



Revision
in credits
/Contact
Hours

Section 1. Proposal Information

Course Developer:

_____ Chris Crosthwaite

Date: _____ **01.14.2013**

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?

This course revision supports the program goal of promoting greater student access, retention and completion through a partial open enrollment format. Additional lecture time will support new student preparedness for the lab activities.

What evidence supports this proposal?

Student surveys, ongoing student retention and completion data

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

PREVIOUS Catalog/Course Information:

Course Number: CA 160 Course Title in Banner: **Intro to Cooking Theories 1** _____ (30 characters maximum)

Full Course Title in print catalog: **Introduction to Cooking Theories 1** _____

Prerequisites: None Co-requisites: CA 175

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>3</u> Lecture	<u>30</u> hours (lecture credits x 10)	<u>36</u> hours (lecture credits x 12)	<u>33</u> hours (lecture credits x 11)
____ Lec/Lab	____ hours (lec-lab credits x 20)	____ hours (lec-lab credits x 24)	____ hours (lec-lab credits x 22)
<u>2</u> Lab	<u>60</u> hours (lab credits x 30)	<u>72</u> hours (lab credits x 36)	<u>66</u> hours (lab credits x 33)
<u>5</u> Total credits (sum)	<u>90</u> Total hours (sum)	<u>108</u> Total hours (sum)	<u>99</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 160 Course Title in Banner: **Intro to Cooking Theories 1** (30 characters maximum)

Full Course Title for print catalog: **Introduction to Cooking Theories 1** _____

Prerequisites: None Co-requisites: CA 175

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>4</u> Lecture	<u>40</u> hours (lecture credits x 10)	<u>48</u> hours (lecture credits x 12)	<u>44</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>2</u> Lab	<u>60</u> hours (lab credits x 30)	<u>72</u> hours (lab credits x 36)	<u>66</u> hours (lab credits x 33)
<u>6</u> Total credits (sum)	<u>100</u> Total hours (sum)	<u>120</u> Total hours (sum)	<u>110</u> Total hours (sum)

Original Course Description:

This class will introduce students to tools and equipment, culinary history, terminology and culinary concepts. Focus is on basic culinary theory, introduction to cooking techniques and fundamentals, and practical application of safety and sanitation concepts.

New Course Description (300 character limit):

This class will introduce students to tools and equipment, culinary history, terminology and culinary concepts. Focus is on basic culinary theory, introduction to cooking techniques and fundamentals, and practical application of safety and sanitation concepts.

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 concepts and regulations as they apply to food production setting and HACCP
- B. Identify and demonstrate safe and proper use of common kitchen tools and equipment
- C. Apply and perform basic math functions including applications to recipe format and use, conversions, and costing.
- D. Describe properties, function, and uses of various ingredients
- E. Demonstrate understanding and perform basic cooking techniques

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?

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

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.)

Upon successful completion of this course, the student will:

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

How each outcome will be 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

Original Course Content by Major Topics

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

Food service safety and sanitation

- HACCP system, food borne illness preventions, equipment safety and use

Ingredients, Measurements and Recipes

- Units of measurement in a kitchen, identification of various ingredients, understanding recipe conversions and costing

Basic Cooking techniques

- Methods of heat transfer, equipment identification and use, production of basic stocks, soups, and sauces

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>.)

Food service safety and sanitation

- HACCP system, food borne illness preventions, equipment safety and use

Ingredients, Measurements and Recipes

- Units of measurement in a kitchen, identification of various ingredients, understanding recipe conversions and costing

Basic Cooking techniques

- Methods of heat transfer, equipment identification and use, production of basic vegetable preparations, stocks, soups, sauces, breakfast foods, healthy foods and alternate diet requirements, salads and salad dressings

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?

All class assignments rely on the support of library resources as instructional and informational resource.

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: Will remain within current workload parameters

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 new 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