

SABBATICAL LEAVE REPORT

for the Academic Year 1977-78

Submitted By

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Fall 1978

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PREFACE

Forthwith will come the sabbatical leave report of Marjorie Chitwood. The report reflects how the changes with the college reorganization and resultant uncertainties occurring at Mt. San Antonio College during the academic year 1977-78 affected that person once active on the campus but currently removed.

The sabbatical leave request (presented in the appendix) was thankfully varied enough to allow this person the freedom of shifting emphasis and plans as changes occurred at Mt. SAC during the Fall semester. Once decisions had been made regarding new job positions and work schedules, the validity of the program of work in the report took over.

From this standpoint, it was an interesting year.

CALENDAR OF SABBATICAL ACTIVITIES

June 1977--August 1978

June	American Home Economics Association Convention; Boston, Massachusetts
July	Travel-East Coast; visitations to textile and home furnishings sources
August	Travel-England; Northern Colorado University Class continuance of European class
September	Management class, University of California-Irvine; through December
	Textile Association of Los Angeles Convention, participant
October	California Community College Chancellor's Office, Sacramento
	Articulation Meeting sponsored by the CCC office, held at Long Beach City College
	Inservice Meeting on Time-Management; Mt. SAC
November- December	Visitations to Community Colleges in California
January	Awaiting decision of Mt. SAC as to whether I needed to return to work in February
February	Fiber arts class at Long Beach City College through June
	Visitations to Community Colleges in California
March	Fiber arts class in Laguna
	Articulation Meeting at California State University, Long Beach
April	California Community College Chancellor's Meeting, San Jose
	Visitations to Community Colleges in California
	Fiber arts class in Long Beach, through May
May	Consumer Action Workshop in Los Angeles, participant
	Election to Board of Orange District California Home Economics Association and ensuing meetings
June	Formation of Southland Home Economics Community College Educators Consortium
	American Home Economics Association Convention; New Orleans, Louisiana
July	Travel-Central America; AHEA
	Meeting of Southland Home Economics Community College Educators
	Beginning of work responsibilities at Mt. SAC
August	Mt. SAC work responsibilities

In addition, attendance at monthly meetings of the California Home Economics Association, Orange District and the Costume Council of the Los Angeles County Museum of Art.

CURRICULUM DEVELOPMENT

The major part of my sabbatical was to do research into food service curriculum. This is a growing occupational area within our college community. Many people, on and off campus, have expressed support for a program on the Mt. San Antonio College campus. The need was again expressed recently at the Mt. SAC General Occupational and Placement Advisory Committee on May 16, 1978.

The project began with a self inspection of my background and knowledge of this subject area. My basic Home Economics background has provided me with basic nutritional, sanitation, safety, and food production knowledge. Further soul searching brought back memories of some actual work experience in the food facility of McDonnell Douglas in Long Beach where I worked for a period of months as a secretary to the head of food service operations. My job duties included menu planning, ordering of food supplies, scheduling staff, accounting and helping with the actual operation of a cafeteria, lunch truck program, navy officers dining room and executive dining room. More recent knowledge has been attained through contacts with industry via the School Food Service Advisory Committee and local businesses. And additionally, I have many experiences with this industry from the consumer viewpoint.

All of this personal background made me realize the vast knowledge which is needed for this program and the fact that

my study undertaken will end up with cursory recommendations which will need more expert clarification and input before implementation.

Research

Part of October was spent in Sacramento at the California Community College Chancellor's Office. I was the guest of Barbara Pratt, specialist for Consumer and Home Economics Education. My reception there was tremendous being given the opportunity to avail myself to a multitude of "experts". Not only was I able to gain knowledge from them in my area of study as well as other areas, but I also could act as a resource person for them providing a "local" viewpoint to some of the issues of the time. I really found my stay at the office invigorating and fulfilling.

My study began with reviewing the publication Occupational Programs in California Public Community Colleges and determining which colleges offered courses within the broad food service curriculum. Within the appendix of this report is a listing of the various CID titles which can encompass the individualized areas in the food service curriculum. No concrete definitions exist for the categories, nor a written determination as to which CID classification into which the program is put. Following this is a chart with five of the broader CID classifications listed and an indication of which community colleges offer them.

I also talked with area representatives regarding food service curriculums and did a lot of reviewing of college

bulletins. Course outline files were made available to me. I selected colleges which I felt had the most comprehensive programs and aimed toward a restaurant operation rather than just quantity cooking. Upon assessing the ten colleges which I picked for visitation, I found them to be evenly distributed throughout the state. Those selected were:

<u>School</u>	<u>Contact</u>
American River College	Dr. Louis Quint, Belvin Zumwalt, Jean Ramos
City College of San Francisco	Larry Wong
Cypress College	Myron Appel
Diablo Valley College	Dr. C. Patrick Carter, Frank Schellings
Grossmont College	Al Paul, Emily Duggan, Evan Enowitz
Orange Coast College	John Vincenzi
San Diego Mesa College	Robert Arnold, Andre Rouelle
Shasta College	Lloyd Livingston, Bill Burrows, Mike Piccinino
West Valley College	Fred Boegeholz
Yuba College	Ben Molica, MaryAnn Davis

I proceeded to contact these colleges through the Dean of Occupational Education. The reception received everywhere was enthusiastic and the personnel were most accommodating to my needs and time schedule.

Visitations of Colleges

The month of November was used for the majority of my college visitations. Reflecting back, I feel that this was one of the most worthwhile activities during my sabbatical. Not only was I able to explore the subject of food service programs, but the visitation afforded me the opportunity to

expand my contacts within the community college system and compare environments, facilities and problems. The surprising outcome of this was the similarity of the community colleges in California. The pleasures and problems I was familiar with on the Mt. San Antonio College campus were repeated in some form everywhere I went. The fact that such diverse geographical locations produce the same problems shows how strong the unifying goal of the community colleges is.

At each college, I was fortunate to visit with several people ranging from vice presidents to classroom instructors to students. During my visitations, I received answers to a questionnaire common for all colleges; discussed program backgrounds, needs and future; and explored physical facilities of which I took slides for future reference. Many colleges supplied me with much additional information including course outlines so that I might better understand their goals.

The result of my visitations was not only compiling the research information I needed, but expanded into the area of public relations. The cooperation and encouragement I received was exceptional.

Analysis of Information

The next phase of my project involved the comparison and analysis of the information received from the colleges visited. I have developed a file on each college containing the questionnaire, a college bulletin, written communications,

course descriptions, course outlines when received, and brochures and additional supportive materials.

I spent much time with this information and the college bulletins with the end result being the development of the accompanying subject matter chart. From this chart and the questionnaires I was able to derive my conclusions.

Conclusions

The first and primary conclusion is to determine the direction and goal one wishes to realize. In the colleges visited, the emphasis was placed on either management (7 colleges) or food production skills (3). A management emphasis includes not only classroom knowledge, but some food production experience to gain knowledge of a total food operation and job functions. The colleges emphasizing food production skills spent many more hours of required class time in laboratory situations. The facility, equipment and staffing in this case was on a much grander scale allowing skill specialization. All schools agreed that job placement was the actualized result of 90% of their students, with and without a degree. There were a few who would transfer, some immediately and others after some work experience. The primary California school for transfer was Cal Poly, Pomona. All other recommended schools were out of state.

Another facet one needs to determine in the goal of a program is the type of skill experience to give to students.

The options here are:

Restaurant production--individual orders; cook as ordered
preselected entrees cooked in quantity
and served as ordered

Cafeteria or quantity production--includes institutional
experience

Fast food production--primarily convenience foods and grill
Catering or buffet--quantity with flair

There was no real consensus in this aspect among the colleges. Three factors determining which emphasis was taken were facility, budget and staff.

The facilities used among the colleges varied from a home economics laboratory to running the entire cafeteria and food production operations on a campus. All ten colleges visited had some area set aside as a restaurant. Seating space varied in these from a low of 25 to a high of 200 with the average being 100. Generally these were located within the cafeteria, but three colleges were entirely separate. When the lab facilities were in the cafeteria, there was the question of whether the cafeteria functioned under instruction or the instructional area had to work around the cafeteria staff. In the latter case, problems were constantly arising due to food production needs, supervision, space and availability of facility. All but two colleges had within their facilities space and equipment to do quantity food production and single item food preparation.

In planning facilities, cost is a major problem. Proper equipment and adequate space are major needs for a laboratory

accommodating a minimum number of students at any one time. Individual stations are needed for students within a laboratory and the number of students served at one time varied between six and thirty, depending on physical size of site. Local health and fire regulations will have some bearing on determining this number. How often a laboratory was available determined the number of students accommodated in a program. In addition to the laboratory, classroom space is needed, desirably close.

The instructional staff at these colleges also varied in their background. I found that the colleges which had a more comprehensive, balanced program were the ones where the instructors and/or the people in direct charge of the program had a combination of educational and work experience background. Work experience is necessary for instructors in this program, but knowledge of teaching skills and all aspects of the industry are needed too. The key person to the success of the program seemed to be the supervising instructor. Most people in this capacity had some teaching responsibilities as well as some reassigned time to do the necessary planning and paper work. Where existing cafeteria facilities were used, those which had one supervisor over both programs operated more smoothly.

The curriculum offered among the colleges had many similarities as seen from the accompanying analysis chart taken from the previous comprehensive chart. The courses

ANALYSIS OF COURSE OFFERING CHART

<u>Course</u>	<u>Required</u>	<u>Offered</u>	<u>Unit in Class</u>	<u>Unit Value</u>	<u>Unit Average</u>
Introduction/Orientation	7	1		1-4	2
Sanitation and Safety	9		1	1-3	2
Basic Food Preparation	10 (5 require 2 sem.)			2-10	3
Advanced Food Preparation	9 (3 require 2 sem.)	1		3-10	8
Catering	6	1	1	1-4	2
Baking	2	4	1	2-8	
Pastry	1		5	2	
Gourmet	1	4	1	2-7	2
Menu Planning	7			1-3	3
Purchasing and Food Control	7	1	2	1-4	2
Beverage Control	8	1	1	1-3	3
Garde Manager		1	2	2	
Waiter/Waitress	4	1	2	2-5	3
Food Service Technology	1	1		2-3	
Equipment and Layout	3	1	2	2-3	
Meat Analysis	3			2-3	
Management Procedures and Records	6			2-3	3
Personnel Management	3	1		2-3	2
Front Office	1	4		2-3	
Housekeeping and Maintenance		3		2-3	
Advertising and Promotions	3	1	1	1-2	
Legal Aspects		2	1	2-3	
Practicum	2			1-3	
Independent Study	1	4		1-3	
Work Experience	6	1		1-6	

In addition: Accounting (5 required), Nutrition (3), Fast Food Service (2), Business Math, Speech, Psychology, Secretarial Skills, Food Sales and Service, Selected Topics, Business Administration Ethnic Foods, Work Simplification.

which appeared to be basic for any program are:

- Introduction-Orientation
- Sanitation and Safety
- Basic Food Preparation (5 colleges requiring 2 semesters)
- Advanced Food Preparation (3 colleges requiring 2 semesters)
- Beverage Control
- Purchasing and Food Control
- Menu Planning
- Management Procedures and Records
- Catering
- Work Experience
- Waiter/Waitress Training
- Necessary electives: Equipment and Layout
- Personnel Management
- Advertising and Promotion
- Accounting
- Nutrition

The required number of units necessary for a degree varied from 18 units to 51 units with the average being 39. For the certificate programs, the units required varied from 18 to 40 with the average being 31 units. The colleges varied equally between giving the Associate in Science degree or the Associate in Art. A few colleges were able to combine educational material within a class to serve a variety of majors including the school food service program, dietary technician and some aspects of home economics. Most colleges, however, felt the subject area varied enough to warrant separate courses. Also, the amount of emphasis placed upon the food preparation classes varied tremendously depending upon the goal of the program and the philosophy of the supervising instructor.

One program I liked in particular was the waiter/waitress certificate program at Shasta College. This was a nine week

class to train students in these skills giving them a certificate upon completion which the business community recognized as work experience for their jobs.

Scheduling problems varied from college to college, but most centered around the need for laboratory times. Smaller colleges with student enrollment in the program around 30, found they could operate their restaurant only one day a week--a distinct disadvantage they felt. As student enrollment rose, to the average of around 100, facilities were operated on a three to five day a week schedule. Large programs, with 200 to 300 enrollment, operated facilities days and evenings. All colleges agreed that the more laboratory experience a student had, the better the program became.

Needs Assessments of Cal Poly, Pomona Program

The Department of Hotel and Restaurant Management at Cal Poly, Pomona, headed by Donald Lundberg, was quite receptive to my visit and ideas for a program at Mt. San Antonio College. Dr. Lundberg reiterated many of the comments which I presented in my previous stated conclusions.

Our conversation began by Dr. Lundberg commenting on the need to determine the goal of a food service program and that the Cal Poly program strongly favors a middle management program aiming for management placement. Skill acquisition is necessary in this type of program, but today's job potential is in management.

Dr. Lundberg listed the following courses as ones he felt would benefit a community college program:

Introduction to Hotel and Restaurant Management
Food Preparation--1 year
Accounting--1 year
Nutrition
Data Processing
Business Law
Food and Beverage Cost Control
Property Management
Hotel Management and Front Office Procedures
Work Experience--400 hours over two years

Very strong feelings were expressed for the need of work experience. Laboratory facilities were also discussed and support was given for a food preparation area which could accommodate single serving preparation as well as quantity food preparation.

Staffing requirements were also discussed. Dr. Lundberg confirmed my previous comments regarding the need for instructors to have work experience as well as educational/teacher training preparation. The person in charge of a program will be the key person in the program and can easily affect the success or failure of the program. In addition, advisory committees and industry liasons were discussed with suggestions being made as to some key resources.

From my visit at Cal Poly, Pomona, I feel that support would be given to a Mt. San Antonio College food service program with management emphasis.

Recommended Plan for Mt. San Antonio College

My first recommendation is that we establish a restaurant and food service management program at Mt. SAC with it's

primary goal of preparing people for middle management positions within the restaurant and the food service industry. At present we have a food service certificate program, and I would like to see this program incorporated into the major. Not any of the schools I visited had done this, but I feel it can be successfully done.

The program would utilize as many all lecture courses as possible, but laboratory facilities must be provided as students must learn basic skills. This is the expense part of the program. In the existing structures on campus, I would like to see the faculty center remodeled to become the laboratory for this program. The existing serving kitchen and faculty dining area could possibly become the new kitchen facility having equipment for restaurant and grill as well as quantity food preparation. The current living room and dining room could be converted to a restaurant atmosphere with individual tables, and the patio area could be extended to provide an outside restaurant for grill and coffee shop orders. The bedrooms and bath areas, upstairs and down, could be used for faculty office space, storage room, and lockerroom areas for students. It must be pointed out that the current foods laboratory in the Home Economics Department does not meet the needs of this program.

The above type laboratory would provide these skill areas. The grill and coffee shop would give skills in fast food production. Restaurant service skills would be taught through the food production for the inside dining area and quantity food

production could be done one day a week and be served as a buffet. The program would then be complemented with a community work experience program.

Such a program would require new staff. The facility would really need a minimum of two instructors to be open five days a week. One instructor would have to have reassigned time for the paper work and planning necessary to run the laboratory.

It could be possible to begin this program with existing courses, but within two years (my estimate) a laboratory facility must be provided to give validity to the program. The laboratory and resultant staffing will be the financial elements of this major, but the job demand in the community and the transfer possibilities at Cal Poly, Pomona, make this a desirable program for Mt. San Antonio College.

TRAVEL

During this past year, I have been able to take five extensive trips, as well as some shorter ones, to places which have afforded me opportunities to expand my knowledge of home economics.

AHEA Conventions

In June of 1977 and again in 1978, I was a delegate from Orange District California Home Economics Association to their national convention. In 1977, it was held in Boston, Massachusetts and this past June the convention was held in New Orleans, Louisiana.

Being a working part of a national organization is an exciting event. One not only gains an inside knowledge of how a large professional organization works, but has the opportunity to speak and be heard by experts in their field throughout the nation. The California delegation to the Assembly of Delegates in Boston caucused for the support of the ERA amendment due to the fact that the next two conventions would be held in states that have not approved it. The result of the caucus brought in funds during the year in the amount of \$3500. to be used to support ERA passage. Other actions at the Assembly of Delegates brought about structural reorganization, again something with which California has been experimenting; budget considerations; and future goal planning for the

organization. The continuity of being a delegate two years in a row, and hopefully more, has made me very aware of problems for home economics on a national level. I hope that this awareness will better help me in setting realistic goals for programs in home economics at Mt. San Antonio College. One major concern is keeping the scope of home economics intact with all subject areas equally represented under one umbrella. Nationally as well as here, subject areas are facing the pressure of having a separate identity versus strengthening up their ties with the parent subject. Good arguments exist for both sides increasing the dimensions of this problem.

The convention gives one countless amounts of update information through the speakers, workshops, research reporting sessions and the large exhibition area of firms with supportive products and services for Home Economics. The hours in a day are unaccommodating to take in all that one desires as there are so many meetings to choose from at each hour. There are, however, sales of speeches and materials besides sharing of information with others that helps to alleviate the situation.

My attendance at these conventions has benefited the entire Home Economics Department at Mt. San Antonio College because of the literature and information I can share with all department members. The conventions also allow one to place names on mailing lists so that this information is continuing throughout the year.

Besides information, a convention affords one the opportunity to do public relations for California's community college system as well as Mt. SAC. I have talked with numerous people who are interested in the educational system of California, and this year more specifically Proposition 13. The aura and leadership of California's educational system is still in existence and being a part of it bolsters one's ego.

East Coast Textile Tour

While on the east coast in 1977, I spent some time traveling and visiting some of the manufacturing sites of our nation's textile industry. I included both historical sites, such as Slater's Mill, along with current production, folk production and many museums. As friends had told me, the heritage and information found there was extensive. I took slides and collected literature which I plan to incorporate into my textile classes. I also visited many of the historical homes and reconstructed cities which allowed me to view architecture and home furnishings of early America.

During all of my viewing I had a feeling of sadness and unjustness in finding what a wealth of knowledge there is available in the eastern states and how easy it is to get to information sites. Unfortunately, I found my time allotted for these visits to be inadequate and will definitely plan another trip of longer duration. Some of the places visited were:

Conway Wool Factory--Conway, New Hampshire
Dansk Factory--Conway, New Hampshire
Deerfield, Massachusetts--reconstructed historical village
Harriett Stowe's Home--Hartford, Connecticut
Metropolitan Museum of Art--New York City, New York
New Hampshire Crafts Guild--Sandwich, New Hampshire
Newport Mansion Tour--Newport, Rhode Island
Old Sturbridge Village--circa 1820--Sturbridge, Massachusetts
Plymouth Colony--Plymouth, Massachusetts
Salem, Massachusetts
Sandwich Glass Museum--Cape Cod, Massachusetts
Shaker Village--New Hampshire
Slater's Mill--Providence, Rhode Island
Universities--Yale, MIT, Harvard

England

What a memorable experience! This trip was taken as a member of a class from the University of Northern Colorado Department of Home Economics' International Study Program. The class was Home Economics 593--Field Experience in Cultural Awareness; the Fashion and Textile Industry in England.

Course Description: An in-depth, on site study of the many facets connected with the fashion industry. Visits to: couture houses, merchandising centers, textile research laboratory, costume collections, pattern companies, cottage crafts, wardrobe backstage at the Shakespeare Theater.

In addition, an experience in cultural and historic enrichments...and more.

In all, it was three weeks of packed days filled with useful information.

The instructors for the course, Marilyn and Jerry Burns, had lived in England and had used many of their friends as resources for our class. The notes I took from our many lectures and tours and the slides will benefit my classroom teaching as well as the many samples collected for my textile collection. Some information has already been shared with department members who have been using it this past year.

I've enclosed in my appendix a copy of the itinerary of our class. Pre-tour information and suggested readings made me well prepared for the class and its experiences. Visitations were made in all areas of fashion and textiles--historic as well as current; manufacturing, retailing and testing establishments; and even some study with some English instructors in the area of Elizabethan embroidery. Jerry Burns' background is history, so our class was enlightened with an historical understanding of our current visitations.

The class was extremely well organized with a wonderful group of participants which enhanced the whole trip. I have nothing but fond memories from this.

Central America

This spring I received information on a tour to Central America which was sponsored by the American Home Economics Association. It was of interest to me for two reasons: one, that I have always wanted to visit Guatemala to view their textiles; and two, that it fit into previously planned summer travel plans. The tour was a twelve day tour to Costa Rica and Guatemala with two main purposes:

- (1) Professionally, to learn about family life and the educational systems of the two countries,
- (2) Culturally, to learn about the societies, folkways, and economic conditions as they impinge on family life.

I enlisted in the tour and began my research of Guatemalan textiles. I read extensively, visited with people who have

expertise in ethnic textiles, visited with friends who had been to Guatemala, visited business establishments carrying Guatemalan goods, and read some more. I really felt very comfortable with the research I had done prior to my trip.

The tour group was comprised of twenty three members from throughout the United States--four Californians and the rest primarily from the east coast. A major side benefit of the tour was the acquaintances I made with some fellow travellers who work in our national Home Economics office in Washington, D.C. I am anticipating further contact from them as there is an interest in what is happening in home economics in the California Community Colleges.

The tour exposed me to a broader area of home economics than I would have accomplished on my own. I have enclosed in the appendix the itinerary which shows not only planned visitations to areas specializing in textiles, but visits to establishments dealing with nutrition, family development, agriculture, child care, education and extension work. All places visited were well prepared for us and able to give us an understanding of the background of conditions in their countries, what was happening today and what would be the future. My travels to underdeveloped nations have been limited to Mexico, so this information was very eye opening and sobering. In both countries we were hosted by home economists--American and native--and were shown what their programs were doing.

I had made arrangements to stay on after my tour to do some more study of Guatemalan textiles. I returned home with additional samples for my textile collection, many slides, and literature to share in my classes. But more than that, I returned with the knowledge that Guatemalan ethnic clothing is today touched by commercialism and is becoming a lost art. Of strong recommendation to any visitor to Guatemala City is the Ixchel Museum, a fine collection of national clothing dramatically and honestly displayed.

ADDITIONAL ACTIVITIES AND INDEPENDENT STUDY

As explained in the preface, the emphasis during this sabbatical year has varied due to outside pressures. During times of uncertainty due to college reorganization and proposition 13, I expanded my energies into this area of my sabbatical leave.

Professional Involvement

This is one activity I have thoroughly enjoyed this year. With more options in scheduling my time, I have been able to give more time to my professional organization. I have actively supported programs of work in the two districts in which I hold membership (Orange and South Coast) as well as at the state and national level. I have served on committees, been in charge of meetings and recently been elected to the Board of Orange District. The long range outcome is not only professional satisfaction for myself, but contacts with others involved in home economics that may prove beneficial in the future.

Also in this area, I have organized a committee consisting of the people in charge of home economics programs in the Orange County Community Colleges; our group name evolved as the Southland Home Economics Community College Educators Consortium. We have been meeting on a regular basis and sharing information on our programs as well as problems. We hope that our efforts will evolve into a stronger home economics program for Orange County. An outgrowth has been the formation of subject area

meetings which have begun in some areas and will develop in others. These meetings give instructors a chance to share information, teaching strategies, curriculum, and problems with a resulting cooperative feeling among the colleges rather than a competitive one.

Results of these meetings are too early to determine, but the participants are excited at the prospects.

Course Work

During the past year I have taken two formal classes and several other classes at private businesses. In the fall I was enrolled at the University of California, Irvine in "A Program for Women Managers", Administration 492.5. This spring I enrolled at Long Beach City College in "Beginning Weaving", Art 137A. My motivation for enrollment in both classes was from a desire to acquire better skills for my job--first as head of the Home Economics Department and second as an instructor of textiles and clothing.

I found extreme enjoyment in my weaving class which caused me to enroll in three other fiber arts classes at private establishments. In these classes I was actually putting into practice a lot of the techniques which I teach in textiles and clothing construction. I now have a better understanding of the theory and techniques as well as personal examples. I hope in the future to find time to continue classes in these areas.

Volunteer Work

This area of my sabbatical did not receive as much time as I had intended. The one volunteer activity I did on a regular basis was to hold a sewing class at a neighbor's home. Attendance included women of all sewing skills and I hope that their knowledge was twofold--one, that their construction skills improved, and two, that they would have confidence to enroll in a similar community college course.

My other desire was to volunteer for work at the King Tut exhibit, but when that request was made to Los Angeles County Museum of Art members, it appeared that I would be returning to work for spring semester and would be unable to honor a commitment.

Development of Teaching Media

This too is an area where I failed in my expectations. I have acquired and edited a number of new slides to use in the classes I teach and have also acquired many new textile samples to share with students. In addition, I have been able to spend a great deal more time reading and have recently revised lecture material for one of my classes. I know I will enjoy using these new materials, but am disappointed that I did not complete one other project I had started. I do hope to keep working in that area and have it developed to use this coming spring semester.

Mt. SAC Involvement

One aspect of my involvement with Mt. San Antonio College this past year has been the development of two curriculum packages, each presented in summary in the appendix. The revision of the Fashion Merchandising Major curriculum will allow the student more choices for a major emphasis with only minor changes in existing curriculum. The second chart reflects the proposed development of a Restaurant Management Major, emphasizing the fact that a laboratory is necessary before the major can become complete.

As my sabbatical began, how much time would be spent in additional involvement with Mt. SAC was uncertain. To my pleasure, it was much less than I had envisioned, but the necessity of it was there and did involve time and commitment on my part. In this past year of big decisions at Mt. SAC, I was glad to be consulted in certain matters with long range implications and willingly participated. But I must commend those operating in my capacity for the courtesy that was extended to me in the amount of time needed.

SUMMARY

Basically, this sabbatical leave year has left me with a good feeling towards all of my accomplishments.

This sabbatical leave has provided me with a wealth of experiences. My work with curriculum development in the area of food services afforded me the opportunity to visit other community colleges, meet their staff and view their facilities. This in itself is a great learning experience. I also feel that eventually a very strong major will evolve from my studies (with the help of a consultant for laboratory planning), as the food service and restaurant professions are in tune with societal trends toward leisure living.

I am still greatly excited about my travels and the additional knowledge I have gained for my teaching. I have been sharing this information with my students this semester and am pleased with the response and interest I am receiving.

I think that my optimism and good feelings I have towards my job this year are due in fact to my being at a distance this last year from the immediate impacts of college reorganization and the pressures that were prevailing then in preparing for proposition 13.

As I stated in my preface, this has been an interesting year. I found a sabbatical leave to be a most self rewarding

experience leaving me with a very positive attitude towards my job and life. I have had a year to live an existence where my time was under my control and to experience a type of freedom which I have never known. I am rested, refreshed and feeling in good health. And I feel thankful that Mt. San Antonio College and it's Board of Trustees feels committed to the philosophy of sabbatical leaves.

The ultimate benefits for Mt. San Antonio College will be through the introduction of the new curriculum, my updated knowledge of subject content for my teaching, and my refreshed outlook towards my job and profession.

I thank you for the opportunity.

APPENDIX

MT. SAN ANTONIO COLLEGE
APPLICATION FOR SABBATICAL LEAVE

Name of Applicant Chitwood Marjorie L.
Last First Middle

Address 5665 Campo Walk, Long Beach, CA 90803

Employed at Mt. San Antonio College beginning September 1969
Month Year

Date of last sabbatical leave:

From: _____ To: _____
Month Year Month Year

Type of sabbatical leave requested:

- A. One semester
Fall _____ Spring _____
- B. One year
- C. Administrative

Purpose of sabbatical leave:

- A. Study
- B. Travel
- C. Study and Travel

Effective dates for proposed sabbatical leave:

From: September 1977 To: June 1978
Month Year Month Year

I. In the space below present a statement of your proposed plan of study, research, or travel, including a description of the nature of the project, the design or outline to be followed.

My plans for sabbatical consist of a combination of formal and independent study, travel, development of teaching materials, professional and community service. The specific objectives of the proposed activities are to: (1) Enrich my area of teaching emphasis which is textiles, clothing construction, and clothing selection and coordination; and (2) Strengthen my performance in the administration and guidance of the Home Economics Department.

My plan includes: (1) Study at the Fashion Institute of Technology, New York City and at local California universities in areas of Fashion Merchandising and Textiles. (2) Travel to New York City and the eastern states for the purpose of studying the fashion industry in New York City, and visiting the various museums to view their costume and textile exhibits. (3) Development of a teaching unit, including visual aids for use of geometric designed fabrics in clothing construction. (4) Development of visual aids for classroom use in textiles. (5) Participation in the American Home Economics Association at local, state, and national levels. (6) Volunteer work for the various organizations to which I have membership, including the Costume Council of the Los Angeles County Museum of Art. (7) Observing in the California Community College Bureau of Home Economics in Sacramento for better understanding of the services which are available. (8) Independent professional reading.

II. State the anticipated end result, particularly as it will help you to render a more effective service to Mt. San Antonio College.

My employment at Mt. San Antonio College has brought to me many diverse activities. My original employment was as an instructor in Interior Design and Textiles. From there I moved into the development and teaching of the Fashion Merchandising Program which correlated with my employment background. Upon my election as Department Chairperson, my teaching assignment changed to its current makeup of textiles, clothing construction, and fashion coordination. Throughout all these assignments, I have strived to maintain current knowledge of subject matter so that I might be a more effective instructor.

Unfortunately, I have found that the responsibilities of being Department Chairperson are extremely time consuming, which does limit my pursuance of current information. Due to this, I am requesting the major part of my sabbatical for enriching the subject matter which I take as an instructor to the classroom. I hope to better my teaching effectiveness, bring in new ideas, and generally freshen my mind. The end result, I hope, will be apparent within my classroom.

The sabbatical program which I have outlined will also be of benefit to me and Mt. San Antonio College through my role as Department Chairperson. I hope to gain a wider understanding of my role and be a better administrator of my duties.

And, my third goal is one of personal growth. With the time which this sabbatical gives to me, I wish to become more actively involved in professional and charitable organizations.

I feel that fulfillment of activities in these three areas will make me a stronger asset to the educational as well as the administrative program of Mt. San Antonio College.

Any change or modification of the plans as evaluated and approved by the Committee must be submitted to the Committee for reconsideration.

Signature of Applicant _____ Date _____

APPROVAL OF THE DEPARTMENT

Signature _____ Date _____
Chairman or Dean

APPROVAL OF THE OFFICE OF INSTRUCTION

Signature _____ Date _____
Vice President, Academic Affairs

APPROVAL OF THE PERMANENT SALARY SUBCOMMITTEE

Signature _____ Date _____
Chairman



MT. SAN ANTONIO COLLEGE

1100 NORTH GRAND AVENUE • WALNUT, CALIFORNIA 91789

Telephone: (714) 598-2811

M E M O R A N D U M

March 25, 1977

TO: Mr. Max Bell, Permanent Salary and Sabbatical Leave Committee

FROM: Marjorie Chitwood, Department Chairperson - Home Economics Department

SUBJECT: Sabbatical Leave 1977-78

I am submitting to you and the Sabbatical Leave Committee a revision of my sabbatical plans. Consideration on my part has been given to the comments expressed to me by the committee when I met with them on December 10. I have researched the feasibility of establishing a type of food service program on our campus, and have received much support and enthusiasm in this regard.

Therefore, I request the committee to review the following plan of research for my sabbatical leave:

1. Observing in the California Community College Bureau of Home Economics in Sacramento, for better understanding of the services which are available.
2. Visitation to community colleges which have a food service program within their home economics curriculum.
3. Visitation to Cal Poly, Pomona, and Cal State, Los Angeles, to see what their needs are in relation to a transfer type program.
4. Development of curriculum.
5. Development of plans for physical needs.
6. Participation in the American Home Economics Association at local, state, and national levels.

If time permits, my plans would expand to include independent study in my teaching area of textiles and clothing.

Please advise me of your decision.

MC:lg

MT. SAN ANTONIO COLLEGE

Office of the President

5/13/77

To: Ms. Marjorie Chitwood

Marge, at its meeting of May 11, 1977, the Permanent Salary and Sabbatical Leave Committee approved your request for revisions in the sabbatical leave plan for 1977-78. Before beginning the leave, please submit an outline of your itinerary and more details concerning the independent study phase of your plan.

If you have any questions about this please do not hesitate to contact me.

MDB:kvd

A handwritten signature in black ink, appearing to read 'MDB', with a horizontal line drawn underneath it.

MAX D. BELL, Director, Auxiliary Services

MT. SAN ANTONIO COLLEGE
DEPARTMENT OF HOME ECONOMICS

May 18, 1977

TO: Mr. Max Bell - Sabbatical Leave Committee
FROM: Marjorie Chitwood, Department Chairperson
SUBJECT: Itinerary - Sabbatical Leave, 1977-78

The following is the proposed schedule I wish to follow during my sabbatical leave:

- June 23-July 5 - Independent study on the east coast. Visitations will be made to various historical sites and museums to view housing, costume and textile exhibits.
- June 27-June 30 - Boston, Massachusetts. Participation as a member and delegate to the annual convention of the American Home Economics Association.
- July 27-Aug. 18 - Enrollment in Field Experiences in Cultural Awareness, Fashion and Textile Industry in England; course number Home Economics 593, offered through the University of Northern Colorado.
- Aug. 19-Sept. 6 - Travel within England or Europe with special emphasis on the fashion and textile industry.
- September - Visitation of the California Community College Bureau of Home Economics in Sacramento.
- October-November- Visitation of colleges with Food Service Programs - Cal Poly, Pomona - Cal State, Los Angeles - Orange Coast - Citrus - San Bernardino Valley - Shasta - San Diego-Mesa - Diablo Valley - Shabot - and others as determined by the visitation to the California Community College Office in Sacramento.
- December-June - Curriculum Development and Physical Needs Analysis
- Sept.-June - Attendance each month of professional meetings of AHEA

MC:lg

CID CLASSIFICATIONS FOR
FOOD SERVICE CURRICULUMS

Food Service Management
Hotel-Motel Management
Restaurant Management
Baking
Catering Arts
Chef Training
Cook-Assistant
Culinary Arts
Dietary Technician
Foods and Nutrition
Food Preparation
Food Services
Institutional Cook

COLLEGES OFFERING PROGRAMS
AND COMMON CID CLASSIFICATIONS

COLLEGE	<u>Hotel and Restaurant Management</u>	<u>Food Service Management</u>	<u>Food Service</u>	<u>Dietary Technician</u>	<u>Culinary Arts</u>
Alameda	X				
American River	X	X	X	X	
Bakersfield		X		X	X
Barstow			X		
Cabrillo			X		
Canada		X			
Cerritos			X		
Chabot		X	X		
Chaffey		X	X	X	
Citrus		X			
Columbia	X				
Contra Costa					X
Cuesta			X		
Cypress	X				X
Diablo Valley	X				
Desert	X		X		
El Camino			X		
Grossmont		X			
Laney			X		
Lassen			X		
Long Beach City	X				X
Los Angeles Trade Tech	X				
Los Angeles City		X			
Los Angeles Valley	X			X	
Los Medanos			X	X	
Merced			X		
Merritt				X	
Monterey Peninsula	X				
Ohlone			X		
Orange Coast	X	X		X	X
Pasadena City			X	X	
Porterville				X	
Rio Hondo			X		
Riverside City				X	
San Bernardino Valley			X		
San Diego Evening	X	X			
San Diego Mesa	X		X		
San Francisco City	X			X	
San Joaquin Delta			X	X	
Santa Barbara City	X				
Santa Rosa				X	
Sequoias				X	
Shasta			X		
Sierra	X				
Solano			X		
West Valley		X	X	X	
Ventura				X	
Yuba		X	X		

College _____ Date _____

Division/Department _____

Chairperson _____

Contact Person _____

Program _____ Enrollment _____

Date Established _____ Semester _____ Quarter _____

Purpose/Goal _____

Food Service _____ Management _____ Restaurant/Hotel _____ Dietary Technician _____

Program Options: Degree _____ and/or Certificate _____

Titles: _____

Program Requirements:

Admission standards _____

Number of Units required _____

Courses required _____

Curriculum:

Degree granted _____

Number of courses offered _____

Titles of courses _____

Course outlines/descriptions _____

Job preparation/placement for _____

Course Schedule:

Additional courses of benefit for program

Facilities:

Location: _____

Size: _____

Legal requirements: _____

Number of students accommodated _____

Equipment _____

Cost of program _____

Financed by _____

Staffing:

Number of - full _____ part time _____ contract _____ hourly _____

Background - credentials _____

Supervision _____

Advisory Committee

Membership _____

How often meet _____

Evaluation process _____

Job placement vs. transfer _____

Related programs _____

Needs assessment for program _____

Choice of site _____

Community need _____

UNIVERSITY OF NORTHERN COLORADO - DEPARTMENT OF HOME ECONOMICS

HEC 393/593 - Study Abroad
Fashion and Textile Industry in England

Itinerary - Summer, 1977

DAY	DATE	PROFESSIONAL VISIT/ACTIVITY	CITY
1	7/27/77 Wednesday	Depart from Denver (charter flight)	
2	7/28/77 Thursday	A.M. - Arrive in London; visit Windsor Castle, castle tour, changing of the guard. P.M. - Free	London Holiday Inn Swiss Cottage 128 King Henry Rd Ph: (01)722-7711
3	7/29/77 Friday	A.M. - *10:00-LaChasse Couture House style show/ tour; Mr. P. Lewis Crown, Director; 4 Farm Street. P.M. - *2:30-Madame Tussaud's; Marylebone Road. 7:30-Dinner, Top of the Tower (P.O. Tower); Maple St.; Ph: (01)636-3000.	London
4	7/30/77 Saturday	A.M. - 9:00-Guided walking tour--Trafalgar Square to Westminster Abbey, visit Houses of Parliament; Caroline Hodge, guide. P.M. - 2:00-London city coach tour; Victoria Coach Station. <i>Eliminate</i> 10:00-"Ceremony of the Keys", changing of the keep; The Tower (Group A).	London
5	7/31/77 Sunday	Suggest: Petticoat Lane (early a.m.), Hyde Park Corner, British Museum.	London
6	8/01/77 Monday	A.M. - 8:30-Travel to Canterbury. *10:00-Mrs. Eileen Pinnegar's Historic Costume Collection at Woldingham; Mrs. Pinnegar; lunch. P.M. - *2:30-The Old Weaver's House; Mr. Michael Bickley. 3:30-Visit Canterbury Cathedral. 7:00-Dinner, Chaucer Hotel; Ivy Lane; Ph: (0227)64427.	London

*Required visit for credit

DAY	DATE	PROFESSIONAL VISIT/ACTIVITY	CITY
13	8/08/77 Monday	A.M. - 10:30-Abbeydale Hamlet. Lunch arranged. P.M. - 2:00-Canal trip.	Sheffield
14	8/09/77 Tuesday	A.M. - *9:00-Workshop on Elizabethan embroidery. Lunch arranged. P.M. - *1:00-Workshop continued. 7:30-Country pub tour (optional).	Sheffield
15	8/10/77 Wednesday	A.M. - 9:30-Travel to Nottingham. *10:30-Hosiery and Allied Trades Research Association (HATRA); Mr. D.W. Williams, Head of Training and Liaison; 7 Gregory Blvd. P.M. - 3:00-Tour of Robin Hood country. *5:30-View Church embroideries, Whitwell. 7:00-Dinner, Van Dykes.	Sheffield
16	8/11/77 Thursday	A.M. - *10:30-Chatsworth House, stately home of the Duke of Devonshire. Lunch arranged. P.M. - *2:00-Hardwick Hall, home of Tudor aristocracy; Elisabeth Dowager, Countess of Shrewsbury. Afternoon tea arranged.	Sheffield
17	8/12/77 Friday	A.M. - 8:30-Travel to York; guided walking tour of York. P.M. - *2:00-Castle Museum, collection of spin- ning wheels/looms; P.C.D. Brears.	York
18	8/13/77 Saturday	A.M. - 9:00-Tour York Cathedral. Travel to Castle Howard; lunch. P.M. - *2:00-Castle Howard costume collection, guided tour. Dinner, arranged en route.	London Holiday Inn Swiss Cottage 128 King Henry Rd Ph: (01)722-7711
19	8/14/77 Sunday	London--your choice. <i>Don't know Herbert</i>	London

AHEA TOUR TO CENTRAL AMERICA ITINERARY

- June 30 Arrive in San Jose, Costa Rica. Briefing at the American Embassy.
- July 1 9 a.m. City tour, including Gold Collection. National Theatre if performing.
- July 2 9 a.m. Visit to volcano and neighboring countryside. Afternoon free.
- July 3 8:45 a.m. Costa Rica Demographic Society
1:30 p.m. Ministry of Health
- July 4 7:30 a.m. 4S Program and Extension services
10 a.m. Ministry of Agriculture
11:30 a.m. American Ambassador's residence
1 p.m. University of Costa Rica Nutrition research
- July 5 6 a.m. Leave hotel for flight to Guatemala
9 a.m. Arrival in Guatemala and city tour
5:30 p.m. Guatemalan Home Economist's reception
- July 6 9 a.m. Marion G. Bock Home Economics College
2 p.m. Visit to INCAP
6 p.m. Home Economics reception
- July 7 9 a.m. All day visit to extension projects
Minister of Agriculture as guide
- July 8 9 a.m. Leave for Antigua, San Antonio Aguas Calientes, and Lake Atitlan
- July 9 8 a.m. Leave for Chichicastenago and return to Guatemala City
- July 10 6:45 a.m. Leave for Tikal
7 p.m. Farewell evening
- July 11 End of tour

FASHION MERCHANDISING MAJOR

(Changes Proposed October, 1978)

Core Curriculum

Fashion Industry 60	3
Applied Art Techniques and Analysis for Home Economics 5	3
Apparel Analysis 15	3
Textiles 17	3
Fashion Merchandising 62	3
Salesmanship 60 (Business Department)	3
	<u>18</u>

Clothing Merchandising Option

Required Courses:

Fashion Trends & Factors 61	3
Fashion Shows (proposed)	1
Fashion Promotion (proposed)	1
	<u>5</u>

Clothing Design Option

Required Courses:

Fashion Trends & Factors 61	3
Clothing Fundamentals 11	3
Life Drawing 17A (Art Dept.)	3
	<u>9</u>

Interiors Merchandising Option

Required Courses:

Home Furnishings 35	3
Professional Practices of Interior Design 72	3
	<u>6</u>

Recommended Electives:

Career Appearance 59	½
Clothing Fundamentals 11	3
Consumer Buying 80	3
Professional Practices of Interior Design 72	3
Business Math 68	3
Business English 5	3
Principles of Business 20	3
Typing 1	3
Materials and Products for Fashion/Interiors 18	3
Work Experience	1-4

Recommended Electives:

Fashion Shows (proposed)	1
Fashion Promotion (proposed)	1
Career Appearance 59	½
Professional Practices of Interior Design 72	3
Advanced Clothing 12	3
Contemporary Clothing Construction 16	3
Business Math 68	3
Business English 5	3
Design-Two Dimensional 20	3
Work Experience	1-4

Recommended Electives:

Home Resource Management 40	3
Consumer Buying 80	3
Home Furn. Problems 75	2
Business Math 68	3
Business English 5	3
Typing 1	3
Principles of Business 20	3
Materials and Products for Fashion/Interiors 18	3
Work Experience	1-4

FOOD SERVICE AND RESTAURANT MANAGEMENT
Certificate Program

Required Courses

Introduction to Food Service and
Restaurant Management 51 (3)
(new title for present course)
Sanitation Safety and Equipment 52 (3)
Basic Principles of Nutrition 63 (3)

Food Service Option

Menu Planning and Purchasing 71 (3)
Basic Foods for Food Service
Personnel 54 (3) or Creative
Foods 61 (3)
Quantity Food Preparation 55 (3)
Introduction to Psychology and Human
Services 22 (3) or General Psychology
1A (3) or Human Relations in Business,
60 (3)

For Major, add:

Purchasing and Food Control (2)
Management Procedures and Records (3)
Personnel Management 62 (3) or
Elements of Supervision 100 (3)

Restaurant Management Option

Menu Planning for Restaurants (3)
New course
Principles of Accounting 6A (4)
Creative Foods 61 (3)
Beverage Control (2) New Course
Purchasing and Food Control (2) New Course
Management Procedures and Records (3)
New Course

For Major, add:

Restaurant Food Preparation
Advanced Restaurant Training
Catering (2)

Recommended Electives

Business Math 68 (3)
Business Communications 30 (3) or
Speech 52 (3)
Oral Communications for Business 55
(3) or Speech 1A (3)
Child Growth and Development 10 (3)
Typing, Beginning 52A (1) or TIS 1 (3)
Personnel Management 62 (3)
Elements of Supervision 100 (3)

Personnel Management 62 (3)
Waiter/Waitress Training
Advertising and Promotion
Equipment and Layout
Data Processing 10A (3)
Data Processing 70 ($\frac{1}{2}$)