



**Revision
in credits
/Contact
Hours**

Section 1. Proposal Information

Course Developer:

Clive Wanstall

Date: January 18 2013

Catalog year to take effect :

2011-2012

2012-2013 **X**

Type of Proposal

X Revised course

☐ 199 Special Studies

☐ 299 Trends

Type of Course:

☐ Lower Division Collegiate (transfer)

X Professional/Technical (program requires)

☐ Professional/Technical (stand-alone)

☐ Developmental, numbered below 100

Rationale:

How does this proposal further the goals of the program or department?

The Class was redesigned and became a two credit lecture class in spring of 2011. It had originally been developed as a 3 credit lecture/lab class in 2005. This later format has not been able to provide adequate level of exposure and practice for students to experience the skill development anticipated during in-class activities

What evidence supports this proposal?

In class observation and assessment by instructors and assistants has consistently noted inadequate time for demonstration, practice, testing and cleaning of lab during current class period.

(New courses) How do you know there is a demand for this course?

Current enrollment of HRTM students

PREVIOUS Catalog/Course Information:

Course Number: **CA 159** Course Title in Banner: **Kitchen Operations**

Full Course Title in print catalog: **Kitchen Operations**

Prerequisites: **CA 175** Co-requisites:

Grade Option: **X** Graded (with P/NP option) ☐ Pass/No Pass only

Number / Type Credits	Term Minimum Contact	Term Maximum Contact	11-Week Term Contact
<u>2</u> Lecture	<u>20</u> hours (lecture credits x 10)	<u>24</u> hours (lecture credits x 12)	<u>22</u> hours (lecture credits x 11)
<u> </u> Lec/Lab	<u> </u> hours (lec-lab credits x 20)	<u> </u> hours (lec-lab credits x 24)	<u> </u> hours (lec-lab credits x 22)
<u> </u> Lab	<u> </u> hours (lab credits x 30)	<u> </u> hours (lab credits x 36)	<u> </u> hours (lab credits x 33)
<u>2</u> Total credits (sum)	<u>20</u> Total hours (sum)	<u>24</u> Total hours (sum)	<u>22</u> Total hours (sum)

What will change in this course as a result of changing the credits?

☐ Course Description

☐ Course Outline

X Contact Hours

X Course Outcomes

☐ Other (explain):

Section 2. Proposed Course Outline (A general statement of course content that informs class syllabus construction.)

Course Number: **CA 159** Course Title for Banner: **Kitchen Operations**

Full Course Title for print catalog: **Kitchen Operations**

Prerequisites: _____ Co-requisites: _____

Grade Option: X Graded (with P/NP option) ☐ Pass/No Pass only

Number / Type Credits	Term Minimum Contact	Term Maximum Contact	11-Week Term Contact
___ Lecture	___ hours (lecture credits x 10)	___ hours (lecture credits x 12)	___ hours (lecture credits x 11)
<u>2</u> Lec/Lab	<u>40</u> hours (lec-lab credits x 20)	<u>48</u> hours (lec-lab credits x 24)	<u>44</u> hours (lec-lab credits x 22)
___ Lab	___ hours (lab credits x 30)	___ hours (lab credits x 36)	___ hours (lab credits x 33)
<u>2</u> Total credits (sum)	<u>40</u> Total hours (sum)	<u>48</u> Total hours (sum)	<u>44</u> Total hours (sum)

Original Course Description:

This course will give hospitality students a hands-on experience in the professional kitchen; including the fundamentals of food safety, sanitation, mastering tools and equipment, basic cooking techniques, and basic skills that are found in kitchen operations

New Course Description (1000 character limit):

Same

Original Course Outcomes and Proficiencies

What did the student *know*, what could the student *do* at the end of the course, or what *attitudes* related to the subject would the student hold?

Upon successful completion of this course, the student:

- A. Demonstrate knowledge and understanding of state and federal food safety and sanitation regulations and concepts as they apply to food production setting and a basic comprehension of the HACCP process.
- B. Identify and demonstrate safe and appropriate use of common kitchen tools and equipment.
- C. Apply and perform basic math functions to understand recipe format and use, conversions, and costing.
- D. Describe the functions, properties and application of various ingredients
- E. Demonstrate understanding and perform basic cooking techniques

Assessments Used

What evidence did you gather that students have achieved course outcomes? (assessment tools include departmental tests, written products, portfolios, juried performances, quizzes and exams, or alternative assessments such as qualitative studies, capstone projects, external reviewers, etc.)

How each outcome was assessed:

- A. Written testing/hands on class projects
- B. Practical application/hands on class projects
- C. Written testing/practical application
- D. Written testing/practical application/hands on class projects
- E. Written testing/practical application/hands on class projects

New Course Outcomes and Proficiencies

What will the student *know* or *be able to do* at the end of the course, or what *attitudes* related to the subject will the student hold?

Upon successful completion of this course, the student will:

Same as Above Demonstrate a deeper understanding and stronger practical skillset as originally intended

Assessments Planned

What evidence will you have that students have achieved course outcomes? (Assessment tools may include departmental tests, written products, portfolios, juried performances, quizzes and exams, or alternative assessments such as qualitative studies, capstone projects, external reviewers, etc.)

How each outcome will be assessed:

Same as above. We will employ the same assessment tools

Original Course Content by Major Topics

What topics were originally presented? What were the main activities of the course? What were the central themes?

Intro to sanitation, safety, tools and equipment.
Mise en Place, Knife skills.
Basic cooking theory/methods/ Requisitions.
Stocks/sauces/soups.
Vegetables and Grains.
Salads/sandwiches.
Meats/Poultry.
Fish/shellfish.
Egg dishes.

New Course Content by Major Topics

What topics will be presented? What are the main activities of the course? What are the central themes?

(See sample at <http://www.lanecc.edu/cops/format3.htm>.)

Same as previously presented, with stronger emphasis on practical application.

Section 3. Curriculum Equity (<http://www.lanecc.edu/cops/curric.htm>)

To promote an environment where all learners are encouraged to develop their full potential, this course will support Lane's Curriculum Equity policy in the following way(s):

1. Including content by and about culturally and ethnically diverse people in course syllabi, teaching methodology and evaluation practices whenever feasible.
2. Using culturally and ethnically diverse persons as guest speakers when appropriate.
3. Using materials which present a significant number of instances of fully integrated human groupings and settings to indicate equal status and non-segregated social relations.
4. Portraying women and men from diverse cultural and ethnic backgrounds in a wide range of roles
5. Using quotations, references and reading recommendations which are authored by individuals who endorse pluralism.
6. Using gendered examples equally when illustrating theories and concepts.
7. Using class materials which assist students in clearly recognizing and accepting basic similarities among all members of the human race as well as the uniqueness and worth of every individual.

Section 4. Required Signatures

Library Impact Statement

Under accreditation standards, Library consultation is essential for new programs, new courses and for substantively revised courses when the revisions entail any change in library use.

What assignments will require the use of library and information resources?

Each academic area has a Liaison Librarian (<http://www.lanecc.edu/library/liaison.htm>) to help faculty identify materials to be ordered to support the curriculum. Make an appointment with the designated librarian to discuss the library needs of your course at least a week ahead of the deadline for submission.

To be completed by Liaison Librarian:

- ☐ Library resources are adequate to support this proposal.
- ☐ Additional resources are needed but can be obtained from current funds.
- ☐ Significant additional Library funds/resources are required to support this proposal.

Liaison Librarian

Date

Divisional Approvals

Human, Physical, and Financial Resources (select one):

- ☐ Additional instructional costs (staff, materials, services or facilities) will be incurred to offer this course. Source of funding: _____
- ☐ No additional instructional resources (staff, materials, services or facilities) are needed to offer this course.
Explain: _____

Divisional Recommendation (select one):

- ☐ The Division Chair and Administrative Assistant have reviewed this course proposal and kept a copy for divisional files.
- ☐ Faculty review of this course was completed within the division on _____(date).
- ☐ New course outlines have been prepared for the Divisional binder containing all current course outlines.

Fees (select one):

- ☐ We have completed a fee request form to be submitted to ASA upon course approval.
- ☐ No special fees will be required for this course.

Required Certifications:

- ☐ We have developed minimum course certification standards for this course to be filed with ASA to allow compliance with the faculty contract.
- ☐ We have completed faculty certification form(s) (<http://www.lanecc.edu/cops/faccertf.pdf>) for this course to be filed with ASA and Human Resources so RIF grid information will be updated.

Divisional Recommendation (select one):

- ☐ Pass
- ☐ Do Not Pass

Office Administrator

Date

Academic Dean

Date

College Approval

Curriculum Committee Chair

Date

Executive Dean for Academic Affairs

Date

Curriculum Approval Committee hearing:

Date

Vice President for Academic &
Student Affairs

Date