen Academy are dedicated to supporting you in this endeavor, providing the tools and resources necessary to succeed with integrity.