

2011.46

University of Hawaii Maui College Course Outline and CAR

Author(s): Teresa Shurilla

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: 140
- 3. Title: Cold Food Pantry
- 4. Credits: 3 lab per week
- 5. Contact Hours/Type: 1 hr. lecture; 6 hour

Existing course, if different from above:

- Alpha: CULN
- Number: 140
- Title: Cold Food Pantry
- Credits: 2 per week
- Contact Hours/Type 1 hr. lecture; 3 hrs. lab

6. Course Description:

Identifies and uses tools, equipment and supplies used in the cold food kitchen.
 Discusses the preparation and properties of cold foods and their ingredients.
 Examines and practices the preparation, presentation, quality control and merchandising of foods served cold.

and CULN

7. Pre-requisites: CULN 121, CULN 122, 150 all with grade C or better

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:

To increase the skills-based competencies in the lab for the second semester culinary students

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: UH HawaiiCC CULN 140 Cold Food Pantry (4)

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 salads, sandwiches and appetizers in the pantry, 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 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. Identify and use utensils, pots and pans and demonstrate safe practices using stoves, mixers, ovens, etc. (SLO: I)
- b. Identify a variety of fruits, vegetables, starches, legumes and grains, and evaluate the quality of prepared fruits, vegetables, starches, legumes, grains, and prepare a variety of fruits, vegetables, starches, legumes and grains using the basic cooking methods. (SLO: I- III)
- c. Prepare a variety of salad dressings and evaluate the quality of each along with Identifying, defining, and describing the types of salad dressings. (SLO: I, SLO: II)
- d. Prepare and dress greens for a salad. (SLO: II)
- e. Identify, describe, and prepare a variety of composed salads. (SLO: II)
- f. Identify a variety of common salad greens. (SLO: II)
- g. Identify and evaluate the quality of herbs, spices, oils, vinegar, condiments, marinades, and rubs. (SLO: II)
- h. Prepare a variety of hot and cold sandwiches. (SLO: II)
- i. Identify, describe, evaluate the purpose of the elements of a sandwich. (SLO: II)
- j. Using the basic cooking methods, prepare meat, seafood, poultry, and variety meats to the proper doneness. (SLO: I)
- k. Prepare a variety of foods using the sauté techniques. (SLO: I)
- l. Define and describe the roasting and baking processes. (SLO: I)
- m. Prepare shallow-poached foods properly and produce a sauce that incorporates the cooking liquid. (SLO: I)
- n. Define poaching and simmering and correctly identify the temperature range at which each occurs. (SLO: I)
- o. Prepare boiled and steamed foods to the proper doneness. (SLO: I)
- p. Define and describe the boiling and steaming process. (SLO: I)
- q. Evaluate the quality of prepared meats, seafood, poultry, and variety meats. (SLO: II)
- r. Define and describe hors d'oeuvre, appetizers, and canapés. (SLO: II)
- s. Poach and simmer foods to the proper doneness. (SLO: II)
- t. Evaluate the quality of poached and simmered foods. (SLO: II)
- u. Evaluate the quality of boiled and steamed items. (SLO: II)
- v. List and define the fundamentals of good personal hygiene. (SLO: IV)
- w. Demonstrate good personal hygiene and health habits in a laboratory setting. (SLO: IV)
- x. Utilize standard weights and measures to demonstrate proper scaling and measurement techniques. (SLO: III)
- y. Describe and use a standardized recipe. (SLO: III)
- z. Demonstrate acceptable procedures when preparing potentially hazardous foods to include time/temperature principles. (SLO: IV)
- aa. Perform basic math functions. (SLO: III)
- bb. Demonstrate knife skills, hand tool and equipment operation, emphasizing proper safety techniques. (SLO: I)
- cc. Recognize sanitary and safety design and construction features of food production equipment and facilities. (i.e., NSF, UL, OSHA ADA, etc.). (SLO: IV)
- dd. Describe types of cleaners and sanitizers and their proper use. (SLO: IV)
- ee. Discuss professional ethics practiced in the Industry. (SLO: V)
- ff. Develop cleaning and sanitizing schedule and procedures for equipment and facilities. (SLO: III)

gg. Identify proper methods of waste disposal and recycling. (SLO: III)

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

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

1 week Introduction to MCC Cafeteria operations (SLO: 1-V), (a-gg)

a. Sanitation, safety and personal hygiene procedures (SLO: I, SLO: IV), (a, v, w, aa,bb,cc,dd,ff,gg)

b. Identify and use equipment, utensils and supplies commonly found in a cold food kitchen (SLO: I-IV), (a,b,e,f,g,i)

2 weeks Basic categories and structure of salads and dressings (SLO: I-IV), (b-g)

a. Basic principles of proper salad making (SLO: I-IV), (b-g)

b. Common salad greens used in industry (SLO: I-IV), (b-g)

1 week Good food presentation (SLO: I, SLO II, SLO III), (a-gg)

a. Garnishes and garnishing (SLO: I-III), (b-i)

1week Cold appetizers, sandwiches and specialty salads (SLO: I-IV), (h-gg)

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-gg)

5-30% Lab practical exams and product identification and analysis. (SLO: I-V), (a-k,m,o,s,w,y,z,aa,bb)

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, SLO: V), (a,b,e,f,g,i,l,n,p,r,t,u,v,y,dd,ee,gg)

0-20% Reading text assigned materials and answering discussion questions. (SLO: II, SLO: III, SLO: IV), (a,b,e,f,g,i,l,n,p,r,t,u,v,y,dd,ee,gg)

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: Kitchen Lab

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

Jaesa Sembles 10/13/2011
Proposed by: Author or Program Coordinator Date

Jonas Peltz 10/13/11
Checked by Department Representative to Curriculum Committee Date

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

M. B. Nak 12-9-11
Recommended by: Curriculum Chair Date

Yuan H. 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