

11. Reason for this curriculum action:

Adding class to increase the skills-based competencies for the first semester culinary students in order to improve retention and completion rates.

Course is taught at another UH campus:

no Explain why this course is proposed for UHMC:

yes, specify college(s), course, alpha, and number where same or similar course is taught: CULN 122 Culinary Skill Development (1) UH Leeward CC

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. Perform individual culinary skills and practices necessary in the professional kitchen.

II. Produce a variety of food products with emphasis on proper flavors, texture and techniques.

III. Practice proper safety, sanitation and storage of food products.

IV. Develop team work, proper work habits and culinary professionalism.

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. Demonstrate good personal hygiene, safety, sanitation, and health habits in a laboratory setting. (SLO: III)

b. Demonstrate acceptable procedures when preparing potentially hazardous foods to include time/temperature principles. (SLO: I, SLO: III)

c. Demonstrate knife skills, hand tool and equipment operation, emphasizing proper safety techniques. (SLO: I-IV)

d. Identify and use utensils, pots and pans, and equipment, and demonstrate their safe use. (SLO: I, SLO: III, SLO: IV)

- e. Utilize standard weights and measures to demonstrate proper scaling and measurement techniques. (SLO: I)
- f. Describe, use and cost a standardized recipe. (SLO: II)
- g. Identify and use herbs, spices, oils and vinegar, condiments, marinades and rubs. (SLO: II)
- h. Identify and perform basic fabrication tasks with meat, poultry, seafood and variety meats. (SLO: I, SLO: II, SLO: III)
- i. Identify and prepare a variety of stocks. (SLO: I, SLO: II, SLO: III)
- j. Identify and describe the basic cooking methods. (SLO: I, SLO: II, SLO: III)
- k. Identify a variety of fruits, vegetables, starches, legumes and grains, along with the preparation of variety of fruits, vegetables, starches, legumes and grains using the basic cooking methods. (SLO: II)
- l. Prepare a variety of salad dressings and evaluate the quality of each against established standards. (SLO: I, SLO: II, SLO: III)
- m. Discuss and practice attributes of professionalism and work ethics. (SLO: III, SLO: IV)
- n. Identify, define, describe and prepare different types of salad dressings. (SLO: I-IV)
- o. Evaluate the quality of a properly made sauce. (SLO: II)
- p. Evaluate the quality of prepared meats, seafood, poultry, and variety meats. (SLO: I, SLO: II)
- q. Describe the functions of ingredients, and their functions in sauces.
- r. Write a standardized recipe. (SLO: I)
- s. Discuss the importance of proper work habits, attitudes, teamwork and professionalism within the food service operation. (SLO:IV).

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, SLO: III, SLO: IV), (d,f,g,n,i,j,k,m,n,q,s)
 - a. Professionalism and work ethics (SLO: IV), (a,b,c,l,m,o,p,q,r,s)
 - b. Sanitation, safety and personal hygiene procedures (SLO: III), (a,b,c, l, m,s)
 - c. Identify and use basic kitchen tools and equipment (SLO: I, SLO: III, SLO: IV), (c,d,e,f,h,j,s)
- 1 week Recipes, conversions, costing, and usage (SLO: I, SLO: II, SLO: IV), (e,f)
- 1-2 weeks Basic methods of cookery with identification, fabrication and preparation (SLO: I-IV), (a,b,c,d,e,h,i,j,k,p)
 - a. Stocks (SLO: I), (i,j)
 - b. Herbs, spices, oils, vinegars, etc. (SLO: II), (g,k,l,n)
 - c. Meat, poultry, seafood, and variety meats (SLO: II), (i,j,n,p)
- 1/2 to 1 week Fruits, vegetables. starches, legumes and grains (SLO: II), (k,l,n)

1/2 to 1 week Salads, dressings, practice, review, and assessment (SLO: II),
(a,b,c,d,k,l,n)

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-IV), (a-s)

5-30% Lab practical exams and product identification and analysis (SLO: I, SLO: II, SLO: III), (a,b,c,d,g,i,k,l,m,o,p,q,r)

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: I, SLO: IV), (d,f,g,h,i,j,n,o,p,q)

0-20% Reading text assigned materials and answering discussion questions (SLO: I, SLO: IV), (f,k,m,n)

5-20% Participation in class discussions, group and individual oral reports (SLO: III, SLO: IV), (d,g,h,i,j,k,m,n,o,p,q,r)

20-50% Laboratory and/or field experiments and activities (SLO: I, SLO: II), (a-r)

10-20% Laboratory and field skills (SLO: I-IV), (a-r)

10-40% Field trip observations and product identification (SLO: I, SLO: III), (d,f,n,i,j,k,m,q,s)

10-20% Projects, reports, and/or Service-Learning (SLO: I, SLO: II), (a-r)

5-10% Punctuality, attendance, participation, clean-up and professionalism (SLO: IV), (s)

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

PLO:

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 Kitchens

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 Fee

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: Culinary Arts 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

Jeresa Swirler 10/13/2011
Proposed by: Author or Program Coordinator Date

Looney Bay 10/13/11
Checked by Department Representative to Curriculum Committee Date

Cyrella Pascual 10/13/11
Requested by Department: Department Chair Date

M. Brock 11/28/11
Recommended by: Curriculum Chair Date

Glenn 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