

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 7000 Industry Exploration and Entrepreneurship

**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 checked="" 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: A. Bayliff

I have reviewed the attached material/proposal

Signature, Department Chairperson: A. Bayliff

**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 7000  
Industry Exploration and Entrepreneurship

- 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:**

The methodology for this course consists of lectures, site visits, and guest speakers to introduce global entrepreneurial trends. This course will involve students producing demonstrations and evaluation and development of presentation skills.

The course may transfer to baccalaureate programs in culinary arts or food/hospitality management. It is similar to HGMT 4952 Hospitality and Tourism Enterprise Development at New York City College of Technology.

- 4. BULLETIN DESCRIPTION OF COURSE:**

This course allows the opportunity for students with advanced culinary skills to learn the art and science of managing culinary innovation and entrepreneurship. The learner is directly involved in planning, organizing and implementation of culinary presentation skills which highlight innovation and global influences.

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 checked="" 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 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 100

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**

This course will meet at least once per semester. It is well suited to teach in both the Fall/Spring sequence, and the condensed Winter/Summer sequence.

**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 Industry Exploration and Entrepreneurship course is positioned to prepare students for both tracks. Students will refine a basic business plan while developing new, marketable skills valued by both employers and Bachelors programs alike.

The course will serve as a required course in the Culinary Arts program.

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 LIST COURSE(S), IF ANY, TO BE WITHDRAWN WHEN COURSE IS ADOPTED (NOTE THIS IS NOT THE SAME AS DELETING A COURSE):**

HE 14

**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):**

*Developing New Food Products for a Changing Marketplace* 2 nd Edition 2008 Arron L. Brody & John B. Lord CRC Press ISBN: 0-8493-2833-0

**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 AND 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 Arts 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:

1. To be able to identify various culinary innovations from a planning and management standpoint.
2. Define management roles and develop management tools for effective innovation.
3. To be able to work in a multi-cultural and diverse environment with effective management of culinary innovation.
4. To be able to demonstrate leadership ability in task and action plan development as well as implementation.
5. Understand the importance of sound planning and communication to effectively manage a demonstration and drive sales.
6. To develop a keen attention to the details and logistics of managing a culinary related demonstration.

**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.:**

The methodology for this course consists of lectures, site visits, and guest speakers (one hour per session) to introduce global entrepreneurial trends. This course will involve students producing demonstrations and evaluation and development of presentation skills. Quizzes will be given, and assignments include:

**16. ASSIGNMENTS TO STUDENTS**

Literature Review: Choose two different food products: one that has succeeded and one that has failed. Write a 1-page summary on each food product and explain why it was a failure or success.

“Beer Wars” Reaction Paper: Write a well-thought, 1-page reaction paper to the documentary film “Beer Wars”. The reaction paper should not be a summary but your analysis of how the information from the documentary could augment your entrepreneurial plans for your project or your future.

Creativity Assignment: Using the Disney Creative Strategy as a basis for concept genesis. As a group of 3, visit the specialty grocery store of your choice. Choose 1 product from the shelves and use it as a base for an entirely new product. Your adventurous idea might be in any part of the life of the product from production, appearance, sale or use.

Project Rough Draft #1: In this submission, you will detail, in rough form, what ‘product’ you will create in your final project. The details in this submission may be vague and a rough sketch of miscellaneous ideas, but approach it as a concept genesis. This rough

draft should be no less than one page, word processed.

Project Rough Draft #2: In this submission, you will state your final plans for the Final Project. Use the collective knowledge gained from lecture, the textbook, your lab day and Jury #1 feedback to modify your Rough Draft. In this Preliminary Draft, lay the groundwork for success in the Final Project. The Preliminary Draft should be no less than two pages, and be word-processed.

Final Project: This final project should be a well-written statement of purpose for your entrepreneurial venture. Your Final Project should follow a similar format to the written component of the "Creative Assignment" in that you should be defining the same "Topic Coverage" and "Business Idea" as was defined therein. The Final Project Abstract should be no less than four pages, and be word-processed.

**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.**

Course Material Percent of Final Grade Attendance 20%  
Creativity Assignment 10%  
Literature Review 5%  
Project Abstract Rough Draft 10%  
Project Abstract Final Preliminary Draft 10%  
Final Project Abstract 20%  
"Beer Wars" Reaction Paper 5%  
Quiz #1 5%  
Quiz #2 5%  
Final Exam 10%  
*Total 100%*

<b>Criteria</b>	<b>Professional</b>	<b>Experienced</b>	<b>Developing</b>	<b>Novice</b>
<b>Concept Skills</b>	<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>
<b>Verbal Communication and Teamwork</b>	<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>
<b>Organization and Sanitation (where applicable)</b>	<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):**

<b>Class Number</b>	<b>Description of Content</b>	<b>Homework/Assessment</b>
<b>1:</b>	Introduction of Entrepreneurship & Innovation Syllabus and assignment review	Syllabus
<b>2:</b>	Entrepreneurship & Innovation	Read Chapter 20
<b>3:</b>	Current Food and Marketing Trends Quiz #1	Creativity Assignment Due
<b>4:</b>	The Food Industry in the United States  Present / Demonstrate Culinary Innovation to Jury #1	Read Chapter 1
<b>5:</b>	Food Entrepreneurship Trends & Challenges.  New Product Failure and Success	Project Abstract Rough Draft
<b>6:</b>	Product Developmental Process	Read Chapter 3 and 4
<b>7:</b>	Quiz #2  Creativity Assignment Presentations	Project Abstract Final Preliminary Draft
<b>8:</b>	Food Science, Technology, and Engineering	Literature Review Due
<b>9:</b>	Development of Packaging and Branding	"Beer Wars" Reaction Paper Read Chapter 8
<b>10:</b>	Modernist Cuisine	Read Chapter 9
<b>11:</b>	Lab Day	Read Chapter 18
<b>12:</b>	Jury # 2	Project Final Draft
<b>13:</b>	• Final Exam Week	

**19. SELECTED BIBLIOGRAPHY AND SOURCE MATERIALS:**

*Developing New Food Products for a Changing Marketplace* 2<sup>nd</sup> Edition 2008 Arron L. Brody & John B. Lord CRC Press ISBN: 0-8493-2833-0