3D Program @ UA-PTC
Spring 2019
Curriculum Plan

	UA-PTC Guiding Principles	3D Program Guiding Principles
Vision	Empowering lives through learning and service.	Defining the Dimensions of Diversity in our community and beyond.
Mission	University of Arkansas – Pulaski Technical College provides access to high-quality education that promotes student learning and enables individuals to develop to their fullest potential.	3D provides access to high quality education that promotes student learning and enables individuals with developmental disabilities to develop to their fullest potential through unique, targeted programs for business and industry.
Values	• **Students First**: *UA-PTC keeps students at the center of all we do.* • **Learning**: *UA-PTC commits to life-long learning that enhances individual and community development.* • **Excellence**: *UA-PTC strives for continual improvement and innovation to realize the highest potential of students, employees, and the College.* • **Integrity**: *UA-PTC acts with honesty and principle.* • **Inclusiveness**: *UA-PTC promotes a diverse and inclusive culture.* • **Community**: *UA-PTC fosters campus and community collaborations through open communication and relationship building.*	• Integrity • Improvement • Individuality
Goals	1. Student learning and success 2. Continuing education and community engagement 3. Economic and workforce development 4. Access 5. Quality learning environment 6. Sustainability 7. Continuous planning and effectiveness	1. Independent living and self-advocacy skills 2. Academic enrichment 3. Socialization 4. Work experience and career skills leading to gainful employment

UA-PTC Institutional Learning Outcomes (ILO's)

1. Analyze information from credible sources. (**Information Literacy**)
This may include the ability to:
*   Locate relevant information
*   Evaluate the quality and usefulness of the information
*   Synthesize the information.
*   Communicate the information in an ethical manner consistent with the standards of the field or program of study.

2. Appropriately apply a variety of technology tools within one's discipline. (**Technology Literacy**)
This may include the ability to:
*   Acquire information,
*   Solve problems,
*   Communicate, and/or
*   Perform tasks and processes.

3. Communicate effectively with diverse audiences in multiple contexts. (**Communication**)
This may include the ability to:
*   Develop, organize, and present orally well-supported and ideas formally and informally with consideration of target audience and context.
*   Develop, organize, and present in written format well-supported ideas formally and informally with consideration of target audience and context.
*   Clearly express ideas, information, and concepts in various modes and media, including the proper use of appropriate technology.
*   Select and utilize means of communication appropriate for a variety of professional, civic, and social circumstances and environments.
*   Consider diverse audiences in multiple contexts.

4. Apply critical thinking skills to achieve a desired goal. (**Critical Thinking**)
This may include the ability to:
*   Apply appropriate methods to solve problems or address issues.
*   Use evidence to justify conclusions.

5. Use quantitative methods to solve problems. (**Quantitative Reasoning**)
This may include the ability to:
*   Analyze and interpret quantitative information.
*   Apply quantitative concepts and skills to solve real world problems.

6. Demonstrate awareness of cultural differences. (**Cultural Awareness**)
This may include the ability to:
*   Explain how similar actions can be understood differently depending on cultural context.
*   Evaluate the impact of culture on individuals and groups.

7. Demonstrate career readiness skills. (**Professionalism**)
This may include the ability to:
*   Demonstrate personal accountability.
*   Meet commitments.
*   Demonstrate ethical behavior.
*   Demonstrate teamwork.

3D Program Outcomes (PO's)

These learning outcomes meet the goals of *Inclusive Post-Secondary Education (IPSE).*

IPSE/PO A.   Students will demonstrate growth in **independent living skills**.
             (*self-determination*)
IPSE/PO B.   Students will participate in an **academically enriched** environment.
             (*academics*)
IPSE/PO C.   Students will be active **members of the college campus**.
             (*campus membership*)
IPSE/PO D.   Students will gain experience leading to competitive **employment**.
             (*career development*)

3D Program Learning Objectives (PLO's)

These learning objectives meet the goals of **American Culinary Federation** accredited programs.

ACF/PLO 1.   Students will employ professional **uniform** practices.
ACF/PLO 2.   Students will outline and follow safety and **sanitation** practices.
ACF/PLO 3.   Students will exhibit industry-specific **knowledge**.
ACF/PLO 4.   Students will outline and assemble the tools and products needed for an **organized** day.
ACF/PLO 5.   Students will obtain a letter of reference in order to demonstrate **professionalism**.
ACF/PLO 6.   Students will manage assigned tasks with little supervision, demonstrating **dependability**.
ACF/PLO 7.   Students will evaluate **performance** each week, outlining strengths and opportunities for growth.
ACF/PLO 8.   Students will meet the criteria for production of a specific **product** or **service**.

3D Program Course Learning Outcomes (CLO's)

Key: **3D Core Course** **Traditional Course Experience** ***Required TCE**

Students will be able to...

BAKD 0301 Baking 1 TCE*	1. Prepare and evaluate a variety of quick breads, muffins, bars and cookies using the biscuit method, creaming method and muffin method. 2. Prepare and evaluate a variety of yeast-leavened breads. 3. Prepare and evaluate a variety of pies, tarts and fillings.
BAKD 0302 Basic Pastry TCE	1. Discuss the baking profession and historical background. 2. Define the different stations in the pastry kitchen. 3. Prepare and evaluate the quality of pate choux products, creams, custards, puddings and related sauces, a variety of cakes, a variety of meringues, a variety of dessert sauces, hot and cold soufflés, prepared ice creams, sorbets and other frozen desserts.

BAKD 0303 Cakes and Cake Décor TCE	1. Identify and use a variety of equipment and tools, including paper cornets, piping bags, couplers, tips, cutters, food colors and florist wires. 2. Prepare a variety of cakes & buttercreams, utilizing different mixing methods. 3. Discuss and demonstrate the use of complementary colors and appropriate designs based on themes and artistry.
BAKD 0305 Candies and Chocolates TCE	1. Define and describe the various types of chocolate. 2. Temper chocolate using the indirect, seeding and tabling methods. 3. Prepare and evaluate the quality of chocolate confections, chocolate display pieces, and various types of candies.
CULD 0301 Sanitation	1. Identify foodborne illnesses, the causes of foodborne illnesses, and prevention of foodborne illnesses. 2. Demonstrate good personal hygiene in the workplace. 3. Demonstrate safety and sanitation procedures for equipment and facilities.
CULD 0302 Food I	1. Demonstrate knife skills, hand tool and equipment operation, emphasizing proper safety and sanitation techniques. 2. Demonstrate mise en place, organization, sense of urgency and timing in a professional kitchen.
CULD 0327 Nutrition TCE*	1. Define nutrients and explain the importance of nutrition. 2. Recognize a nutritious meal using the five USDA food groups and the definition of nutrition density. 3. Analyze a food diary and modify diet to reflect healthy choices.
CULD 0303 Food II TCE	1. Prepare and evaluate the quality of a variety of foods using the following methods: sauté, pan fry, deep fry, roast, bake, grill, broil, braise, stew, shallow poach, deep poach, simmer, boil, and steam.
CULD 0304 Soups, Stocks and Sauces TCE	1. Identify, describe, and prepare different types of stocks. 2. Identify, describe, and prepare the grand sauces. 3. Identify, describe, and prepare the two basic categories of soup.
CULD 0305 Garde Manger*	1. Define, describe, identify, and prepare dairy-based sauces, salsas, coulis, and purees, and miscellaneous sauces; evaluate the quality of those sauces 2. Describe a variety of cold soups such as vegetable and fruit soups, cream-style soups, and clear cold soups 3. Define, describe, prepare and evaluate the quality of hors d'oeuvres, appetizers, and canapes and explain the importance of presentation and garnishing for each
CULD 0322 Food III TCE	1. Prepare and serve dishes with emphasis on flavor, color, texture, moisture, temperature, appearance, and nutrition. 2. Discuss healthy well-balanced entrees including vegetarian and vegan meals and define the function of each component. 3. Demonstrate food presentation techniques using a variety of plates, platters and trays; evaluate the quality of those plates, platters and trays.
CULD 0324 Banquets and Catering TCE	1. Compare on and off site catering, the advantages and disadvantages of both, understand the elements of and analysis of a successful operation, and to explore good personnel management. 2. Demonstrate an understanding of guest service and customer relations, including handling of difficult situations, accommodations for the disabled, ethnic and cultural needs 3. Determine equipment needs, know how to acquire equipment, and how to properly use the equipment needed in a catering operation - storing, packing for transport, limitations of owning verses rental

CULD 0328 Breakfast Cookery TCE	1. Properly cook on a breakfast station 2. Cook eggs properly in multiple ways 3. Understand how breakfast meats are made and how to prepare them
CULD 0310 International Cuisine TCE	1. Describe international cuisines based on sociology, geography, and cultures. 2. Prepare representative international dishes from each region. 3. Utilize sustainable food choices from each region.
CULD 0333 Restaurant Patisserie TCE	1. Define different stations in the pastry kitchen. 2. Discuss and demonstrate creativity using given criteria to plan a menu, utilizing a variety of techniques and decorations. 3. Prepare and evaluate a variety of quick breads, pies and tarts, cookies, cakes, confections and frozen dessert.
HOSD 0301 Intro to Hospitality	1. Demonstrate an understanding of the broad scope of career options in hospitality along with an overview of hospitality operations and standards.
HOSD 0302 Product ID TCE*	1. Identify a variety of fruits, vegetables, starches, legumes and grains. 2. Receive and store fresh, frozen, refrigerated and staple goods. 3. Describe the importance of receiving and inspecting product as it enters the facility.
HOSD 0322 The Restaurant Industry: Professionalism	1. Explain the organization of leadership in the hospitality and restaurant industry. 2. Demonstrate knowledge of interpersonal skills, including accepted professional standards and codes of conduct. 3. Perform mock interviews; prepare resumes, job applications and cover letters.
HOSD 0323 Professional Beverage and Wine TCE	1. Describe the function of beverage operations within the hospitality environment. 2. Describe the styles and characteristics of principal wines, spirits, and beers of the world providing key factors influencing style, quality and value. 3. Identify and describe how legal, ethical and social responsibilities impact the management of a beverage alcohol operation.
HOSD 0324 Dining Room Operations	1. Demonstrate understanding of basic responsibilities of service personnel including dining room setup, proper meal service sequence, and cleaning for banquets, buffets and other types of service.
HOSD 0326 Practicum	1. Experience the professional conditions, standards, and expectations within the hospitality community by gaining practical experience in a sponsor house. 2. Cooperate with sponsor house and supervising 3D advisor to achieve program and sponsor house goals.
HOSD 0321 Menu Design TCE	1. Write a standardized recipe. 2. Develop a menu layout for a foodservice operation. 3. Define and demonstrate the fundamentals of merchandising and advertising to a target market by researching and using demographics.

3D Program
Portfolio Assessment

UAPTC
3D

Student Name

_____

Term

_____

Advisor

_____

3D Program: Working Portfolio

Integrity ● *Improvement* ● *Individuality*

UA-PTC Institutional Learning Outcomes (ILO)
1. Analyze information from credible sources. (Information Literacy) 2. Appropriately apply a variety of technology tools within one's discipline. (Technology Literacy) 3. Communicate effectively with diverse audiences in multiple contexts. (Communication) 4. Apply critical thinking skills to achieve a desired goal. (Critical Thinking) 5. Use quantitative methods to solve problems. (Quantitative Reasoning) 6. Demonstrate awareness of cultural differences. (Cultural Awareness) 7. Demonstrate career readiness skills. (Professionalism)
3D Program Learning Outcomes (PLO's)
Students will demonstrate the following by creating a *working portfolio*: IPSE/PLO A. Students will demonstrate growth in **independent living skills**. (*self-determination*) IPSE/PLO B. Students will participate in an **academically enriched** environment. (*academics*) IPSE/PLO C. Students will be active **members of the college campus**. (*campus membership*) IPSE/PLO D. Students will gain experience leading to competitive **employment**. (*career development*)

Within the first week of each semester, Students work with 3D Advisors to set learning goals and to provide insight into how their learning is best measured. A separate *Student Learning Contract* (3.c) is created based upon each course syllabus and shared with the corresponding Faculty. A *Student Self-Evaluation* (7.b) is completed each day in classes and in internships, from the beginning to the end of the program, to foster a sense of accountability and **integrity**.

Per the *Student Learning Contract*, a *Product and Service Evaluation* is completed by Faculty at midterm and again at the end of the semester (8). It is the responsibility of the Student throughout participation in the 3D Program to document growth and **improvement** by collecting additional artifacts in this portfolio accordingly. Students will meet with a 3D Advisor weekly to discuss their performance and opportunities for growth.

Upon enrollment and throughout participation, each Student participates in a meeting at which Supporters and Faculty discuss visions and goals with the Student. Students then create a *Person-Centered Plan* to be shared with Faculty and Employers (7.a). Students will also self-direct an *Individual Program of Study* (3.a), consisting of required courses along with those best suited to address desired skills. This approach reflects the **individuality** needed to help each Student reach personal goals.

3D Program Assessment Outline

The Culinary Arts and Hospitality Management Institute is committed to the integration of students with intellectual disabilities within all aspects of the college experience. When determining the amount and type of coursework expected, the individualized *Student Learning Contract* outcomes will be based upon critical key concepts as noted in the course syllabus and upon the Student's *Person-Centered Plan*. Once established, the *Contract* will be reviewed with the appropriate Faculty member. Unaltered course syllabi will be reviewed, and assignments will be changed as little as possible with an end goal of challenging yet attainable outcomes. Midterm and Final *Product and Service Evaluations* will be based upon the desired outcomes determined within the *Student Learning Contract*. While *Product and Service Evaluations* are one important component of program participation, each Student is required to collect artifacts as outlined throughout program participation to demonstrate continual career development.

Self-Determination
1) Uniform Presentation and Inspections (**100 points**)
2) Safety and Sanitation Presentation and Inspections (**100 points**)

Academics
3) Knowledge: Pages of Pride (**100 points**)
    a. Four recipes with pictures
4) Organization: Pages of Pride (**100 points**)
    a. Four mise en place plans and mise en place pictures

Campus Involvement
5) Professionalism (**100 points**)
    a. One resume
    b. One letter of reference
6) Volunteer Experiences (**100 points**)
    a. Two artifacts

Career Development
7) Daily Performance Self-Evaluations (**300 points**)
    a. 150 points for attendance, 150 points for performance
8) Product and Service Evaluation (**100 points**)
    a. Two midterm observations

A. 3D Program
      Portfolio Assessment: Self-Determination

1. Uniform (100 points)

PLO.I: Students will demonstrate job readiness by creating a working portfolio to address *self-determination* through evidence of uniform and safety/sanitation practices.

CLO.HOSD 0301 Demonstrate an understanding of the broad scope of career options in hospitality along with an overview of hospitality operations and standards.

Uniform Inspection: _____ /50 points

50 points	40 points	30 points	20 points	10 points
Exceeds expectations for demonstrating an understanding of the associated professional roles and responsibilities in hospitality, including appearance, attire, grooming, and polish, in the fields of culinary, baking, and hospitality.	Meets expectations for demonstrating the uniform standards.	Approaching expectations for demonstrating the uniform standards.	Below expectations for demonstrating the uniform standards.	Did not demonstrate an understanding of the uniform standards.

Uniform Presentation: _____ /50 points

50 points	40 points	30 points	20 points	10 points
Exceeds expectations for demonstrating an understanding of the associated professional roles and responsibilities in hospitality, including appearance, attire, grooming, and polish, in the fields of culinary, baking, and hospitality.	Meets expectations for demonstrating the learning outcome.	Approaching expectations for demonstrating the learning outcome.	Below expectations for demonstrating the learning outcome.	Did not demonstrate an understanding of the learning outcome.

TOTAL: _____ /100 points

Notes

A. 3D Program
   Portfolio Assessment: Self-Determination
2. Safety/Sanitation (100 points)

PLO.I: Students will demonstrate job readiness by creating a working portfolio to address *self-determination* through evidence of uniform and safety/sanitation practices.

CLO.CULD.0301:
1. Identify foodborne illnesses, the causes of foodborne illnesses, and prevention of foodborne illnesses.
2. Demonstrate good personal hygiene in the workplace.
3. Demonstrate safety and sanitation procedures for equipment and facilities.

Sanitation Inspection: _____ /50 points

50 points	40 points	30 points	20 points	10 points
Exceeds expectations for demonstrating safety and sanitation procedures.	Meets expectations for demonstrating the learning outcome.	Approaching expectations for demonstrating the learning outcome.	Below expectations for demonstrating the learning outcome.	Did not demonstrate an understanding of the learning outcome.

Sanitation Presentation: _____ /50 points

50 points	40 points	30 points	20 points	10 points
Exceeds expectations for demonstrating an understanding of types of foodborne illnesses, the causes of foodborne illnesses, and the prevention of foodborne illnesses.	Meets expectations for demonstrating the learning outcome.	Approaching expectations for demonstrating the learning outcome.	Below expectations for demonstrating the learning outcome.	Did not demonstrate an understanding of the learning outcome.

TOTAL: _____ /100 points

Notes

B. 3D Program
   Portfolio Assessment: Academic Enrichment

3. Knowledge: *Pages of Pride* (100 points)

PLO.II: Students will demonstrate job readiness by creating a working portfolio to address *academic enrichment* through evidence of knowledge and organization.

Student artifacts for section 3 will originate from various 3D Core Courses and Traditional Course Experiences. Artifacts may include recipes, techniques, pictures, videos, special recognition, newspaper clippings, written reports, or anything else that demonstrates a skill you are proud to have learned.

Knowledge: 25 points per artifact

25 points	20 points	15 points	10 points	5 points
Exceeds expectations for an artifact that demonstrates awareness, knowledge, selection and use of terminology, ingredients and skills, principles and concepts.	Meets expectations for demonstrating the learning outcome.	Approaching expectations for demonstrating the learning outcome.	Below expectations for demonstrating the learning outcome.	Did not demonstrate an understanding of the learning outcome.

Describe *Pages of Pride* Included:

___/25	___/25	___/25	___/25

TOTAL: _____ /100 points

Notes

B. 3D Program
Portfolio Assessment: Academic Enrichment
4. Organization: *Pages of Pride* (100 points)

PLO.II: Students will demonstrate job readiness by creating a working portfolio to address *academic enrichment* through evidence of knowledge and organization.

Student artifacts for section 4 will originate from various 3D Core Courses and Traditional Course Experiences. Artifacts may include photos of workstation organizations, videos of the student working, written reports, or anything else that demonstrates an understanding of the importance of organization.

Organization: 25 points per artifact

25 points	20 points	15 points	10 points	5 points
Exceeds expectations for an artifact that demonstrates an understanding of system, sense of urgency, preparedness, working clean, and following directions.	Meets expectations for demonstrating the learning outcome.	Approaching expectations for demonstrating the learning outcome.	Below expectations for demonstrating the learning outcome.	Did not demonstrate an understanding of the learning outcome.

Describe *Pages of Pride* Included:

__/25	__/25	__/25	__/25

TOTAL: _____ /100 points

Notes

C. 3D Program
Portfolio Assessment: Campus Involvement

5. Professionalism: References (100 points)

PLO.III: Students will demonstrate job readiness by creating a working portfolio to address *campus involvement* through evidence of professionalism and dependability.

Student artifacts for section 5 will originate from various 3D Core Courses and Traditional Course Experiences. Artifacts should include your resume and a letter of reference from an individual with whom you have worked during your 3D experience.

Professional References: 50 points per artifact

50 points	40 points	30 points	20 points	10 points
Exceeds expectations for professionalism as evidenced by the supporting reference letter and resume.	Meets expectations for demonstrating the learning outcome.	Approaching expectations for demonstrating the learning outcome.	Below expectations for demonstrating the learning outcome.	Did not demonstrate an understanding of the learning outcome.

Request for Letter of Reference:

Hello!

You have been an important part of my journey, and I wonder if you would be willing to write a letter of reference to describe our experiences together. The letter will be turned in as part of my working portfolio for the 3D Program, and I hope to share it with future employers. I appreciate you taking your time to write a special letter for me. If you are willing, you can send it to me at:

Thank you,

TOTAL: _____ /100 points

Notes

C.   3D Program
        Portfolio Assessment: Campus Involvement

6. Dependability: Volunteering (100 points)

PLO.III: Students will demonstrate job readiness by creating a working portfolio to address *campus involvement* through evidence of professionalism and dependability.

Student artifacts for section 6 will originate from various volunteer experiences. Artifacts should demonstrate student dependability during participation in two separate experiences. Students can demonstrate their participation with a picture, a menu, a newspaper clipping, or any other artifacts that show the breadth and depth of the social experience.

Volunteer Experiences: 50 points per artifact

50 points	40 points	30 points	20 points	10 points
Exceeds expectations for an artifact that demonstrates an understanding of dependability in the workplace, arriving early, checking work, assisting others, and staying productive always.	Meets expectations for demonstrating the learning outcome.	Approaching expectations for demonstrating the learning outcome.	Below expectations for demonstrating the learning outcome.	Did not demonstrate an understanding of the learning outcome.

Volunteer Experiences Include:

TOTAL: _____ /100 points

Notes

D. 3D Program
    Portfolio Assessment: Career Development
7. Performance: Self -Evaluations (300 points)

PLO.IV: Students will demonstrate job readiness by creating a working portfolio to address *Career Development* through evidence of high quality performance and product.

Student assessments for section 7 will be completed daily and reviewed weekly in advising meetings. Students receive 10 points per week for attendance, and 10 points per week for performance. The advisor will work with the student to review self-evaluations to make a determination of the appropriate grade.

Performance Self-Evaluations (**300 points**)	Attend	Perform	Attend	Perform
Week 1			10	10
Week 2			10	10
Week 3			10	10
Week 4			10	10
Week 5			10	10
Week 6			10	10
Week 7			10	10
Week 8			10	10
Week 9			10	10
Week 10			10	10
Week 11			10	10
Week 12			10	10
Week 13			10	10
Week 14			10	10
Week 15			10	10
(7) TOTAL			**150**	**150**

TOTAL: _____ /100 points   Advisor _____

Notes

D.   3D Program   Name: _____

Portfolio Assessment: Career Development

8. Midterm and Final Product and Service Evaluations (100 points)

PLO.IV: Students will demonstrate job readiness by creating a working portfolio to address *career development* through evidence of high quality performance and product.

CLO#._____   Instructor: _____   Course: _____
Student assessments for section 8 will be conducted by faculty per individualized Student Learning Contracts (SLC) for each Traditional Course Experience (TCE). Assessments will be archived in the portfolio throughout program completion. (SEE COURSE SPECIFIC CLO's)

Midterm: 50 points per course (_____ for CLO's + _____ for ACF)= _____

10 points	8 points	6 points	4 points	2 points
Exceeds expectations for demonstrating the learning outcome.	Meets expectations for demonstrating the learning outcome.	Approaching expectations for demonstrating the learning outcome.	Below expectations for demonstrating the learning outcome.	Did not demonstrate an understanding of the learning outcome.

Product: _____

Final: 50 points per course (_____ for CLO's + _____ for ACF)= _____

10 points	8 points	6 points	4 points	2 points
Exceeds expectations for demonstrating the learning outcome.	Meets expectations for demonstrating the learning outcome.	Approaching expectations for demonstrating the learning outcome.	Below expectations for demonstrating the learning outcome.	Did not demonstrate an understanding of the learning outcome.

Product: _____

3D Program: ACF MFSE Lab Rubric

Student Name: _____.

(M)Date: _____ (F)Date: _____   Course/Instructor: _____

Competency Area	Unacceptable 0 to 1 point	Needs Improvement 2 points	Average 3 points	Above Average 4 points	Excellent 5 points
1) Safety and Sanitation					
Uniform	☐ Non-professional appearance, attire and/or grooming. Unable to attend class due to lack of PTC required uniform.	☐ Non-professional appearance, attire and/or grooming. Needs reminders of uniform policy Able to attend class.	☐ Neat appearance, attire and grooming, but lacks polish. Needs minimal reminders of uniform policy.	☐ Neat appearance, attire and grooming but lacks polish. Needs no reminders of uniform policy.	☐ Professional appearance, attire and grooming, well polished.
Safety and Sanitation Practices	☐ Multiple unsanitary situations create unsafe product. Disregard of safety creating unsafe situation. Needs constant safety/sanitation reminders. Unsafe on purpose.	☐ Multiple unsanitary situations. Multiple reminders of safety/sanitation practices.	☐ Requires few safety/sanitation reminders. Desires to be safe.	☐ Requires one safety/sanitation reminder. Desires to be safe.	☐ Follows all safety and sanitation practices.
2) Knowledge and Organization					
Knowledge	☐ Does not show awareness. Does not exhibit proper knowledge of terminology, ingredients or skills needed for the task assigned. Does not define principles or concept.	☐ Shows very little awareness. Exhibits minimal Knowledge of terminology, ingredients or skills needed for the task assigned. Does not define and explain principles or concept.	☐ Shows some awareness. Exhibits partial knowledge of terminology, ingredients or skills needed for the task assigned. Defines and explains principles or concept.	☐ Shows sufficient awareness. Exhibits proper knowledge of terminology, ingredients or skills needed for the task assigned. Defines, explains and demonstrates principles or concept.	☐ Shows proficient awareness. Exhibits proper knowledge, selection and use of terminology, ingredients or skills. Defines, explains, demonstrates and evaluates principles or concepts.
Organization	☐ Does not work clean, systematically, or have a sense of urgency creating. Needs constant assistance and does not have proper Mise en Place. Shows no desire to prepare before class and does not follow directions.	☐ Does not work clean, systematically, or have a sense of urgency. Needs constant assistance and does not have proper set up of station. Shows some desire to prepare for class. Follows little direction.	☐ Works clean most of the time, systematically, and has some sense of urgency. Needs some assistance and has most of their station. Shows desire to prepare for class and follows direction with little mistake.	☐ Works clean, systematically, and has sense of urgency. Needs very little assistance and has their station set and ready. Shows desire to prepare for class and follows direction with little mistake.	☐ At all times works immaculately clean, systematically, and has a sense of urgency. Needs no assistance and has their station set. Assembles information needed to prepare for class and follows directions with no mistake.
3) Professionalism and Dependability					
Professionalism	☐ Does not exhibit professionalism; behavior is disruptive and/or unsafe. Needs constant supervision and/or reminders.	☐ Does not exhibit professionalism. Behavior is disruptive. Needs supervision and/or multiple reminders.	☐ Exhibits some professionalism. Needs minimal supervision and reminders.	☐ Exhibits professionalism. Needs one reminder.	☐ Exhibits professionalism at all times with no reminders
Dependability	☐ Late for class including after breaks. Leaves class for long periods of time or frequently. Leaves class early. Does not report for or perform assigned job duty. Needs constant supervision to stay on task.	☐ Late for class including after breaks. Leaves class early. Does not complete assigned job duty. Needs constant supervision to stay on task.	☐ On time for class including after breaks. Leaves class when dismissed. Completes job duty with some re-work. Needs some supervision to stay on task.	☐ On time for class including after breaks. Leaves class when dismissed. Completes and checks job duty with no re-work. Needs no supervision to stay on task.	☐ Early for class including after breaks. Leaves class when dismissed. Completes and checks job duty with no re-work. Assists others and stays productive at all times. Needs no supervision to stay on task.
4) Performance and Product Evaluation					
Performance	☐ Does not properly utilize information, knowledge or skills. Does not demonstrate proper serving techniques, skills and fundamentals. Does not interact or have enthusiasm. Does not work well with team.	☐ Does not properly utilize information, knowledge or skills. Does not demonstrate proper serving techniques, skills and fundamentals. . Has very little interaction, or enthusiasm. Needs improvement working with team.	☐ Needs correction on the use of information, knowledge or skills. Demonstrates proper serving techniques, skills and fundaments with correction. Interacts, shows enthusiasm. Needs some improvement working with a team.	☐ Sufficient use of information, knowledge or skills. Defines, explains and demonstrates proper serving techniques, skills and fundamentals. Interacts and shows enthusiasm. Needs very little improvement working with a team.	☐ Proficient use of information, knowledge or skills. Defines, explains, demonstrates and evaluates proper serving techniques, skills and fundamentals. Interacts and shows enthusiasm. Exhibits good leadership skills and works well with a team.
Product/Service	☐ Does not meet the criteria for production. Inedible product due to lack of performance, sanitation, or awareness.	☐ Does not meet the criteria for production. Inedible product due to improper technique.	☐ Meets the criteria for production with two or more mistakes.	☐ Meets the criteria for production with one mistake.	☐ Meets or exceeds the criteria for production with no mistakes.

3D Midterm and Final Student Portfolio Evaluation – '18 Fall

Student: Advisor:

IPSE/PLO A. *Self-Determination*	*Points Earned*	*Points Possible*
ACF (1)Uniform: Professional Appearance (**100 points**)		

Uniform Inspection- Sanitation Class:
50 points per rubric below
   a. Clean Head Cover   5
   b. Clean Chef Coat   5
   c. Clean Black Chef Pants   5
   d. Black Non-Skid Shoes   5
   e. Proper Hygiene   15
   f. No Jewelry   5
   g. Pen   5
   h. Thermometer   5
Uniform Presentation- Hospitality Roles and Responsibilities: 50 points per portfolio rubric
		100

ACF (2)Safety and Sanitation Practices Checklist (**100 points**)		

Sanitation Inspection- 3D Food I Midterm:
50 points per rubric below:
   a. Set Up Sanitation Buckets   5
   b. Prevent Cross Contamination   5
   c. Time and Temperature Rules   5
   d. Wiping Clothes in Cleaning Solution 5
   e. Work Surfaces/before, during, after 15
   f. 3 Compartment Sink set up proper 5
   g. 3 Compartment Sink Kept Clean 5
   h. Drink Cups and Personal Items Away 5
 	
Sanitation Presentation- Foodborne Illness:
 50 points per portfolio rubric
		100

(2) TOTAL		**200**

3D Midterm and Final Student Portfolio Evaluation – '18 Fall

IPSE/PLO B. *Academics*	Points Earned	Points Possible
ACF (3) Knowledge Attained: Pages of Pride (**100 points**)	*# of pages: ____x25*	
a. Each "Recipe or Technique" page: 25 points		**100**
ACF (4) Organization Photos (**100 points**)	*# of pages: _____x25*	
a. Each photo or artifact: 25 points		**100**

IPSE/PLO C. *Campus Membership*	Points Earned	Points Possible
ACF (5) Professionalism (**100 points**)	*# of pages: _____x50*	
a. Resume and Reference: 50 points each		**100**
ACF (6) Volunteer Experiences (**100 points**)	*# of pages: _____x50*	
a. Each volunteer opportunity attended: 50 points		**100**

IPSE/PLO D. *Career Development*		Points Earned		Points Possible	
ACF (7) Performance Self-Evaluations (**300 points**)		Attend	Perform	Attend	Perform
Week 1				10	10
Week 2				10	10
Week 3				10	10
Week 4				10	10
Week 5				10	10
Week 6				10	10
Week 7				10	10
Week 8				10	10
Week 9				10	10
Week 10				10	10
Week 11				10	10
Week 12				10	10
Week 13				10	10
Week 14				10	10
Week 15				10	10
SUBTOTAL (7) TOTAL				**150**	**150**
ACF (8) Product and Service Evaluation (**100 points**)		Midterm	Final	Midterm	Final
a. Student will submit a product or service to be evaluated by their course instructor per *student learning contract* during Midterms and Finals: 50 points	M			**50**	**50**
	T			**50**	**50**
	W			**50**	**50**
	R			**50**	**50**
	F			**50**	**50**

FINAL CLASS TOTAL	...	Points Earned	Points Possible
	M		**1000**
	T		**1000**
Student	W		**1000**
	R		**1000**
Advisor	F		**1000**