

## Section 1. Proposal Information

### Course Developer:

Clive Wanstall

Date: December 7 2012

Catalog year to take effect:

2013-2014

### Type of Proposal

☒ Revised course

☐ 199 Special Studies

☐ 299 Trends

### Type of Course:

☐ Lower Division Collegiate (transfer)

☒ 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 was revised to better meet the accessibility of classes for Culinary and Hospitality students while maintaining accreditation standards of the American Culinary Federation. The main element is the combining of three second-year courses into a single lab activity each term, which provides extended exposure and practice to course topics at a variety of points. The lecture component doubles the classroom environment contact time and allows the students to prepare and serve the products to the general public.

#### What evidence supports this proposal?

During research in the summer of 2012 we discovered this model is employed by a variety of culinary programs.

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

Lane has enjoyed an established enrollment in the range of 32 to 36 second year students each term offered.

**PREVIOUS Catalog/Course Information:** *Please note that the revised course integrates elements of two discontinued courses, CA 184 and CA 279, into the new configuration for CA 292.*

Course Number: **CA 184** Course Title in Banner: **Dining Room and Kitchen Lab 1**

Course Number: **CA 279** Course Title in Banner: **Buffet and Banquet Planning**

Course Number: **CA 292** Course Title in Banner: **Advanced Cooking Theories 1 Garde Manger**

Full Course Title in print catalog: **Restaurant Lab 1/ Garde Manger**

Prerequisites: 2<sup>nd</sup> year status in culinary program Co-requisites: \_\_\_\_\_

Grade Option: ☒ 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>10</u> hours (lecture credits x 10)	<u>12</u> hours (lecture credits x 12)	<u>11</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>1</u> Lab	<u>30</u> hours (lab credits x 30)	<u>36</u> hours (lab credits x 36)	<u>33</u> hours (lab credits x 33)
<u>3</u> Total credits (sum)	<u>40</u> Total hours (sum)	<u>48</u> Total hours (sum)	<u>44</u> Total hours (sum)

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

☒ Course Description

☒ Course Outline

☒ Contact Hours

☒ Course Outcomes

☐ Other (explain): \_\_\_\_\_

## Section 2. Proposed Course Outline (highlighting differences)

Course Number: **CA 292**

Course Title for Banner: **Advanced Cooking Theories 1**

Full Course Title for print catalog: **Advanced Cooking Theories 1**

Prerequisites: **Second year status** Co-requisites:

Grade Option: ☒ Graded ☐ 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>3</u> Lab	<u>90</u> hours (lab credits x 30)	<u>108</u> hours (lab credits x 36)	<u>99</u> hours (lab credits x 33)
<u>7</u> <b>Total credits (sum)</b>	<u>130</u> <b>Total hours (sum)</b>	<u>156</u> <b>Total hours (sum)</b>	<u>143</u> <b>Total hours (sum)</b>

### Original Course Description:

Original courses were three separate classes:

**Restaurant & Dining Room Lab** Dining Room and Kitchen Lab is designed to create authentic working conditions of a food service operation. It offers students learning experiences involving food preparation skill development, food theory, management and personnel responsibilities, and a progressive attitude toward food preparation and service. Students will be exposed to all aspects of restaurant work by rotating through at least 11 different job positions.

**Advanced Cooking Theories 1** This course will explore the principles of successful cold kitchens. Students will develop fine technical skills with particular emphasis on modern and traditional techniques in the preparation of cold entrees, pates, terrines, galantines, chaud-froid and ice carving.

**Buffet and Banquet Planning** This course introduces the basics of planning, organizing, preparing and serving large plated dinners and buffets. Under instructor supervision and guidance, students are involved in executing at least one major dinner event in coordination with Hospitality Management students.

### New Course Description (300 character limit):

Prerequisite: CA majors "2<sup>nd</sup>-year status" only. Contemporary and advanced food preparation emphasizing the cold kitchen, *garde manger*. Students practice and serve dishes to the public in the student-run dining room, rotating through restaurant and kitchen positions, developing, planning and serving a *garde manger*-themed dinner menu.

### 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 will:

Identify and discuss ingredients used in the cold kitchen.

Develop fundamental skills in the preparation of cold items to include soups, salads, sauces, dressings, marinades, relishes, sandwiches, canapés, and hors d'oeuvres.

Identify and discuss cheese and dairy products.

### 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 is assessed:

Mid-term and final examinations.

In class, hands-on practical application

Mid-term and final examinations.

In class, hands-on practical application

Mid-term and final examinations.

In class, hands-on practical application

Develop fundamental skills in the preparation of forcemeats, such as pates, galantines, terrines, and sausages.	In class, hands-on practical application
Prepare savory mousses and gelatins.	In class, hands-on practical application
Develop fundamental skills in the preparation of aspics for glazing.	In class, hands-on practical application
Demonstrate buffet presentation techniques to include platters, trays, bowls, and other containers.	In class, hands-on practical application
Demonstrate decorative pieces to include fruits, vegetables and ice carvings.	In class, hands-on practical application
Describe the various cuisines and contributions of leading culinarians.	Mid-term and final examinations.
Prepare and serve a banquet dinner menu.	Hands-on practical application
Identify and prepare a variety of beverages.	
Demonstrate an understanding of guest service and customer relations	Hands-on practical application
Practice different kinds of service by serving food to other students and to the public	Hands-on practical application
Recognize and demonstrate the importance of food presentation by creating and making garnishes	Hands-on practical application
Demonstrate knife skills and equipment operation.	Hands-on practical application

### **Original Course Content by Major Topics**

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

#### **CA184: Fulfilling a variety of roles and types of food service including serving the public.**

Recognition and demonstration of the importance of food presentation.

Creating and making decorations and garnishes.

Correctly preparing restaurant dishes, including vegetables, using different cooking methods

Sauté, deep fry, braising, roasting, wok cooking, steaming and oven cookery.

Baking and pastries

#### **CA292: History of the cold kitchen craft. Cold Sauces and Soups**

Salads and sandwiches

Cured and Smoked Food, Sausages

Terrines and Galantines

Hors d'oeuvre, appetizers and canapés.

Ice carving

Cheese – varieties and their production

Pickles, condiments and preserved foods

#### **CA279: Identify principles of menu layout and design.**

Create menu item descriptions following established truth-in-menu guidelines.

Apply principles of nutrition to menu development.

Determine menu prices utilizing proper cost controls and appropriate technology.

Plan a banquet menu using basic menu planning principles.

Discuss the availability of foods and seasonal Menus.

Discuss Menu Planning resources

Prepare and serve a banquet dinner menu to the public

## **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>.)

Fulfilling a variety of roles and types of banquet and food service including serving the public.

Recognition and demonstration of the importance of food presentation.

Creating and making decorations and garnishes.

Correctly preparing restaurant dishes, including vegetables, using different cooking methods

Sauté, Deep fry, Braising, Roasting, Wok cooking, Steaming and Oven cookery.

Baking and pastries

History of the cold kitchen craft. Cold Sauces and Soups

Salads and sandwiches

Cured and Smoked Food, Sausages

Terrines and Galantines

Hors d'oeuvres, appetizers and canapés.

Ice carving

Cheese – varieties and their production

Pickles, condiments and preserved foods

## **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;
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; and
7. Using class material which assists 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. Examples of such material could include diverse individuals regardless of race, gender, age, religion, disability, national origin, marital status, or class background.

## 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?

None.

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

\_\_\_\_\_  
Chief Academic Officer

\_\_\_\_\_  
Date