

2011.42

# University of Hawaii Maui College Course Outline and CAR

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Department: Business/Hospitality

Date submitted to Curriculum Committee:

Type of action:

- Addition:*
- regular
  - other; specify:

- Modification:*
- alpha/number
  - title
  - credits
  - description
  - pre-requisite
  - co-requisite
  - recommended prep
  - other; specify: SLO's

Course:

- 1. Alpha: CULN
- 2. Number: 121
- 3. Title: Culinary Skill Building
- 4. Credits: 3  
lab per week
- 5. Contact Hours/Type: 1 hr. lecture; 6 hrs.

Existing course, if different from above:

- Alpha: CULN
- Number: 121
- Title: Culinary Skill Building
- Credits: 4  
lab per week
- Contact Hours/Type 2 hrs. lecture; 6 hrs.

6. Course Description:

Identifies and practices individual introductory culinary skill components necessary in the professional kitchen. Discusses, demonstrates and practices knife usage, stocks, sauces, thickening agents, cooking methodology, cheese, eggs, and other related products.

7. Pre-requisites: CULN 111 and 112 both with grade C or better (or concurrent)

Pre-requisite may be waived by consent  yes  no

8. Co-requisites: N/A

9. Recommended Preparation: N/A

10. Cross-list: N/A

11. Reason for this curriculum action:

Aligning SLO's and competencies to current ACFEFAC guidelines, and reassigning specific competencies to the newly developed course CULN 122

Course is taught at another UH campus:

- no Explain why this course is proposed for UHMC: Existing course  
 yes, specify college(s), course, alpha, and number where same or similar course is taught:

12. Proposed term of first offering: Fall \_\_\_\_\_ semester of 2012 \_\_\_\_\_ year  
5-year Review Date 2017

13. Grading: Standard (Letter, Cr/NCr, Audit) Explain, if not Standard grading:

14. Is this course repeatable for credit?  no  yes; maximum is \_\_\_\_\_ credit or  unlimited.

*Many previous course outlines have SLOs and what are now called Competencies/Concepts/Issues/Skills combined in question number 6. In this form in number 15: SLOs are considered to be over arching "what the student will be able to do in the rest of life" type statements. In number 16: Competencies/Concepts/Issues/Skills are considered to be the more specific steps by which the SLOs are achieved.*

15. Student Learning Outcomes (SLOs). List one to four inclusive SLOs.

*Use roman numerals (I., II., III.) to designate SLOs..*

On successful completion of this course, students will be able to:

- I. Identify and safely demonstrate individual culinary skills and practices necessary in the professional kitchen, with emphasis on knife skills, and basic cooking methods, utilizing equipment and tools of the culinary trade.
- II. Discuss and analyze the function and ID of ingredients and use them to produce and evaluate stocks, soups, sauces and other food products with emphasis on balancing proper flavors, seasoning, textures and pleasing visual presentation.
- III. Identify and employ the use of standardized recipes, measurements portion control procedures and basic food costing
- IV. Identify and practice industry safety and sanitation standards including the safe handling and storage of food products and demonstrate good personal hygiene standards
- V. Define and demonstrate professionalism and teamwork and develop proper work habits and ethical behavior in the culinary workplace

16. Competencies/Concepts/Issues/Skills. *Use lower case letters (a., b....zz) to designate competencies/concepts/issues/skills..*

On successful completion of this course, students will be able to:

- a. Describe and use a standardized recipe. (SLO: III)
- b. Identify and use utensils, pots and pans and demonstrate safe practices using stoves, mixers, ovens, etc. (SLO: I)
- c. List, define and demonstrate the basic methods of cookery, and using the basic cooking methods, prepare meat, seafood, poultry, and variety meats to the proper doneness. (SLO: I)
- d. Describe the process of making stocks; list the basic ingredients needed for making stocks; evaluate the quality of a properly made stock; define and identify different types of stocks and describe their uses. (SLO: I, SLO: II)
- e. List the basic ingredients needed for making grand and non-grand sauces, identify and prepare the grand sauces, and prepare a variety of non-grand/classical sauces. (SLO: II)
- f. Define, describe and evaluate the quality of a properly made sauce and explain the purpose of sauces. (SLO: I)
- g. Describe a variety of preparation techniques used in egg cookery. (SLO: I)
- h. Demonstrate knife skills, hand tool and equipment operation, emphasizing proper safety techniques. (SLO: I)
- i. Identify the parts/components of a recipe. (SLO: III)
- j. Define and describe soup and identify its two basic categories, along with the process of making each category of soup, and prepare a variety of soups from each category. (SLO: I, SLO: II)
- k. Prepare, identify and evaluate a variety of fruits, vegetables, starches, legumes and grains using the basic cooking methods. (SLO: II)
- l. Cook eggs using a variety of preparation techniques. (SLO: II)
- m. Use cheese as an ingredient in recipes. (SLO: II)
- n. List and define the fundamentals of good personal hygiene. (SLO: IV)
- o. Apply basic math skill to recipe conversions, and utilize standard weights and measures to demonstrate proper scaling and measurement techniques. (SLO: III)
- p. Demonstrate good personal hygiene and health habits in a laboratory setting. (SLO: IV)
- q. Describe types of cleaners and sanitizers and their proper use. (SLO: IV)
- r. Perform basic math functions, calculate food costs and percentages, and outline the procedure for writing a standardized recipe. (SLO III)
- s. Evaluate the quality of prepared meats, seafood, poultry, and variety meats. (SLO: II)
- t. Define, describe, evaluate and prepare salad dressings and describe their purposes. (SLO: I, SLO: II)
- u. Demonstrate acceptable procedures when preparing potentially hazardous foods to include time/temperature principles. (SLO: IV)
- v. Write a standardized recipe. (SLO: III)
- w. Define, describe, evaluate and prepare a variety of foods using the sautéing process. (SLO: I, SLO: II)
- x. Define, describe, evaluate and prepare a variety of food using the processes of pan-frying and deep-frying. (SLO: I)
- y. Define and describe the roasting and baking processes, along with roasting meats, poultry, and fish to the correct doneness to develop the best flavor and texture in the finished dish. (SLO: II)
- z. Evaluate the quality of roasted items. (SLO: II)

- aa. Evaluate the quality of barbecued items. (SLO: II)
- bb. Define, describe, and evaluate the process of grilling and broiling and select and prepare meats and seasonings and barbecue them to the appropriate doneness. (SLO: I, SLO: II)
- cc. Define, describe, evaluate and prepare items utilizing the processes of braising, stewing, poaching, and steaming, noting the similarities and differences. (SLO: I, SLO: II)
- dd. Discuss the importance of proper work habits, attitudes, teamwork and professionalism within the in food service operation. (SLO: V)
- ee. Discuss professional ethics practiced in the industry. (SLO: V)

17. Suggested Course Content and Approximate Time Spent on Each Topic

*Linked to #15. Student Learning Outcomes and #16: Competencies/Concepts/Issues/Skills*

1-2 weeks Introduction to MCA Pa'ina operations. (SLO: I-V)

- a. Professionalism and work ethics. (SLO: IV, SLO: V), (dd,ee)
- b. Sanitation, safety and personal hygiene procedures. [SLO: IV, SLO: V(p,q,u)]
- c. Identify and use basic kitchen tools and equipment. (SLO: I, SLO: IV), (b, c, f, h)
- d. Work habits, attitude, and teamwork (SLO: I, SLO: IV, SLO: V), (b, h, n, p, u)

1 week Recipes, conversions, costing, and use (SLO: III), (a, d, i, k, m, o, r)

1 week Basic methods of cookery (SLO: I-V), (c-ee)

½-1 week Basic stocks, soups, sauces and thickening agents (SLO: I, SLO: II, SLO: III), (d, e, f)

½-1 week Gelatins, salad dressings, eggs and cheeses (SLO: I, SLO: II, SLO: III, SLO: IV), (g, j, k, l, m)

18. Suggested Course Requirements and Evaluation

*Linked to #15. Student Learning Outcomes and #16: Competencies/Concepts/Issues/Skills*

Specific course requirements are at the discretion of the instructor at the time the course is being offered. Suggested requirements might include, but are not limited to:

- 10-40% Written quizzes, midterm(s) and/or a final exam covering lectures, discussions, media presentations, lab activities, field trips, guest speakers, and reading assignments. (SLO: I-V), (a-ee)

5-30% Lab practical exams and product identification and analysis. (SLO: I, SLO: III, SLO: IV, SLO: V), (a,b,c,f,n,l,p,u,z,aa,cc)

10-30% Reading articles and/or watching programs about related issues in the media (including newspapers, video, magazines, journals, web-based material, etc.) and writing summaries and reactions. (SLO: II, SLO: III, SLO: IV), (b,c,d,e,f,g,j,n,t,y)

0-20% Reading text assigned materials and answering discussion questions. (SLO: I, SLO: III, SLO: IV), (b,c,d,e,f,g,j,n,t,y)

5-20% Participation in class discussions, group and individual oral reports. (SLO: I, SLO: V), (a,b,c,d,e,f,g,i,n,o,t,v,y,z,bb,cc,dd,ee)

20-50% Laboratory and/or field experiments and activities. (SLO: I-V), (h,k,p,w,x,y,aa,bb,cc,dd,ee)

10-20% Laboratory and field skills. (SLO: II, SLO: III, SLO: IV), (h,k,p,w,x,y,aa,bb,cc,dd,ee)

10-40% Field trip observations and product identification. (SLO: II, SLO: IV), (c,d,e,g,h,j)

10-20% Projects, reports, and/or Service-Learning. (SLO: I-V), (a-ee)

5-10% Punctuality, attendance, participation and clean-up. (SLO: V), (ee)

19. College-wide academic student learner outcomes (CASLOs) this course supports: *(mark all that apply)*

- Written Communications
- Quantitative Reasoning
- Information Retrieval and Technology
- Oral Communication
- Critical Reasoning
- Creativity

If this course supports one or more CASLO, then either complete the Assessment of Intended Student Learning Outcomes Standards (CCOWIQ) Grid (see Curriculum Committee website for grid form and submit it with this form) OR in the box following explain briefly how this course supports the particular CASLO or CASLOs:

20. Using the program student learning outcomes (PLOs) for the main program of which this course is a part, list only those PLOs this course supports:

PLO: 1. Apply principles and concepts of quality food procurement, food and baking preparation and cost controls, service, and proper use of tools and equipment to produce and serve a variety of professional food items.

PLO: 2. Apply the basic principles of culinary service, organization, sanitation and safety in a foodservice operation to maintain the optimum health of the consumer.

PLO: 3. Demonstrate skills in various areas of the culinary hierarchy: human relations, leadership and personnel management, ethical decision making.

PLO: 5. Practice standards in behavior, ethics, grooming and dress appropriate to culinary industry professionals.

PLO:

PLO:

PLO:

21. No question. Question 21 will be part of the process used in Curriculum Central.

22. Method(s) of delivery appropriate for this course: *(mark all that apply)*

- Traditional    HITS/Interactive TV    Cable TV    Online    Hybrid  
 Other, explain:

23. Text and Materials, Reference Materials, and Auxiliary Materials

Appropriate text(s) and materials will be chosen at the time the course is offered from those currently available in the field. Examples include: *On Cooking*, Sarah R. Labensky, Prentice Hall; *Professional Cooking*, Wayne Gisslen, John Wiley & Sons

Appropriate reference materials will be chosen at the time the course is offered from those currently available in the field. Examples include:

Appropriate auxiliary materials will be chosen at the time the course is offered from those currently available in the field. Examples include:

24. Maximum enrollment: 15 Rationale, if less than 35: Safety, equipment, space and supervision

25. Course is restricted to particular room type:  no    yes; explain: Skills Kitchen

26. Special scheduling considerations:    no    yes; explain: coincide with culinary scheduling needs.

27. Special instructional resources *(personnel, supplies, etc.)* required:

- no    yes; explain: Cooking Instructional Ingredients

28. Special student fees required:  no    yes; explain: Proposed CULN Student Lab Fees

29. Function/Designation: Mark all that apply.

- AA\* First Category LE - Elective   Second Category, if appropriate Category  
 Fulfills Hawaii Emphasis (HI) Graduation Requirement

AS Program   Category   List Additional Programs and Category:

AAS Culinary Arts - Culinary Arts PR - Program Requirement   List Additional Programs and Category: CulinaryArts-Baking

BAS Program Category List Additional Programs and Category:

Developmental/Remedial

Other/Additional: Explain:

*\* Submit the appropriate form(s) to have the course placed in the requested category(ies) to both the Curriculum Committee and the Liberal Arts/AA Program Chair. If the course satisfies category I: Foundations/Skills: Foundations I or II, it needs to be submitted to the Foundations Board. If a course needs a diversity designation, it needs to be submitted to the Diversity Board. If a course needs a Hawaii/ Asia/ Pacific designation, it needs to be submitted to the HAPS board. See your Department Representative, the Curriculum Chair, or the Liberal Arts/AA Coordinator for information.*

30. Course  increases  decreases  makes no change to number of credits required for program(s) affected by this action. Explain, if necessary:

31. Course is:

Not appropriate for articulation.

Appropriate\* for articulation as a general education course at:

UHCC  UH Manoa  UH Hilo  UHWO

Previously articulated\* as a general education course at:

UHCC  UH Manoa  UH Hilo  UHWO

*\*Submit Course Articulation Form(available on the Curriculum Committee website) if course is already articulated, or is appropriate for articulation, as a general education (100-, 200-level) course. Check Curriculum Committee website under UH Courses for articulation sites.*

Standardized and/or appropriate for articulation by PCC or other UH system agreement at:

UHCC  UH Manoa  UH Hilo  UHWO Explain:

Appropriate for articulation or has previously been articulated to a specific department or institution:  UHCC  UH Manoa  UH Hilo  UHWO  Outside UH system Explain:

This course outline is standardized and/or the result of a community college or system-wide agreement. Name of the responsible committee/group: PCC

32. List catalog used and then degrees, certificates, prerequisites, and catalog sections and their page numbers affected by this proposal: 2011-2012 UHMC General Catalog, CO, CC, CA, AAS; Certificate and Degrees, 46,47; Course Descriptions, pg. 106, 107.

33. Additional Information (add additional pages if needed):

University of Hawaii Maui College  
Course Outline and CAR Signature Page

Teresa Sewilla 10/13/2011  
Proposed by: Author or Program Coordinator Date

Joseph Ben 10/13/11  
Checked by Department Representative to Curriculum Committee Date

Cynthia Pasarel 10/13/11  
Requested by Department: Department Chair Date

M. Brook 11-29-11  
Recommended by: Curriculum Chair Date

Wm. G. 2-1-12  
Approved by Academic Senate: Academic Senate Chair Date

[Signature] 2-3-12  
Endorsed by: Chief Academic Officer Date

[Signature] 2/12/12  
Course Approved by: Chancellor Date