

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 that has been in the range of 32 to 36 second year students each term offered.

PREVIOUS Catalog/Course Information:

Course Number: **CA 186** Course Title in Banner: **Dining Room and Kitchen Lab 3**

Course Number: **CA 294** Course Title in Banner: **Advanced Cooking Theories 3 Regional American Cuisine**

Full Course Title in print catalog: **Advanced Cooking Theories 3**

Prerequisites: 2nd year status in culinary program 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	__ hours (lecture credits x 10)	__ hours (lecture credits x 12)	<u>44</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>3</u> Lab	__ hours (lab credits x 30)	__ hours (lab credits x 36)	<u>99</u> hours (lab credits x 33)
<u>7</u> Total credits (sum)	__ Total hours (sum)	__ Total hours (sum)	<u>143</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.

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: 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> </u> hours (lecture credits x 10)	<u> </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> </u> hours (lab credits x 30)	<u> </u> hours (lab credits x 36)	<u>99</u> hours (lab credits x 33)
<u>7</u> Total credits (sum)	<u> </u> Total hours (sum)	<u> </u> Total hours (sum)	<u>143</u> Total hours (sum)
Grade Option: <input type="checkbox"/> Graded (with P/NP option) <input type="checkbox"/> Pass/No Pass only			

Original Course Description:

Original courses were two separate classes:

Restaurant & Dining Room Lab Dining Room and Kitchen Lab was 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 a variety of different job positions.

Advanced Cooking Theories 3 This course covers advanced cooking and baking techniques used in modern restaurants featuring regional American cuisine. Students will become familiar with dishes and prepare, serve, taste and evaluate multiple menus featuring cuisines from around United States.

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 "2nd-year status" only. Contemporary and advanced food preparation, emphasizing American regional cuisine. Students practice and serve traditional dishes from many American regional cultures to the public in the student-run dining room, rotating through restaurant and kitchen positions, developing, planning and serving an American regional-themed dinner menu.

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 will:

Have a greater understanding of the history, culture and key points in the development of American regional cuisine.

Explain the influences of each region, with emphasis on local and native ingredients.

Identify proper ways to prepare meat, including methods of cooking, cutting, trussing, carving and judging doneness, using regional American techniques.

Correctly prepare fish and shellfish, using different cooking methods.

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:

Practical application; work collaboratively in groups to complete assigned tasks. Mid-term and Final Examinations.

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Recognize proper ways to prepare vegetables, including methods of cooking, judging freshness, nutrient preservation, proper ways to cut vegetables, and using vegetables as a main dish.	Practical application; work collaboratively in groups to complete assigned tasks. Mid-term and Final Examinations.
Identify the basics in preparing different salads, including preparing a variety of different kinds of salads.	Practical application; work collaboratively in groups to complete assigned tasks. Mid-term and Final Examinations.
Demonstrate skill in preparing traditional American desserts.	Practical application; work collaboratively in groups to complete assigned tasks. Mid-term and Final Examinations.
Recognize the importance of food presentation by making vegetable decorations and creative garnishes for all prepared dishes.	Practical application; work collaboratively in groups to complete assigned tasks. Mid-term and Final Examinations.
Describe the various cuisines and contributions of leading culinarians.	Mid-term and Final Examinations.
Demonstrate knife skills and equipment operation	
Identify and prepare a variety of beverages	
Demonstrate an understanding of guest service and customer relations	
Practice different kinds of service by serving food to other students and to the public.	
Recognize and demonstrate the importance of food presentation by creating and making garnishes	

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: Cuisines of New England and Mid-Atlantic.

Cuisine of the South.

Floribbean Cuisine.

Cajun and Creole Cuisines.

Cuisines of the Central Plains and Tex-Mex Cuisine.

Cuisines of the Southwest & Rocky Mountain States.

Cuisine of California and Pacific Northwest.

Cuisine of Hawai'i.

CA279: Identify principles of menu layout and design.

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

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 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 American kitchen craft.

Cuisines of New England and Mid-Atlantic. Cuisine of the South.

Floribbean Cuisine. Cajun and Creole Cuisines.

Cuisines of the Central Plains and Tex-Mex Cuisine.

Cuisines of the Southwest & Rocky Mountain States.

Cuisine of California and Pacific Northwest. Cuisine of Hawai'i.

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