



Agenda

Culinary Arts Advisory Committee

Lake Tahoe Community College

Wednesday April 26th, 2017

3:00 – 4:30 PM

Aspen Room

- Welcome and Introductions
- Adult Education Block Grant Update
- Annual Program Overview and General Discussion
- Internship Opportunities and Dual Enrollment



Culinary Arts Advisory Committee Meeting Minutes April 26th, 2017

Present

- ❖ Amber Aneloski – Work Experience & Instructional Aide, Lake Tahoe Community College (LTCC)
- ❖ Brad Deeds – Dean of Workforce Development and Instruction, LTCC
- ❖ Claude Goode – Head Chef, Heavenly mountain Resort (HMR)
- ❖ Frank Gerdeman – Director of Adult Education, LTCC
- ❖ Garry Bowen – Member of Compost Tahoe (CT)
- ❖ Jamie Rhone – CTE Program Specialist, LTCC
- ❖ Jenna Palacio – Adjunct Faculty/Internship Coordinator, LTCC
- ❖ Joseph Ouellette – Student Representative, LTCC
- ❖ Josh Sweigert – Hospitality, Tourism, Recreation and Retail (HTRR) Coordinator, LTCC
- ❖ Marissa Smith – Student Representative, LTCC
- ❖ Nancy Dalton – Board of Trustee, LTCC
- ❖ Randilyn Fleshman – Student Representative, LTCC
- ❖ Tracy Thomas – Counselor, LTCC

The meeting was called to order at 3:05 PM

Welcome and Introductions

One of Tahoe's biggest industries is culinary and the restaurant business. Lake Tahoe Community College's (LTCC) Adult Education Department (aka Advance) has collaborated with local workforce development specialists from Alpine County and El Dorado County, JOIN Inc., Lake Tahoe Unified School District, El Dorado County Office of Education, and the Alpine County Unified School District are some of the Lake Tahoe Adult Education Consortium (LTAEC) consortium governing members. The Advance team has been networking and has partnerships with Heavenly, Tahoe Beach Retreat, Riva Grill, Camp Richardson, Harrah's Lake Tahoe, and more. A Culinary Boot Camp was launched last year and provides 40-hour intensive skills instruction covering knife skills, butchery, baking, kitchen organization, and much more.

Adult Education Block Grant Update

Advance is excited for the future of the Culinary Arts program. Although this is an annual advisory meeting, Josh and Frank invite the committee to make suggestions anytime of the year through their regular meetings of the HTRR workgroup (monthly meetings with industry partners). The Culinary Bootcamp has been successful. We are also holding a Spanish two-week Bootcamp. We are building on the small capacity classes for students who want to move up from dishwasher, prep cook, etc. We have recently partnered with Heavenly Ski Resort and we have a small batch of participants. With everyone's dedication, hard work, and monthly meetings, we are able to provide students with better access and support and hopefully create more pre-apprenticeship and apprenticeship opportunities. Dean Brad Deeds is also chair of this group and has been a regular attendee. His goal is to provide

students with the skills they need and employers with well-equipped students. We want to make sure we are addressing the needs of local employers. “Soft skills” such as communication, basic cooking and sanitation are what we need to focus on. We put out a survey to see what local cooks and employers desire in an employee. In consequence, we are adjusting our skill sets to accommodate their requests. Randilyn Fleshman participated in our Bootcamp program. Three students from the California Conservation Corps (CCC) have also participated in the training. This format seemed to work well.

Claude Goode, Head Chef – Heavenly Mountain Resort (HMR), runs a kitchen at a busy mountain lodge. He received his training at Colorado Mountain College, <http://coloradomtn.edu/>, and took culinary courses through their Vail Valley program, http://coloradomtn.edu/programs/culinary_arts/vail-valley/. There is a lot of opportunity there for apprenticeships as they are also a busy mountain lodge with numerous kitchens serving breakfast, lunch, and dinner. There is also an opportunity to replicate that here. Apprenticeships are easy to get into no matter if a restaurant is high-end or not.

Hospitality, Tourism, Recreation, and Retail (HTRR) is one of Advance’s focus. Michael Ward, Highbar Consulting, is one of our leaders in Advance. He’s been pushing for LTCC to explore registered apprenticeships, especially in Tahoe. The Registered Apprenticeship system provides the opportunity for workers seeking high skilled, high-paying jobs and for employers seeking to build a qualified workforce. In this regard, the Registered Apprenticeship system effectively meets the needs of both employers and workers. An apprenticeship does not have to be in one place. Connecting to a variety of locations enables the student to learn something different. Revamping the two-year program to include a variety of different levels of apprenticeship is something we are looking into.

Funding for the Advance program is new money to the community but not the state. The State of California has been investing \$500 million dollars a year to revitalize and redesign the State's adult education and workforce development systems through the Adult Education Block Grant Program: <http://www.cde.ca.gov/fg/aa/ca/adultedbg.asp>.

Through these funds, we are excited to be able to provide High School Equivalency (HSE) testing right here at LTCC and in the community. There are also scholarships available with no cost to individuals. We help students make that jump to a certificate or a degree to help individual career advancement. Our Industry and Workforce partners are all part of the pieces that enable this program to work for the community.

Internship Opportunities

The Internship program involves an on-the-job placement the student earns via preparation and interviews. Jenna Palacio, Adjunct Faculty/Internship Coordinator – LTCC, thanked industry partners for working with her to place students into internships. Employers right now are thinking about hiring and building up their staff for the summer season. We’ve been focusing on relevant courses to give students a leverage on internships for the upcoming season. We need to work on partnerships with various restaurants. This is work based learning. Culinary 132/133 are the two work experience/internship programs available to students at LTCC. Students have mentioned they like it when guest lecturers from the community speak to them in class. However, the door goes both ways and we need to present students to employers well. We also need to build a community of students and internships, which in consequence, will build career paths.

Annual Program Overview

In 2015-16 we had 14.75 full time equivalent students (FTES). This number is calculated by taking the number of hours in an individual course, which is roughly divided by 525 and the result is what is used for funding. In 2011-12, we awarded seven degrees and seven certificates. Last year only one degree and four certificates of achievements were awarded. 2011-12 was the high mark for LTCC. In general, repeatability hit the campus. Colleges were asked to streamline their curriculum and to focus on courses necessary for students to complete their transfer,

occupational, or basic skills goals. State regulations were enacted during the 2013-2014 academic year and they affect how students may enroll in courses based on course limits, family caps, and individual student exceptions. This has also affected all community colleges throughout California and especially non-degree students seeking personal interest courses. Specifically, the Culinary Arts Departments has been affected. Due to declining enrollments, LTCC is in a budget chill right now. Former Full-time Faculty member Steve Fernald recently retired and has not been replaced. Stephanie Jee is one of our part-time adjunct faculty members and is being compensated for a few hours per week to keep the culinary program together. This program is vital and we have a strong staff and great students. We need more help! The general fund money may not be there but we can look at categorical funds through legislation specifically for CTE programs.

Our new plan is to strategically redesign. The Culinary Bootcamp has been so successful that we struggle to find the space adequate to hold more. LTCC's kitchen is not big enough to accommodate more than 10 students in an intensive bootcamp environment. We have eight stoves with five burners each. We might need to re-think how we use this space. For instance, if we break classes down to working with dry heat vs. wet heat, we can better utilize the working area. This will also bring up the quality of the program, which will bring the numbers up. However, there is concern about bigger class sizes. We need to pay attention to the quality of teaching. We will be bringing in a consultant using Strong Workforce Program dollars. The consultant will work on areas of high need and will take a look at what we are currently offering. We also need to make sure we are listening to our industry partners through Advance. We need to ensure we have a workforce track and have high quality staff. An internship and/or registered apprenticeship component will be a required component.

Dual Enrollment

Outreach to South Tahoe High School (STHS) with dual enrollment is important. There are more jobs in town available than qualified people and we don't want folks to get stuck in entry-level jobs. We can give students college credit in high school so they have opportunities to complete college level coursework. One of our goals is high school students having the opportunity to take up to a full load of college level classes, for free. In a couple of years, we can have a percentage of students here graduating high school simultaneously with an associate's degree. The Sports Medicine program at STHS and in conjunction with Barton Hospital are next on the list to explore dual enrollment opportunities. Allied Health is the main driver. Barton Hospital has two nutritionists. Most medical schools do not teach nutrition. The food industry also does not do much with nutrition. That is expected to change. In addition, we are looking into adding a Career Center on campus. The Career Center will help students with career exploration, existing pathways, job placement and follow up. Our community partners will be part of this.

General Discussion

Culinary Arts students expressed we need to improve the program by shortening the course list and restructuring it. This year there seems to be more students enrolled in culinary courses than last year and consequently there is not enough time to practice all of the required skills. With smaller class sizes, instructors have more opportunities to finish all of the course related recipes. When there are too many recipes to learn, students are not getting the full learning experience. For example, some of the three-day classes, such as Mexican Cooking, have a wealth of knowledge but these courses are not long enough to capture all of the material.

LTCC has previously talked about establishing a Tahoe Culinary Academy. Serious culinary students are more interested in getting certified with the American Culinary Federation (ACF), <http://www.acfchefs.org/>, than receiving an Associate's Degree in Culinary Arts. Their Accreditation by American Culinary Federation Education Foundation Accrediting Commission (ACFEFAC) assures that a program is meeting at least a minimum of standards and competencies set for faculty, curriculum and student services. An American Culinary Federation Education Foundation (ACFEF) Culinary Training Program is a program with 1,000 hours of hands-on training and 30-hour sanitation or food handler's course. They are preferred as they already have standards developed. It would be

desired for the college's Culinary Department to have curriculum and standards aligned with ACF. They have rigid and structured guidelines. Part of becoming a chef comes with working at a certain level and this is where knife skills come into play. Developing a cohesive program is important right now. Real work experience is also needed. Skills such as using a knife safely need to be developed before a student can advance into other courses. Part of the core should be how other people in the kitchen can injure you. The only way students can learn this is by working in a high volume kitchen. A good kitchen should have sharp knives as the dull knives are inversely more dangerous. The kitchen should also be kept clean and organized for safety. The Advance team has been addressing a lot of the same challenges and have been focusing on "skills and workplace immersion" vs. the classroom environment. A composting program should also be looked with the culinary program. A compost program was developed with the Marriot in South Lake Tahoe and this program has been successful in keeping food waste out of the landfill.

Randy Fleishman, student representative, is working on her degree and also teaches as an Instructional Aide (IA), so she sees both sides of the culinary classes. Some classes are too full with up to 15 students as people run into each other. She would like to see classes run around 6-10 students, however, sometime these smaller classes get canceled if they have under 10 enrollments. We do not want to offer a huge list of courses that might be canceled but want to offer a logical progression in courses. The goal is to start a student cohort who will progress together. If we are aligning our courses with STHS's culinary program, that might be a good place to start recruiting students.

Unfortunately, the media over-glorifies the culinary occupation and people do not realize the amount of work and dedication it takes to become successful in the industry. Most students want to learn just enough to get a job and maybe go to school for a year or two to get basic skills. There are also a lot of people already working in the industry that need their skills updated. This is where we need to connect students with the Work Experience/Internship program so they get obtain their training and see what's already happening in the field. Some of our culinary classes need to be made challengeable, such as CUL 101 "Introduction to the Culinary Arts Profession." Some students don't need the basic training and knife skills. It's also important to also clearly state something like, "This program will prepare you for a solid entry-level position in the Culinary Industry." This will establish clear expectations.

LTCC also needs to look into requiring every CTE student to participate in the Work Experience program. If you see student engagement, course completion and graduation rates go up. We also need to look at a broader area and see who we can partner outside of our area. Cruise ships and commercial ships should be considered as a career possibility for culinary students as well.

The meeting adjourned at 4:35 p.m.

The following handouts were presented as an attachment to the meeting minutes:

- **Annual Culinary Arts Program Review (APR) Report (2015-16)**
- **Culinary Arts Short-term Certificate Flyer (2016-17)**

Respectively submitted,
Melissa Liggett
Career & Technical Education Technician

2015-16 ANNUAL PROGRAM REVIEW

Culinary Arts

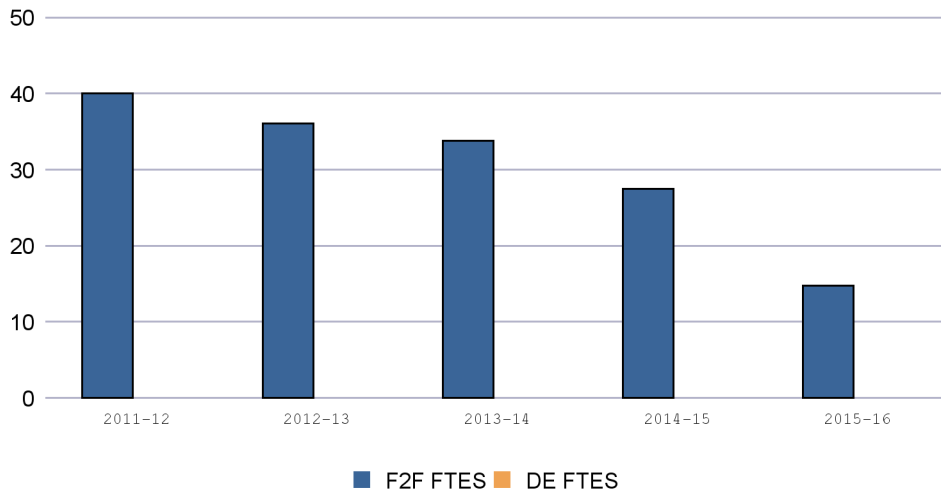


CULINARY ARTS SUMMARY

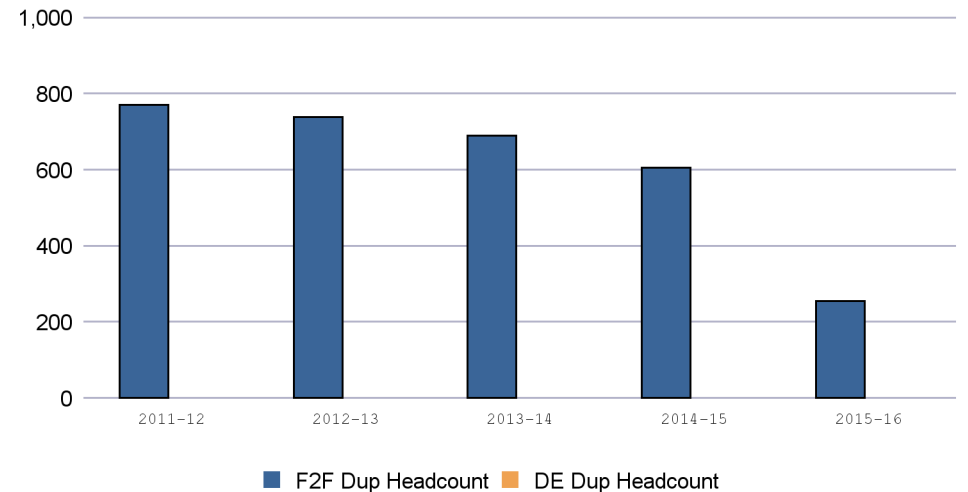
This report contains data from Academic Year (AY) 2011 to 2015. Information on program size based on full-time equivalent students (FTES), Student Success, and Student Achievement are presented below.

	Total Sections	F2F Sections	Dist Ed Sections	Total FTES	F2F FTES	Dist Ed FTES	Total Duplicated Headcount	F2F Duplicated Headcount	Dist Ed Duplicated Headcount
2011-12	45	45	0	39.99	39.99	0.00	771	771	0
2012-13	47	47	0	36.05	36.05	0.00	739	739	0
2013-14	44	44	0	33.83	33.83	0.00	690	690	0
2014-15	40	40	0	27.46	27.46	0.00	605	605	0
2015-16	25	25	0	14.75	14.75	0.00	254	254	0
4-Yr Chg (11-12 to 15-16)	-44.4%	-44.4%	---	-63.1%	-63.1%	---	-67.1%	-67.1%	---
1-Yr Chg (14-15 to 15-16)	-37.5%	-37.5%	---	-46.3%	-46.3%	---	-58.0%	-58.0%	---

RESIDENT FTES



DUPLICATED HEADCOUNT



2015-16 ANNUAL PROGRAM REVIEW

Culinary Arts

DEMOGRAPHICS

	2011-12		2012-13		2013-14		2014-15		2015-16	
	N	%	N	%	N	%	N	%	N	%
Male	169	43.7%	157	47.4%	135	45.8%	121	42.8%	68	43.0%
Female	216	55.8%	173	52.3%	160	54.2%	160	56.5%	87	55.1%
Unknown	2	0.5%	1	0.3%	0	0.0%	2	0.7%	3	1.9%

	2011-12		2012-13		2013-14		2014-15		2015-16	
	N	%	N	%	N	%	N	%	N	%
African American	6	1.6%	5	1.5%	1	0.3%	5	1.8%	1	0.6%
Asian	9	2.3%	14	4.2%	11	3.7%	6	2.1%	1	0.6%
Hispanic	83	21.4%	80	24.2%	68	23.1%	64	22.6%	48	30.4%
Native Amer/Alaska Native	2	0.5%	3	0.9%	4	1.4%	0	0.0%	0	0.0%
Pacific Islander	0	0.0%	2	0.6%	1	0.3%	1	0.4%	0	0.0%
White Non-Hispanic	272	70.3%	209	63.1%	188	63.7%	189	66.8%	101	63.9%
Two or more races	8	2.1%	15	4.5%	18	6.1%	13	4.6%	4	2.5%
Unknown	7	1.8%	3	0.9%	4	1.4%	5	1.8%	3	1.9%

	2011-12		2012-13		2013-14		2014-15		2015-16	
	N	%	N	%	N	%	N	%	N	%
Age < 25	128	33.1%	123	37.2%	121	41.0%	114	40.3%	63	39.9%
Age 25 - 49	177	45.7%	129	39.0%	111	37.6%	112	39.6%	64	40.5%
Age 50 +	82	21.2%	79	23.9%	63	21.4%	57	20.1%	31	19.6%

	2011-12	2012-13	2013-14	2014-15	2015-16
Median Age	29	28	26	26	27
Youngest	14	13	14	14	16
Oldest	82	83	84	85	87

2015-16 ANNUAL PROGRAM REVIEW

Culinary Arts

AWARDS

	Award Type	Award Title	Awards Conferred
2011-12	AA Degree	Culinary Arts	7
	Certificate	Foundations of Baking/Pastry	4
	Certificate	Foundations of Cooking	3
2012-13	AA Degree	Culinary Arts	2
	Certificate	Foundations of Baking/Pastry	3
	Certificate	Foundations of Cooking	2
	Certificate	Wine Studies	1
2013-14	AA Degree	Culinary Arts	2
	Certificate	Foundations of Baking/Pastry	4
	Certificate	Foundations of Cooking	5
	Certificate	Global Cuisine	1
	Certificate	Wine Studies	3
2014-15	AA Degree	Culinary Arts	3
	Certificate	Foundations of Baking/Pastry	2
	Certificate	Foundations of Cooking	3
	Certificate	Global Cuisine	3
	Certificate	Wine Studies	1
2015-16	AA Degree	Culinary Arts	1
	Certificate	Foundations of Baking/Pastry	2
	Certificate	Foundations of Cooking	2

2015-16 ANNUAL PROGRAM REVIEW

Culinary Arts

COURSE SUCCESS

	2011-12		2012-13		2013-14		2014-15		2015-16	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
Male	351	82.1%	382	83.2%	354	85.9%	227	84.1%	114	87.7%
Female	391	87.5%	323	82.0%	310	86.1%	349	84.5%	125	88.0%
Unknown	1	100.0%	3	66.7%	0	0.0%	2	100.0%	2	0.0%

	2011-12		2012-13		2013-14		2014-15		2015-16	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
African American	13	53.8%	12	50.0%	1	100.0%	14	35.7%	1	100.0%
Asian	22	77.3%	21	81.0%	50	94.0%	12	91.7%	0	0.0%
Hispanic	144	82.6%	199	81.4%	162	81.5%	98	86.7%	71	87.3%
Native Amer/Alaska Native	3	66.7%	4	100.0%	32	90.6%	0	0.0%	0	0.0%
Pacific Islander	0	0.0%	4	75.0%	1	100.0%	1	100.0%	0	0.0%
White Non-Hispanic	535	88.0%	431	83.1%	362	85.1%	418	85.9%	161	87.0%
Two or more races	9	55.6%	33	93.9%	51	94.1%	26	76.9%	6	100.0%
Unknown	17	58.8%	4	100.0%	5	100.0%	9	77.8%	2	50.0%

	2011-12		2012-13		2013-14		2014-15		2015-16	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
Age < 25	248	79.8%	291	77.7%	303	86.1%	276	80.8%	106	84.0%
Age 25 - 49	355	88.7%	267	85.0%	225	84.0%	196	83.2%	95	87.4%
Age 50 +	140	84.3%	150	88.0%	136	89.0%	106	96.2%	40	95.0%

	2011-12		2012-13		2013-14		2014-15		2015-16	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
F2F	743	84.9%	708	82.6%	664	86.0%	578	84.4%	241	87.1%

NOTE: Enrollment = duplicated headcount, excluding audits, noncredit, and drops w/ no record.

2015-16 ANNUAL PROGRAM REVIEW

Culinary Arts

DISTANCE EDUCATION	Sections Offered	Cancel %	FT % **	Adjunct % **	Avg Census Enroll	Avg End of Term Enroll	Retention % ***	Success % ***	FTES	WSCH	FTEF	Productivity
		---					0.0%					---
Total		---					0.0%					

* Excludes Summer, noncredit, work experience, internship, and cancelled sections

** Excludes summer assignments. Based on instructional workload and the percentage of workload assigned under full-time contracts versus adjunct contracts

*** Withdrawal and success statistics exclude noncredit classes.

ANNUAL PROGRAM

CTE PROGRAM ADDENDUM

Culinary Arts (2015 - 2016)

For all Career and Technical Education (CTE) Programs, please fill out the following worksheet as part of the required biennial review.

<p>1. Purpose of this Program</p> <p>Significantly Changed Purpose in the Last Two Years Minor Changes in Purpose in the Last Two Years No Changes in Purpose in the Last Two Years</p> <p><input type="checkbox"/> ————— <input type="checkbox"/> ————— <input checked="" type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/></p> <p>(Description, mission, target population, etc.)</p>
<p>2. Demand for this Program</p> <p>High Demand Adequate Demand for our students Low Demand</p> <p><input type="checkbox"/> ————— <input type="checkbox"/> ————— <input checked="" type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/></p> <p>(Labor market data, advisory input, etc.)</p>
<p>3. Quality of this Program</p> <p>Highest Quality Meets Student Needs Needs Significant Improvement</p> <p><input type="checkbox"/> ————— <input type="checkbox"/> ————— <input checked="" type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/></p> <p>(Core indicators, student outcomes, partnerships, certificates, degrees, articulation, faculty qualifications, diversity, grants, equipment, etc.)</p>
<p>4. External Issues</p> <p>Benefits From and Contributes to External Issues Complies with External Issues Not Consistent with External Issues</p> <p><input type="checkbox"/> ————— <input type="checkbox"/> ————— <input checked="" type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/></p> <p>(Legislation, CCCC mandates, VTEA, Tech Prep, CalWORKs, WIA, BOG Career Ladders, etc.)</p>
<p>5. Cost of this Program</p> <p>Income Exceeds Expenditures Income Covers Expenditures Expenditures Exceed Income</p> <p><input type="checkbox"/> ————— <input type="checkbox"/> ————— <input checked="" type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/></p> <p>(Enrollment/FTEs generated & in-kind contributions of time/resources minus salaries/equipment/supplies, etc)</p>
<p>6. Two-Year Plan</p> <p>Significant Growth Anticipated On Track for Next Two Years Need Significant Changes and/or Increased Resources to Continue</p> <p><input type="checkbox"/> ————— <input checked="" type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/></p> <p>(Recommendations, project future trends, personnel and equipment needs, etc.)</p>



Culinary Arts



Overview: The short-term certificate in culinary arts is designed to provide opportunities to learn the basic fundamentals of culinary arts. The certificate serves as both a career-readiness certificate leading to either employment within the culinary arts industry or continued study leading to a more advanced certificate or degree in the culinary arts, and as an area of personal interest or study.

All courses from the following (13.5-14 units):

CUL 101 Introduction to the Culinary Arts Profession (2.5 units)

CUL 102 Principles and Practices of Basic Food Preparation (4.5 units)

CUL 103 Sanitation and Food Safety (2 units)

CUL 104 Principles and Practices of Baking and Pastry Arts (4 units)

-or-

CUL 106 Practices of Intermediate Food Preparation (4.5)

CUL-101: Introduction to the Culinary Arts Profession 2.5 units This course provides an introduction to the food service industry, including career options and the nature of the profession. The course is designed not only for students who are interested in entering the field of culinary arts with the intention of pursuing it as a career goal, but also for students wishing to learn more about this dynamic profession and the rudiments of professional food service. Students will learn the expectations of the industry and ways they can meet those expectations. An important component of this course will include a series of tastings and evaluations of flavors to help the student develop a mature palate as well as knowledge of the basic skills that are crucial to the industry.

CUL-102: Principles and Practices of Basic Food Preparation 4.5 units This course will provide students with a comprehensive understanding of food and the processes of preparing food for human consumption. Included will be a survey of food itself: origins and history, categorization, selection, purchasing, and preservation. There is a special emphasis on the processing and fabricating of food and the specific processes of cooking. In the lab the student will apply the principles of cooking and food preparation that they learn in the lecture. The focus will be on the development of the rudimentary skills in food preparation and cooking that form the base for all further culinary classes and for ultimate success in the industry. NOTE: As this class has a kitchen laboratory component, there are mandatory uniform and tool requirements. Most of these items are available in the college bookstore for purchase or the student may access them from other sources. A review of these materials will be provided on the first day of class.

Course Advisories: CUL 101 or equivalent.

CUL-103: Food Sanitation and Safety 2 units This course covers the principles of storing, preparing, and serving food to ensure that food is fit for human consumption. Students will study the importance of sanitary habits by food service personnel, causes of food borne illness and spoilage, public health practices, and managerial procedures to insure sanitary food for the public. Upon completion of the course, students will receive a Serv/Safe Certificate issued by the Educational Foundation of the National Restaurant Association. This certificate is recognized by the food service industry and the American Culinary Federation. This course satisfies a specific course requirement for the ACF American Culinary Federation's Cook Apprenticeship, and ACF Cook and Chef Certification.

CUL-104: Principles and Practices of Baking and Pastry Arts 4 units This course will introduce students to the principles and practices of baking and pastry arts. Students will learn the broad range of basic baked goods including breads, rolls, pies, cakes, and cookies as well as be introduced to the concept of pastry arts by making puddings, fillings, dessert sauces, icings, mousses, bavarians, and other pastry preparations. In the lab, students will apply the theory that they learn in the lecture to produce baked and pastry goods. NOTE: As this class has a kitchen laboratory component, there are mandatory uniform and tool requirements. Most of these items are available in the LTCC bookstore for purchase or the student may access them from other sources. A review of these materials will be provided on the first day of class.

CUL-106: Principles and Practices of Intermediate Food Preparation 4.5 units This course will advance the principles and practices of food preparation introduced in CUL 102. More advanced processes of cooking and food preparation will be covered, such as butchery, stock and soup production, entree items, meat, poultry and seafood cookery, appetizers and hors d'oeuvres, and cold food preparations. Greater attention will be paid to the presentation of food, as well as to the nutritional and flavor considerations.

Course Advisories: CUL 102 or equivalent.

Catalog: 2017-18

Students are required to meet with a counselor, counselor@ltcc.edu or 530-541-4660 ext. 211, to develop an educational plan.

All schedules subject to change!

2017-2018 CTE Schedules – CULINARY ARTS						
Code	Description	Instructor	2017-18	Meeting Day(s)	Meeting Times	Meeting Dates
CUL-161-01	Food Sanitation: ServSafe Essentials	Eunie Lyle	Summer 2017	Monday	8:00AM - 4:50PM	7/17/17
CUL-161-02	Food Sanitation: ServSafe Essentials	Eunie Lyle	Summer 2017	Monday	8:00AM - 4:50PM	9/11/17
CUL-191WU-01	Special Topics: Introduction to Social Catering	Stephanie Jee	Summer 2017	Friday and Thursday - Saturday	3:30 - 7:20PM and 3:30 - 9:20PM	7/14/17 and 7/20 - 7/22/17
CUL-101-01	Introduction to the Culinary Arts Profession	Stephanie Jee	Fall 2017	Monday	3:00 - 5:50PM	9/18 - 12/4/17
CUL-102-01	Principles and Practices of Basic Food Preparation	Eunie Lyle	Fall 2017	Tuesday and Thursday	9:00-10:50AM and 11:00AM - 1:50PM/9:00AM - 1:50PM	9/19 - 12/7/17
CUL-125-01	Wines of the World	Kasey DeFranco	Fall 2017	Wednesday	6:00 - 9:50PM	9/20 - 12/6/17
CUL-162A-01	Simply Appetizers	Stephanie Jee	Fall 2017	Monday	6:00 - 6:50PM/7:00 - 10:15PM	11/20 - 11/27/17
CUL-162D-01	The Art of Slow Cooking	Eunie Lyle	Fall 2017	Friday	9:00 - 9:50AM/10:00AM - 1:25PM	10/27 - 11/20/17
CUL-168A-01	Cake Decorating I	Stephen Morton	Fall 2017	Tuesday	6:00 - 6:50PM/7:00 - 9:50PM	10/31 - 11/14/17
CUL-172D-01	French Regional Cuisine	Eunie Lyle	Fall 2017	Friday	9:00 - 9:50AM/10:00AM - 12:50PM	9/22 - 10/13/17
CUL-172F-01	The Food and Cooking of China	Stephanie Jee	Fall 2017	Monday	6:00 - 6:50PM/7:00 - 9:50PM	9/18 - 10/23/17
CUL-106-01	Principles and Practices of Intermediate Food Preparation	Eunie Lyle	Winter 2018	Tuesday and Thursday	9:00-10:50AM and 11:00AM - 1:15PM and 8:30AM - 1:15PM	1/9 - 3/29/18
CUL-161-01	Food Sanitation: ServSafe Essentials	Eunie Lyle	Winter 2018	Monday	8:00AM - 4:50PM	2/26/2018
CUL-163C-01	Restaurant-Style Desserts	Stephanie Jee	Winter 2018	Monday	6:00 - 6:50PM and 7:00 - 9:45PM	2/26 - 3/19/18
CUL-164A-01	Vegetarian Cuisine	Eunie Lyle	Winter 2018	Friday	9:00 - 10:20AM and 10:30AM - 1:35PM	1/12 - 2/9/18
CUL-165-01	A Passion for Chocolate	Stephanie Jee	Winter 2018	Monday	6:00 - 6:50PM and 7:00 - 9:50PM	1/29 - 2/12/18
CUL-168B-01	Cake Decorating II	Stephen Morton	Winter 2018	Thursday	6:00 - 6:50PM and 7:00 - 9:50PM	1/11 - 2/1/18
CUL-226-01	Food and Wine	Kasey DeFranco/Stephanie Jee	Winter 2018	Wednesday	6:00 - 9:50PM	1/10 - 3/28/18
CUL-103-01	Food Sanitation and Safety	Eunie Lyle	Spring 2018	Monday	8:00AM - 11:50PM	4/16 - 5/21/18
CUL-114-01	Principles and Practices of Intermediate Baking and Pastry Arts	Stephen Morton	Spring 2018	Tuesday and Thursday	9:00-10:50AM and 11:00AM - 1:15PM and 8:30AM - 12:50PM	4/10 - 6/28/18
CUL-128-01	Wines of California	Kasey DeFranco	Spring 2018	Wednesday	6:00 - 9:50PM	4/11 - 6/27/18
CUL-163D-01	The Art of Bread Baking	Stephanie Jee	Spring 2018	Monday	3:30 - 4:20PM/4:30 - 9:20PM	4/9 - 5/14/18
CUL-166-01	Summer Foods: Salads, Cold Soups, Grilling, and Fruit Desserts	Eunie Lyle	Spring 2018	Monday	9:00 - 9:50AM/10:00 - 12:50PM	6/4 - 6/18/18
CUL-169A-01	The Fine Art of Sushi Making I	Stephanie Jee	Spring 2018	Monday	6:00 - 6:55PM and 7:00 - 9:50PM	6/4 - 6/28/18
CUL-172C-01	Mexican Regional Cuisine	Eunie Lyle	Spring 2018	Friday	9:00 - 9:50AM/10:00 - 12:45PM	4/20 - 5/18/18
CUL-172E-01	Italian Regional Cuisine	Eunie Lyle	Spring 2018	Friday	9:00 - 9:50AM/10:00AM - 1:25PM	5/25 - 6/15/18

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LTCC also offers a Certificate of Achievement and an Associate Degree in Computer and Information Sciences – Web Development. For more information, go to our website at www.ltcc.edu and click on the “Academics” tab, click on “Academic Programs” and then click on Culinary Arts, or use this link: http://www.ltcc.edu/academics/academic_programs/culinary_arts.php

To become a student at Lake Tahoe Community College, you will need to complete an online application before you can register for classes. Please go to our website at www.ltcc.edu/admissions and click on “Apply Now!” Or see attached “Steps to Get Started at LTCC” for step by step instructions. Your application might take up to 24 hours to process prior to your being able to enroll in specific courses, so please be patient and check the LTCC email you are assigned for updates. Contact Enrollment Services at 530-541-4660 ext. 211 or enrollmentservices@ltcc.edu for information on assessment, orientation, and counseling. To view the schedule of current classes, go to LTCC’s website at www.ltcc.edu and click on the “Academics” and the “Schedule of Classes” tab.