

KINGSBOROUGH COMMUNITY COLLEGE
The City University of New York

CURRICULUM TRANSMITTAL COVER PAGE

Department: Tourism and Hospitality Date: July 10, 2017

Title Of Course Or Degree: CA 1600 Chocolate and Sugar Confections

Change(s) Initiated: (Please check)


- | | |
|---|---|
| <input type="checkbox"/> Closing of Degree | <input type="checkbox"/> Change in Degree or Certificate Requirements |
| <input type="checkbox"/> Closing of Certificate | <input type="checkbox"/> Change in Degree Requirements (adding concentration) |
| <input type="checkbox"/> New Certificate Proposal | <input type="checkbox"/> Change in Pre/Co-Requisite |
| <input type="checkbox"/> New Degree Proposal | <input type="checkbox"/> Change in Course Designation |
| <input checked="" type="checkbox"/> New Course | <input type="checkbox"/> Change in Course Description |
| <input type="checkbox"/> New 82 Course | <input type="checkbox"/> Change in Course Title, Numbers Credit and/or Hour |
| <input type="checkbox"/> Deletion of Course | <input type="checkbox"/> Change in Academic Policy |
| | <input type="checkbox"/> Pathways Submission: |
| | <input type="checkbox"/> Life and Physical Science |
| | <input type="checkbox"/> Math and Quantitative Reasoning |
| | <input type="checkbox"/> A. World Cultures and Global Issues |
| | <input type="checkbox"/> B. U.S. Experience in its Diversity |
| | <input type="checkbox"/> C. Creative Expression |
| | <input type="checkbox"/> D. Individual and Society |
| | <input type="checkbox"/> E. Scientific World |

Other (please describe): _____

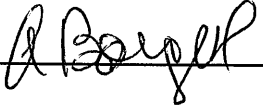
PLEASE ATTACH MATERIAL TO ILLUSTRATE AND EXPLAIN ALL CHANGES

DEPARTMENTAL ACTION

Action by Department and/or Departmental Committee, if required:

Date Approved: _____ Signature, Committee Chairperson: 

I have reviewed the attached material/proposal

Signature, Department Chairperson: 

**KINGSBOROUGH COMMUNITY COLLEGE
THE CITY UNIVERSITY OF NEW YORK**

NEW COURSE PROPOSAL FORM

- 1. DEPARTMENT, COURSE NUMBER, AND TITLE (SPEAK TO ACADEMIC SCHEDULING FOR NEW COURSE NUMBER ASSIGNMENT):**

Tourism and Hospitality Department
CA 1600
Chocolate and Sugar Confections

- 2. DOES THIS COURSE MEET A GENERAL EDUCATION/CUNY CORE CATEGORY?**

N/A

- Life and Physical Science
- Math and Quantitative Reasoning
- A. World Cultures and Global Issues
- B. U.S. Experience in its Diversity
- C. Creative Expression
- D. Individual and Society
- E. Scientific World

IF YES, COMPLETE AND SUBMIT WITH THIS PROPOSAL A CUNY COMMON CORE SUBMISSION FORM.

- 3. DESCRIBE HOW THIS COURSE TRANSFERS (REQUIRED FOR A.S. DEGREE COURSE). IF A.A.S. DEGREE COURSE AND DOES NOT TRANSFER, JUSTIFY ROLE OF COURSE, E.G. DESCRIBE OTHER LEARNING OBJECTIVES MET:**

CA 1600: Chocolate and Sugar Confections incorporates advanced chocolate and sugar technique with specialty candy and show piece business operations, thus augmenting Kingsborough's current suite of baking and pastry courses to better prepare students for a breadth of employment opportunities in the field.

CA 11: Baking & Pastry, CA 12: Patisserie, and CA 13: Contemporary Dessert Plating courses introduce basic baking and pastry skills for entry-level production and service in restaurants and hotels. This course, however, elevates students' skill sets and knowledge in order to emphasize the competencies most sought-after by specialty chocolate and sugar businesses, bakeries, and patisseries, including such skill sets as creative design, ability to work with hot sugar, ability to craft chocolate and sugar show pieces, bonbons, and assorted candies.

The course may also transfer to baccalaureate programs in culinary arts or food/hospitality management. It is similar to HGMT 4973 Confectionary Arts at New York City College of Technology.

4. BULLETIN DESCRIPTION OF COURSE:

This course is designed to introduce students to sugar and chocolate techniques. Students will be exposed to pastillage, poured sugar, casting sugar, pulled sugar and blow sugar to create showpieces emphasizing creative thinking, design, construction and planning. Students will learn basic principles involved in tempering chocolate, chocolate sculptures and other confections. They will use both traditional and contemporary production methods in creating confections by hand and with special equipment.

5. CREDITS AND HOURS* (PLEASE CHECK ONE APPROPRIATE BOX BELOW BASED ON CREDITS):

1-credit:	<input type="checkbox"/> 1 hour lecture <input type="checkbox"/> 2 hours lab/field/gym
2-credits:	<input type="checkbox"/> 2 hours lecture <input type="checkbox"/> 1 hour lecture, 2 hours lab/field <input type="checkbox"/> 4 hours lab/field
3-credits:	<input type="checkbox"/> 3 hours lecture <input type="checkbox"/> 2 hours lecture, 2 hours lab/field <input checked="" type="checkbox"/> 1 hour lecture, 4 hours lab/field <input type="checkbox"/> 6 hours lab/field
4-credits:	<input type="checkbox"/> 4 hours lecture <input type="checkbox"/> 3 hours lecture, 2 hours lab/field <input type="checkbox"/> 2 hours lecture, 4 hours lab/field <input type="checkbox"/> 1 hour lecture, 6 hours lab/field <input type="checkbox"/> 8 hours lab/field
More than 4-credits: <input type="checkbox"/> Number of credits: _____ (explain mix lecture/lab below)	
_____ Lecture _____ Lab	
Explanation: _____ _____	

***Hours are hours per week in a typical 12-week semester**

6. NUMBER OF EQUATED CREDITS IN ITEM #5:

N/A

7. COURSE PREREQUISITES AND COREQUISITES (IF NONE PLEASE INDICATE FOR EACH)

- A. PREREQUISITE(S): CA 1100
- B. COREQUISITE(S):
- C. PRE/COREQUISITE(S):

8. BRIEF RATIONALE TO JUSTIFY PROPOSED COURSE TO INCLUDE:

- A. ENROLLMENT SUMMARY IF PREVIOUSLY OFFERED AS AN 82 (INCLUDE COMPLETE 4-DIGIT 82 COURSE NUMBER)

N/A

- B. PROJECTED ENROLLMENT

15 – 18

- C. SUGGESTED CLASS LIMITS

18 (Maximum capacity of kitchen)

- D. FREQUENCY COURSE IS LIKELY TO BE OFFERED

Fall and Spring semesters

- E. ROLE OF COURSE IN DEPARTMENT'S CURRICULUM AND COLLEGE'S MISSION

Kingsborough is dedicated to promoting lifelong learning by offering opportunities to prepare students for continued education and immediate employment. The Chocolate and Sugar Confections course is positioned to prepare students for both tracks. Because the course builds on the foundations of chocolate and sugar confections and showpieces, students will develop new and marketable skills valued by employers and Bachelors programs alike.

The course will serve as a required course in the Baking & Pastry Arts Concentration within the Culinary Arts program. This particular course is one of five that strengthen the students repertoire of employable skills.

9. LIST COURSE(S), IF ANY, TO BE WITHDRAWN WHEN COURSE IS ADOPTED (NOTE THIS IS NOT THE SAME AS DELETING A COURSE):

N/A

10. IF COURSE IS AN INTERNSHIP, INDEPENDENT STUDY, OR THE LIKE, PROVIDE AN EXPLANATION AS TO HOW THE STUDENT WILL EARN THE CREDITS AWARDED. THE CREDITS AWARDED SHOULD BE CONSISTENT WITH STUDENT EFFORTS REQUIRED IN A TRADITIONAL CLASSROOM SETTING:

N/A

11. PROPOSED TEXT BOOK(S) AND/OR OTHER REQUIRED INSTRUCTIONAL MATERIAL(S):

Notter, Ewald. *The Art of the Confectioner: Sugarwork and Pastillage*. Hoboken, NJ: Wiley, 2012.

Notter, Ewald. *The Art of the Chocolatier: From Classic Confections to*

Sensational Showpieces. Hoboken, NJ: John Wiley & Sons, 2011.

12. REQUIRED COURSE FOR MAJOR OR AREA OF CONCENTRATION?

YES

IF YES, COURSE IS REQUIRED, SUBMIT A SEPARATE CURRICULUM TRANSMITTAL COVER PAGE INDICATING A "CHANGE IN DEGREE OR CERTIFICATE REQUIREMENTS" AS WELL AS A PROPOSAL THAT MUST INCLUDE A RATIONALE AND THE FOLLOWING ADDITIONAL PAGES: A "CURRENT" DEGREE WITH ALL PROPOSED DELETIONS (STRIKEOUTS) AND ADDITIONS (BOLDED TEXT) CLEARLY INDICATED, AND A "PROPOSED" DEGREE, WHICH DISPLAYS THE DEGREE AS IT WILL APPEAR IN THE CATALOG (FOR A COPY OF THE MOST UP-TO-DATE DEGREE/CERTIFICATE REQUIREMENTS CONTACT AMANDA KALIN, EXT. 4611).

NYSED GUIDELINES OF 45 CREDITS OF LIBERAL ARTS COURSE WORK FOR AN ASSOCIATE OF ARTS DEGREE (A.A.), 30 CREDITS FOR AN ASSOCIATE OF SCIENCE DEGREE (A.S.), AND 20 CREDITS FOR AN APPLIED ASSOCIATE OF SCIENCE DEGREE (A.A.S.) MUST BE ADHERED TO FOR ALL 60 CREDIT PROGRAMS.

13. IF OPEN ONLY TO SELECTED STUDENTS SPECIFY POPULATION:

Culinary Art Majors

14. EXPLAIN WHAT STUDENTS WILL KNOW AND BE ABLE TO DO UPON COMPLETION OF COURSE:

Upon completion of this course, the student should be able to do the following:

- Develop proficiency in handling and tempering a variety of chocolate and understanding how chocolate is used within the industry
- Develop proficiency in cooking, handling, pulling, casting and blowing sugar decorations
- Design and execute a contemporary sugar and/or chocolate showpiece
- Critique and analyze chocolate and sugar candies and confections
- Demonstrate industry standards of sanitation, safety and professionalism as it relates to the production of chocolate and sugar products

15. METHODS OF TEACHING –E.G. LECTURES, LABORATORIES, AND OTHER ASSIGNMENTS FOR STUDENTS, INCLUDING ANY OF THE FOLLOWING: DEMONSTRATIONS, GROUP WORK, WEBSITE OR E-MAIL INTERACTIONS AND/OR ASSIGNMENTS, PRACTICE IN APPLICATION OF SKILLS, ETC.:

Lectures (one hour per session) use a variety of teaching methods to further develop skills and competencies, to connect theory to practical skills, and to test student understanding. These include:

- Introduction of new terminology
- Large group discussion
- Supplemental handouts

- Quizzes
- Mid-term exam
- Final exam

The kitchen laboratory (4 hours per session) provides students with an opportunity to apply theory and practical skills in a kitchen setting. Instruction will rely on multiple teaching techniques, including:

- Demonstration to introduce new techniques
- Group work in pairs for laboratory (different pairs each week to encourage teamwork and adaptability)
- Final showpiece

16. ASSIGNMENTS TO STUDENTS:

Final

Students will sketch an original design for a chocolate and sugar showpiece utilizing all of the elements and techniques learned throughout the course. They will present their final project, which will include:

Molded chocolate element

Use of tempered chocolate to create edible decoration

6 portions of chocolate bonbons

Pulled or blown sugar decoration

Poured sugar element

6 portions of flavored sugar candy

17. DESCRIBE METHOD OF EVALUATING LEARNING SPECIFIED IN #15 - INCLUDE PERCENTAGE BREAKDOWN FOR GRADING. IF A DEVELOPMENTAL COURSE INCLUDE HOW THE NEXT LEVEL COURSE IS DETERMINED AS WELL AS NEXT LEVEL PLACEMENT.

45%	Class participation and laboratory (students will be evaluated on organization, sanitation, teamwork, communication skills, quality of production, understanding of techniques, and production analysis)
10%	Quizzes
15%	Mid-term exam
15%	Final showpiece
15%	Final exam
100%	<i>Total</i>

Criteria	Professional	Experienced	Developing	Novice
Concept Skills	<p>Student was an active and engaged participant and teammates could clearly point to student's contribution.</p> <p>Student fully understood kitchen tasks and assignments and quickly adapted to the needs of the assignment, helping other students along.</p>	<p>Student was an active and engaged participant in the team and student's contribution could be discerned.</p> <p>Student understood kitchen tasks and assignments and adapted to the needs of the assignment.</p>	<p>Student worked with team but did not show evidence of engagement with the team but did contribute.</p> <p>Student understood kitchen tasks and assignments and took direction from classmates.</p>	<p>Student did not show evidence of engagement with team and did not significantly contribute.</p> <p>Student misunderstood kitchen tasks and assignments or did not adapt to the needs of the assignment.</p>
Verbal Communication and Teamwork	<p>Student communicates well with teammates, chef instructor, and class at large; anticipates the needs of others.</p>	<p>Student communicates well with teammates and chef instructor.</p>	<p>Student communicates with teammates and chef instructor but does not help out beyond his/her own team.</p>	<p>Student does not communicate well with teammates or chef instructor and prefers to work as an individual.</p>
Organization and Sanitation (where applicable)	<p>Student used proper safety and sanitation procedures as outlined in class: correct use of 3-bays sink, properly anchored cutting board, sharp knives, full clean uniform with hair covered and restrained, clean apron, and proper use of side towels. Student demonstrated excellent organizational skills with mise en place and laboratory activity.</p>	<p>Student mostly used proper safety and sanitation procedures as outlined in class: correct use of 3-bays sink, properly anchored cutting board, sharp knives, full clean uniform with hair covered and restrained, clean apron, and proper use of side towels. Student demonstrated good organizational skills with mise en place and laboratory activity.</p>	<p>Student showed some knowledge of the proper safety and sanitation procedures as outlined in class: correct use of 3-bays sink, properly anchored cutting board, sharp knives, full clean uniform with hair covered and restrained, clean apron, and proper use of side towels. Student demonstrated fair organizational skills with mise en place and laboratory activity.</p>	<p>Student showed little to no knowledge of the proper safety and sanitation procedures as outlined in class: correct use of 3-bays sink, properly anchored cutting board, sharp knives, full clean uniform with hair covered and restrained, clean apron, and proper use of side towels. Student demonstrated poor organizational skill with mise en place and laboratory activity.</p>

18. TOPICAL COURSE OUTLINE FOR THE 12 WEEK SEMESTER (WHICH SHOULD BE SPECIFIC REGARDING TOPICS COVERED, LEARNING ACTIVITIES, AND ASSIGNMENTS):

Introduction to chocolate	<ul style="list-style-type: none"> • The History of Chocolate • Confectionery Ingredients and Equipment • Cacao and chocolate • Tempering dark chocolate • Truffles 	The Art of the Chocolatier Chapter 1 Chocolate and other ingredients Chapter 2 Essential equipment Chapter 3 Composition and basic techniques
Tempering and ganache	<ul style="list-style-type: none"> • Tempering milk and white chocolate • Ganache: crystallization, types and infusion Nut clusters • Chocolate curls 	Chapter 4 Simple chocolate methods and recipes Chapter 6 Ganache
Molded and Enrobing chocolate	<ul style="list-style-type: none"> • Tempering chocolate • Transfer sheets • Bonbon molds • Cocoa butter color • Dusting • Chocolate confections 	Chapter 7 Decorating techniques Chapter 8 Chocolate praline recipes
Chocolate work I	<ul style="list-style-type: none"> • Understanding the theory of design • Creating showpieces • Chocolate decor 	Chapter 10 Chocolate bases and tubes Chapter 11 Chocolate décor Chapter 15 Creating a competition piece
Chocolate work II	<ul style="list-style-type: none"> • Modeling chocolate • Chocolate flowers: shaved flowers, rolled flowers, knife-dipped flowers • Roses • Airbrushing 	Chapter 12 Modeling chocolate Chapter 13 Chocolate flowers
Chocolate work III	<ul style="list-style-type: none"> • Chocolate showpiece • Midterm exam 	The Art of the Confectioner Chapter 1 Introduction
Intro to sugar and candies	<ul style="list-style-type: none"> • Equipment • Ingredients • Cooking sugar: Spun Sugar and Caramel Cages • Sugar Confections: Hard Candies, Toffee, Brittles and Soft Caramels 	Chapter 2 Pastillage
Pastillage	<ul style="list-style-type: none"> • Pastillage: Marbled, Textured and Cracked • Rose and Flowers • Painting and Airbrushing 	Chapter 3 Sugar Casting Chapter 4 Sugar Pulling
Sugar work I	<ul style="list-style-type: none"> • Casting Techniques • Pulling Techniques 	Chapter 5 Sugar Blowing

		<ul style="list-style-type: none"> • Pulling Flowers and Ribbon 	
	Sugar work II	<ul style="list-style-type: none"> • Blowing and Shaping Techniques • Controlling Aeration • Refraction of Light 	Chapter 6 New Trends Chapter 7 Competition
	Project work begins		
	Final Showpiece Presentation		

SELECTED BIBLIOGRAPHY AND SOURCE MATERIALS:

N/A

Revised/Dec.2015/AK



CA1600: Chocolate and Sugar Confections

Culinary Arts Program, Department of Tourism and Hospitality, Kingsborough Community College, City University of New York

COURSE TITLE:	Chocolate and Sugar Confections		
COURSE NUMBER:	CA 1600	SECTION:	
PREPARED BY:	David Goldberg	DATE:	7/6/17
FACULTY NAME AND CONTACT:	NAME: PHONE: (718) 368- EMAIL: OFFICE HOURS: OFFICE LOCATION: KITCHEN: M 245	SYLLABUS PREPARATION DATE:	
CREDIT HOURS:	3 Credits		
COURSE LENGTH:	12 weeks (12 meeting days and final exam)		
CONTACT HOURS:	Lecture: 12 Lab: 48		
COURSE SCHEDULE:	Days: Time: Dates: Final Exam:		
UNIT OF ACADEMIC MEASUREMENT:	12 week session		
PRE-REQUISITES:	CA1100		
CO-REQUISITES:			
CATALOG COURSE DESCRIPTION:	<p>This course is designed to introduce students to sugar and chocolate techniques. Students will be exposed to pastillage, poured sugar, casting sugar, pulled sugar and blow sugar to create showpieces emphasizing creative thinking, design, construction and planning. Students will learn basic principles involved in tempering chocolate, chocolate sculptures and other confections. They will use both traditional and contemporary production methods in creating confections by hand and with special equipment.</p>		

	TEXTBOOKS AND MATERIALS	(CHECK ONE)	
		REQUIRED	OPTIONAL
TEXTBOOK (S)	Notter, Ewald. <i>The Art of the Confectioner: Sugarwork and Pastillage</i> . Hoboken, NJ: Wiley, 2012. ISBN: 978-0-470-39892-0 Notter, Ewald. <i>The Art of the Chocolatier: From Classic Confections to Sensational Showpieces</i> . Hoboken, NJ: John Wiley & Sons, 2011. ISBN : 978-0-470-39884-5	X	
RESOURCES & SUPPLIES	<ul style="list-style-type: none"> • Digital Thermometer • Notebook • Pocket notebook • Writing implements including permanent marker (Sharpie) 	X X X X X	

PERFORMANCE OBJECTIVES:

Upon completion of this course, the student should be able to do the following:

- Develop proficiency in handling and tempering a variety of chocolate and understanding how chocolate is used within the industry
- Develop proficiency in cooking, handling, pulling, casting and blowing sugar decorations
- Design and execute a contemporary sugar and/or chocolate showpiece
- Critique and analyze chocolate and sugar candies and confections
- Demonstrate industry standards of sanitation, safety and professionalism as it relates to the production of chocolate and sugar products

INSTRUCTIONAL METHODS:

- One hour lecture to introduce new techniques and terminology
- Demonstration to introduce new techniques and terminology
- Laboratory for students to execute techniques and terminology
- Group work in pairs for laboratory
- Quizzes to test technique and terminology recall
- Final Buffet Practical
- Final written examination
- Supplemental handouts
- Final binders

GRADING: Student performance will be evaluated based upon the following criteria:

- 45% Lab (organization/sanitation, teamwork/communication skills with partner, full uniform/prompt, understanding of techniques, and production analysis)
 - 15% Quizzes – these are based on your readings and notes from the previous class.
 - 25% Final Practical
 - 15% Final Exam
- 100% Total

WEEKLY TOPICAL CLASS MEETING OUTLINE

MEETING	DESCRIPTION OF CONTENT	HOMEWORK ASSIGNMENT
Class 1	Introduction to chocolate <ul style="list-style-type: none"> • The History of Chocolate • Confectionery Ingredients and Equipment • Cacao and chocolate • Tempering dark chocolate • Truffles 	The Art of the Chocolatier Chapter 1 Chocolate and other ingredients Chapter 2 Essential equipment Chapter 3 Composition and basic techniques
Class 2	Tempering and ganache <ul style="list-style-type: none"> • Tempering milk and white chocolate • Ganache: crystallization, types and infusion Nut clusters • Chocolate curls 	Chapter 4 Simple chocolate methods and recipes Chapter 6 Ganache
Class 3	Molded and Enrobing chocolate <ul style="list-style-type: none"> • Tempering chocolate • Transfer sheets • Bonbon molds • Cocoa butter color • Dusting • Chocolate confections 	Chapter 7 Decorating techniques Chapter 8 Chocolate praline recipes
Class 4	Chocolate work I <ul style="list-style-type: none"> • Understanding the theory of design • Creating showpieces • Chocolate decor 	Chapter 10 Chocolate bases and tubes Chapter 11 Chocolate décor Chapter 15 Creating a competition piece
Class 5	Chocolate work II <ul style="list-style-type: none"> • Modeling chocolate • Chocolate flowers: shaved flowers, rolled flowers, knife-dipped flowers • Roses • Airbrushing 	Chapter 12 Modeling chocolate Chapter 13 Chocolate flowers
Class 6	Chocolate work III <ul style="list-style-type: none"> • Chocolate showpiece • Midterm exam 	The Art of the Confectioner Chapter 1 Introduction

Class 7	Intro to sugar and candies <ul style="list-style-type: none"> • Equipment • Ingredients • Cooking sugar: Spun Sugar and Caramel Cages • Sugar Confections: Hard Candies, Toffee, Brittles and Soft Caramels 	Chapter 2 Pastillage
Class 8	Pastillage <ul style="list-style-type: none"> • Pastillage: Marbled, Textured and Cracked • Rose and Flowers • Painting and Airbrushing 	Chapter 3 Sugar Casting Chapter 4 Sugar Pulling
Class 9	Sugar work I <ul style="list-style-type: none"> • Casting Techniques • Pulling Techniques • Pulling Flowers and Ribbon 	Chapter 5 Sugar Blowing
Class 10	Sugar work II <ul style="list-style-type: none"> • Blowing and Shaping Techniques • Controlling Aeration • Refraction of Light 	Chapter 6 New Trends Chapter 7 Competition
Class 11	Project work begins	
Class 12	Final Showpiece Presentation	
Final Exam		

NOTE: THE ABOVE CLASS OUTLINE IS SUBJECT TO CHANGE AT THE INSTRUCTOR'S DISCRETION

Culinary Arts Program Policies (for all classes)

Tasting, Meals and Leftovers

The culinary program at KCC is an educational enterprise, not a buffet. To be sure, smelling, touching, and tasting are key components of learning culinary arts. Tastings are often just that: tastes.

When sufficient production to meet instructional goals allows for a meal during or after class, enjoy. But know that there is no obligation or expectation that classes include a meal. You should eat something before attending class so you're not hungry when cooking.

Leftovers wherever possible should be repurposed for use in other classes or catered events. All other leftovers should be discarded or donated. Students may not take food from the kitchen unless given specific permission by the instructor.

Uniform

You are required to be dressed appropriately for class each week. You will not be allowed to participate if you fail to comply in one or more key areas:

- Clean white chef coat with KCC logo (available in KCC bookstore).
- White skullcap (available in KCC bookstore). Long hair tied back above collar and covered.
- Non-skid, closed-toe work shoes. No high heels or sandals.
- No jewelry.
- Nails clean, unpolished, and trimmed. No fake nails or long nails.
- Clean white apron and side towels, laundered on your own.
- Work pants or chef pants. No shorts/skirts/dresses.

Attendance

Because culinary classes are hands-on, there is no way to entirely “make up” a missed class. You can’t copy notes or read the textbook and expect to succeed in culinary arts. Per KCC attendance policy, two absences (excused or unexcused) in a class that meets once weekly are allowed. The third absence marks the point where you are missing 25% or more of the course and your grade will be a WU (unofficial withdrawal). Two significant lateness marks count as an absence.

Your instructor will give you guidelines for letting her or him know when you anticipate being late or absent. Because culinary arts is a professional program preparing you for industry, you *must* let your instructor know when you will be late or absent. No call/no show is as unacceptable in this program as it is in industry.

Per KCC Student Handbook:

“What is Excessive Absence?”

A student in any course who has been absent 15% of the total number of instructional hours that a class meets during a semester or session is deemed excessively absent. Where the course includes classroom lectures plus another component such as laboratory/field placement, etc., the 15% excessive absence policy applies to either component. Excessive absences may result in the instructor assigning either a lower grade or a ‘WU’ for that course [Culinary Arts program faculty assign a WU]. Consistent with the college-wide policy on appealing final grades, the student may appeal such a grade.

Instructional hours per semester/Excessive absences for semester

24 hours [CA 21]/4 hours of absences

36 hours [TAH 43, 71, 73, 8174; CA 50, 60]/6 hours of absences

60 hours [CA 1, 2, 3, 11, 12, 8210, 90; TAH 72, 74]/9 hours of absences”

Grading

In culinary classes at KCC, we use a competency-based approach to grading. In order to earn an “A” you must be able to do all the skills that the course requires. You will **never** be graded on getting it perfect the first time, but **will** need to perform each task in a reasonable time frame to get full credit for the activity.

Many classes use a weekly performance grade. These are not “free points” but rather are based on classroom performance. To earn these points the student:

- Arrives on time, dressed professionally (complies with uniform code) and ready to work.
- Has completed written and mental *mise en place*: reading, homework, recipe cards, etc.
- Completes assigned kitchen and classroom tasks successfully.
- Works safely, cleanly and with a sense of urgency. Sanitation or safety violations may result in forfeiture of weekly grade or expulsion from class.
- Actively engages in cleanup and leaves with the class.

Cell Phones

No cell phones in class.

Texting or making calls in the kitchen is not only disrespectful to the instructor and your classmates, it invites contamination from the dirtiest item in the kitchen: your cell phone. Cell phones cannot be thoroughly cleaned, spend time along side your mouth, nose, hair and worst of all in your pants pocket. On average they carry more bacteria than a public toilet seat (which unlike phones are easily cleaned).

If you make a phone call on a break, treat your phone as the food hazard it is and wash your hands thoroughly after each use.

Hand-washing and Hygiene

Wash your hands when entering the kitchen, after eating, smoking or making a phone call, after returning from the restroom, when switching from one task to another, after touching any part of your body, especially face, mouth, nose or hair, and in general more often than you are used to washing them.

Aprons and side towels should be removed before leaving the kitchen and especially before visiting the restroom.

Cleaning

The kitchen should always be cleaner at the end of class than it was at the beginning. It is the obligation of the class to keep the kitchen clean. Typically, a class is divided into clean-up teams:

Wash

Wash dishes using three-compartment sink and ware washer if available.
Wash sinks and drain ware washer.

Dry

Air-dry and put away dishes/pots.
Organize equipment storage.

Requisition and Food

Pack up leftover food for repurposing.
Discard remaining leftovers.
Prepare requisition/shopping list for next class.
Document leftovers/production for use by other classes for instructor.
Organize fridge, freezer and dry storage.
Bag and take out trash (last thing).

Counters and Floors

Wash all counter surfaces, fridge doors and bottom shelves.
Wash range and clean drip pans.
Sweep and mop floor.

Linens

The culinary program does not do student laundry.

Come to class each week with a clean chef coat, apron and side towel. It is your obligation to take these items home and wash them. If you do not have your chef coat, apron and side towel you may not participate in class.

Dismissal

Only the instructor dismisses the class. While classes are designed to finish on time, the speed of the class in production and clean up will determine dismissal time.

Students are dismissed by the instructor. Leaving before dismissal counts the same as a lateness for purposes of attendance and grading.

Civility in the Classroom:

Kingsborough Community College is committed to the highest standards of academic and ethical integrity, acknowledging that respect for self and others is the foundation of educational

excellence.

Civility in the classroom and respect for the opinions of others is very important in an academic environment. It is likely you may not agree with everything which is said or discussed in the classroom, yet courteous behavior and responses are expected. Therefore, in this classroom, any acts of harassment and/or discrimination based on matters of race, gender, sexual orientation, religion, and/or ability are not acceptable.

Whether we are students, faculty, or staff, we have a right to be in a safe environment, free of disturbance, and civil in all aspects of human relations.