

## University of Hawaii Maui College

### CULN 111 - Introduction to the Culinary Industry

**1. Course Alpha. Please click on the ? to the right for help.**

CULN

**2. Course Number. Please click on the ? to the right for help.**

111

**3. Course Title/Catalog Title. Please click on the ? to the right for help.**

Introduction to the Culinary Industry

**4. Number of Credits. Please click on the ? to the right for help.**

2

**5. Contact Hours/Type. Please click on the ? to the right for help.**

- Hour lecture (2)

**6. Course Description. Please click on the ? to the right for help.**

Provides an overview of the culinary industry within the aspects of the entire hospitality industry. Provides students with an introduction to the historical, social and cultural forces that have affected and shaped the industry of today. Identifies job qualifications and opportunities, professional standards, communication skills, and attitudes essential for successful workers in the industry.

**7. Pre-Requisites. Please click on the ? to the right for help.**

ENG 19 with grade C or better or placement at least ENG 22, and MATH 18 with grade C or better; or consent.

**8. Co-requisites.**

None

**9. Recommended Preparation.**

N/A

**10. Is this a cross-listed course? Please click on the ? to the right for help.**

NO

**11. Reason for Proposal. Why is this course being proposed or modified? This question requires specific information as part of the explanation. Please click on the ? to the right for help.**

We are adding a math prerequisite for this course (MATH 18 with grade C or better, or placement at least MATH 82).

**12. Effective Semester and Year. For new or modified courses, the effective year is one year from the semester proposed. For example, if proposed in Spring 2012, the effective semester is Spring 2013. Please click on the ? to the right for help.**

Fall 2014

**13. Grading Method. What grading methods may be used for this course? Please click on the ? to the right for help.**

- Standard (Letter,Cr/NCr,Audit) (0)

**14. Is this course repeatable for credit? How often can this course be counted toward a degree or certificate? Please click on the ? to the right for help.**

NO

**15. Course Student Learning Outcomes (SLOs). DO NOT ENTER TEXT IN THE TEXT BOX BELOW. Click on the yellow button "COURSE LEARNING OUTCOMES" and enter in that screen. Please click on the ? to the right for help.**

| Course SLO/Competency  | A                                   | B                                   | C                                   | D                                   | E                                   | F                                   | G                                   | H                                   | I                                   | J                                   | K                                   | L                                   | M                                   | N                                   | O                                   | P                                   | Q                                   | R                                   | S                                   | T                                   | U                                   | V                                   | W                                   | X                                   | Y                                   | Z                                   | AA                                  | AB                                  | A                                   |  |
|--|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--|
| Identify and explain the various kinds of commercial and industrial food operations, and service styles in the industry today.                               | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |                                     | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |                                     | <input checked="" type="checkbox"/> |                                     | <input checked="" type="checkbox"/> |                                     | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |                                     | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |                                     |                                     |                                     |                                     | <input checked="" type="checkbox"/> |  |
| Analyze job qualifications and opportunities, professional standards, communication skills, and attitudes essential for successful workers in the industry.  | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |                                     |                                     |                                     |                                     |                                     |                                     | <input checked="" type="checkbox"/> |                                     |                                     |                                     |                                     |                                     |                                     |                                     |                                     |                                     |                                     |                                     | <input checked="" type="checkbox"/> |                                     |                                     |  |
| Explain typical food service operation organizations, functions and structures   | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |                                     | <input checked="" type="checkbox"/> |                                     | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |                                     |                                     | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |                                     | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |                                     | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |  |
| Summarize the rules and regulations affecting the hospitality industry.  |                                     |                                     |                                     | <input checked="" type="checkbox"/> |                                     |                                     | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |                                     | <input checked="" type="checkbox"/> |                                     |                                     |                                     |                                     |                                     |                                     |                                     |                                     |                                     |                                     | <input checked="" type="checkbox"/> |                                     |                                     |                                     | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |  |
| Trace and discuss the growth of the hospitality industry and the historical, social and cultural forces that have affected and shaped the industry of today. | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |                                     |                                     |                                     |                                     | <input checked="" type="checkbox"/> |                                     | <input checked="" type="checkbox"/> |                                     | <input checked="" type="checkbox"/> |                                     |                                     |                                     | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |                                     | <input checked="" type="checkbox"/> |                                     |                                     |                                     |                                     |                                     |                                     |                                     |                                     |                                     |                                     | <input checked="" type="checkbox"/> |  |

**LEGEND**

- A. Evaluate career opportunities through participation in field trips and guest speakers in class.
- B. Discuss/evaluate industry trends as they relate to career opportunities and the future of the industry.
- C. Outline the supervisor's role in decision-making, problem solving and delegation of duties.
- D. Explain the role of job descriptions and specifications.
- E. Analyze ways of dealing with stress in the workplace.
- F. Define hospitality and the philosophy of the hospitality industry.
- G. Describe the various cuisines and contributions of leading culinarians.
- H. Discuss professional ethics practiced in the Industry.
- I. Evaluate the relationship of beverages to food.
- J. Define and describe a profit and loss statement. Discuss how it is utilized in food-service operations as a tool to determine profitability.
- K. Identify marketing techniques which can increase sales and profitability of baking/pastry operations
- L. Demonstrate the general rules of table settings and service.
- M. Describe the functions of dining service personnel.
- N. Explain inter-relationships and work flow between dining room and kitchen operations.
- O. Identify professional organizations within the field; explain purposes and benefits.
- P. Discuss and evaluate industry trade periodicals.
- Q. List basic menu planning principles.
- R. Discuss the availability of Food and Seasonal Menus.
- S. Discuss the flow of goods in a foodservice operation.
- T. Discuss how HACCP practices are addressed in the purchasing, receiving, storing, and issuing procedures.
- U. Describe formal and informal purchasing methods.
- V. Explain the procedures for rotation of stock and for costing and evaluating, including FIFO and LIFO.
- W. Define and describe par stock.
- X. List and describe symptoms common to food-borne illnesses and list various ways these illnesses can be prevented.

- Y. List and define the fundamentals of good personal hygiene.
- Z. Demonstrate good personal hygiene and health habits in a laboratory setting.
- AA. List the major causes of food spoilage.
- AB. List common causes of typical accidents and injuries in the foodservice industry and outline a safety management program.
- AC. Review laws and rules of the regulatory agencies governing sanitation and safety in foodservice operations.

| Course SLO/PSLO  | A                                   | B                                   | C                                   | D                                   |
|--|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| Identify and explain the various kinds of commercial and industrial food operations, and service styles in the industry today.                               | <input checked="" type="checkbox"/> |                                     | <input checked="" type="checkbox"/> |                                     |
| Analyze job qualifications and opportunities, professional standards, communication skills, and attitudes essential for successful workers in the industry.  | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |                                     |
| Explain typical food service operation organizations, functions and structures   | <input checked="" type="checkbox"/> |                                     | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Summarize the rules and regulations affecting the hospitality industry.  |                                     | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Trace and discuss the growth of the hospitality industry and the historical, social and cultural forces that have affected and shaped the industry of today. | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |                                     |

**LEGEND**

- A. Explain, examine and demonstrate principles and concepts of quality food procurement and identification, 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.
- B. Demonstrate skills in various areas of the culinary hierarchy: human relations, leadership and personnel management, ethical decision making.
- C. Discuss the standards of restaurant regulations involving liquor protocol and health and safety regulations.
- D. Practice standards in behavior, ethics, grooming and dress appropriate to culinary industry professionals.

**16. Course Competencies. DO NOT ENTER TEXT IN THE TEXT BOX BELOW. Click on the yellow button "COURSE COMPETENCIES/ISSUES/SKILLS" and enter text in that screen. Course competencies are smaller, simpler tasks that connect to and facilitate the SLOs.**

| Competency   |
|--|
| Evaluate career opportunities through participation in field trips and guest speakers in class.  |
| Discuss/evaluate industry trends as they relate to career opportunities and the future of the industry.                                      |
| Outline the supervisor's role in decision-making, problem solving and delegation of duties.  |
| Explain the role of job descriptions and specifications.   |
| Analyze ways of dealing with stress in the workplace.  |
| Define hospitality and the philosophy of the hospitality industry.   |
| Describe the various cuisines and contributions of leading culinarians.  |
| Discuss professional ethics practiced in the Industry.   |
| Evaluate the relationship of beverages to food.  |
| Define and describe a profit and loss statement. Discuss how it is utilized in food-service operations as a tool to determine profitability. |
| Identify marketing techniques which can increase sales and profitability of baking/pastry operations   |
| Demonstrate the general rules of table settings and service.   |
| Describe the functions of dining service personnel.  |
| Explain inter-relationships and work flow between dining room and kitchen operations.  |
| Identify professional organizations within the field; explain purposes and benefits.   |
| Discuss and evaluate industry trade periodicals.   |
| List basic menu planning principles.   |
| Discuss the availability of Food and Seasonal Menus.   |
| Discuss the flow of goods in a foodservice operation.  |
| Discuss how HACCP practices are addressed in the purchasing, receiving, storing, and issuing procedures.                                     |

Describe how various practices are addressed in the purchasing, receiving, storing, and issuing procedures.

Describe formal and informal purchasing methods.

Explain the procedures for rotation of stock and for costing and evaluating, including FIFO and LIFO.

Define and describe par stock.

List and describe symptoms common to food-borne illnesses and list various ways these illnesses can be prevented.

List and define the fundamentals of good personal hygiene.

Demonstrate good personal hygiene and health habits in a laboratory setting.

List the major causes of food spoilage.

List common causes of typical accidents and injuries in the foodservice industry and outline a safety management program.

Review laws and rules of the regulatory agencies governing sanitation and safety in foodservice operations.

**17. Recommended Course Content and Timeline. The course content facilitates the course competencies. Course content may be organized by weeks, units, topics or the like.**

1 session Ice breaker/get acquainted activity

Introduction to the course syllabus including a discussion of course materials, assignments,

projects, field trips and rules, safety, and transportation

3-6 weeks Industry Trends

Industry overview and background

Career opportunities, cuisines, diet, and products

Forecast future trends

Hospitality industry, culinary arts and food service industry

Types of food service operations

3-6 weeks Work qualifications

Organizational structures, hierarchy

Basic functions of each unit,

Occupational qualifications, education and experience required, job entry and advancement

Career and occupational goals, personal goals

Professional organizations, networking, employment opportunities

Employment opportunities, job qualifications, job titles

Interviewing techniques, appropriate resumes

3-6 weeks Career advancement plan

Value of continuing education, trade and journal publications

Occupational and career advancement opportunities

Professional development opportunities

Professional development opportunities

Professional standards of behavior, ethical practices and career success, personal responsibility

American Culinary Federation Inc.

ACF Foundation, Accrediting Commission

### 3-6 weeks Skills

Simulate steps to seek, apply for, attain and retain employment in culinary and hospitality industry

Careers based on personal preferences

Define hospitality and the philosophy of the Hospitality industry

Trace the growth and development of the hospitality and tourism industry, describe the various cuisines and contributions of leading culinarians

Identify professional organizations within the field

Explain purpose and benefits, outline the organization, structure, and functional areas in

planning, various hospitality organizations as a perspective for later courses in menu

management, purchasing, food productions and services, food and beverage controls, etc.

Evaluate career opportunities, through participation in field trips and guest speakers in class,

discuss/evaluate industry trends as they relate to career opportunities and the future of the

industry

Discuss and evaluate industry trade periodicals

Discuss professional ethics practiced in the industry

- 18. Program Learning Outcomes. DO NOT ENTER TEXT IN THE TEXT BOX BELOW. Click on the yellow button "PLOs" and enter text in that screen. Program Student Learning Outcomes (PLOs) supported by this course. If you are not a "program" use the Liberal Arts PLOs, view them by clicking on ? icon to the right.**

| Program SLO   |
|---|
| Explain, examine and demonstrate principles and concepts of quality food procurement and identification, 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. |
| Demonstrate skills in various areas of the culinary hierarchy: human relations, leadership and personnel management, ethical decision making.   |
| Discuss the standards of restaurant regulations involving liquor protocol and health and safety regulations.  |
| Practice standards in behavior, ethics, grooming and dress appropriate to culinary industry professionals.  |

19. College-wide Academic Student Learning Outcomes (CASLOs). FIRST, fill out the CASLO grid located in the UHMC tab above. Click on the HELP icon for tips on determining support for the CASLOs and indicate your choices below by clicking on the box in front of each supported CASLO. NOTE: Our campus does not use the Preparatory Level, Level 1 and Level 2 designations in the chart below.

|                                     |  |
|-------------------------------------|--|
|                                     | <b>Creativity</b> - Able to express originality through a variety of forms.  |
|                                     | <b>Critical Thinking</b> - Apply critical thinking skills to effectively address the challenges and solve problems.  |
|                                     | <b>Information Retrieval and Technology</b> - Access, evaluate, and utilize information effectively, ethically, and responsibly.   |
| <input checked="" type="checkbox"/> | <b>Oral Communication</b> - Practice ethical and responsible oral communications appropriately to a variety of audiences and purposes.<br><input checked="" type="checkbox"/> Level 1  |
|                                     | <b>Quantitative Reasoning</b> - Synthesize and articulate information using appropriate mathematical methods to solve problems of quantitative reasoning accurately and appropriately. |
| <input checked="" type="checkbox"/> | <b>Written Communication</b> - Write effectively to convey ideas that meet the needs of specific audiences and purposes.<br><input checked="" type="checkbox"/> Level 1                |

|   |
|---|
| <b>GenED SLO</b>  |
| Oral Communication - Practice ethical and responsible oral communications appropriately to a variety of audiences and purposes. |
| Written Communication - Write effectively to convey ideas that meet the needs of specific audiences and purposes.               |

20. Linking. CLICK ON CHAIN LINK ICON IN UPPER RIGHT HAND CORNER TO BEGIN LINKING. Please click on the ? to the right for help.

21. Method(s) of delivery appropriate for this course. Please click on the ? to the right for help.

- Classroom/Lab (0)
- Hybrid (0)
- Online (0)

22. Text and Materials, Reference Materials, and Auxiliary Materials. Please click on the ? to the right for help.

- Brefere, Drummond and Barnes. So You Want to be a Chef? Your Guide to Culinary Careers. 2nd. John Wiley and Sons INC, 2012, 978-0-470-08856.

23. Maximum enrollment. Please click on the ? to the right for help.

24

24. Particular room type requirement. Is this course restricted to particular room type? Please click on the ? to the right for help.

NO

25. Special scheduling considerations. Are there special scheduling considerations for this course? Please click on the ? to the right for help.

NO

26. Are special or additional resources needed for this course? Please click on the ? to the right for help.

N/A

27. Does this course require special fees to be paid for by students? Please click on the ? to the right for help.

NO

28. Does this course change the number of required credit hours in a degree or certificate? Please click on the ? to the right for help.

no

29. Course designation(s) for the Liberal Arts A.A. degree and/or for the college's other associate degrees. Please click on the ? to the right for help.

| Degree                      | Program             | Category                 |
|-----------------------------|---------------------|--------------------------|
| Associate in Arts:          | Liberal Arts        | LE - Elective            |
| AS:                         |                     |                          |
| AAS:                        | Culinary Arts - All | PR - Program Requirement |
| BAS:                        |                     |                          |
| Developmental/<br>Remedial: |                     |                          |

30. Course designation(s) for other colleges in the UH system.

CULN 111, Hawaii CC, Kapiolani CC, Kauai CC, Leeward CC

31. Indicate the year and page # of UHMC catalog referred to. For new or modified courses, please indicate the catalog pages that need to be modified and provide a sheet outlining those changes.

2013 - 2014: Pages 40, 41 & 104

32. College-wide Academic Student Learner Outcomes (CASLOs). Please click on the HELP icon for more information.

|  |  |   |
|--|--|---|
| <b>Standard 1 - Written Communication</b><br>Write effectively to convey ideas that meet the needs of specific audiences and purposes. |  |   |
| <b>Outcome 1.1 - Use writing to discover and articulate ideas.</b>   |  | 2 |
| <b>Outcome 1.2 - Identify and analyze the audience and purpose for any intended communication.</b>                                     |  | 1 |
| <b>Outcome 1.3 - Choose language, style, and organization appropriate to particular purposes and audiences.</b>                        |  | 2 |
| <b>Outcome 1.4 - Gather information and document sources appropriately.</b>  |  | 1 |
| <b>Outcome 1.5 - Express a main idea as a thesis, hypothesis, or other appropriate statement.</b>                                      |  | 2 |
| <b>Outcome 1.6 - Develop a main idea clearly and concisely with appropriate content.</b>   |  | 2 |
| <b>Outcome 1.7 - Demonstrate a mastery of the conventions of writing, including grammar, spelling, and mechanics.</b>                  |  | 2 |
| <b>Outcome 1.8 - Demonstrate proficiency in revision and editing.</b>  |  | 1 |

|  |  |   |
|--|--|---|
| <b>Outcome 1.9 - Develop a personal voice in written communication.</b>  |  | 2 |
| <b>Standard 2 - Quantitative Reasoning</b><br>Synthesize and articulate information using appropriate mathematical methods to solve problems of quantitative reasoning accurately and appropriately. |  |   |
| <b>Outcome 2.1 - Apply numeric, graphic, and symbolic skills and other forms of quantitative reasoning accurately and appropriately.</b>   |  | 1 |
| <b>Outcome 2.2 - Demonstrate mastery of mathematical concepts, skills, and applications, using technology when appropriate.</b>  |  | 1 |
| <b>Outcome 2.3 - Communicate clearly and concisely the methods and results of quantitative problem solving.</b>  |  | 1 |
| <b>Outcome 2.4 - Formulate and test hypotheses using numerical experimentation.</b>  |  | 1 |
| <b>Outcome 2.5 - Define quantitative issues and problems, gather relevant information, analyze that information, and present results.</b>  |  | 2 |
| <b>Outcome 2.6 - Assess the validity of statistical conclusions.</b>   |  | 1 |
| <b>Standard 3 - Information Retrieval and Technology.</b><br>Access, evaluate, and utilize information effectively, ethically, and responsibly.  |  |   |
| <b>Outcome 3.1 - Use print and electronic information technology ethically and responsibly.</b>  |  | 2 |
| <b>Outcome 3.2 - Demonstrate knowledge of basic vocabulary, concepts, and operations of information retrieval and technology.</b>  |  | 2 |
| <b>Outcome 3.3 - Recognize, identify, and define an information need.</b>  |  | 2 |
| <b>Outcome 3.4 - Access and retrieve information through print and electronic media, evaluating the accuracy and authenticity of that information.</b>   |  | 1 |
| <b>Outcome 3.5 - Create, manage, organize, and communicate information through electronic media.</b>   |  | 1 |
| <b>Outcome 3.6 - Recognize changing technologies and make informed choices about their appropriateness and use.</b>  |  | 1 |
| <b>Standard 4 - Oral Communication</b><br>Practice ethical and responsible oral communications appropriately to a variety of audiences and purposes.   |  |   |
| <b>Outcome 4.1 - Identify and analyze the audience and purpose of any intended communication.</b>  |  | 1 |
| <b>Outcome 4.2 - Gather, evaluate, select, and organize information for the communication.</b>   |  | 1 |
| <b>Outcome 4.3 - Use language, techniques, and strategies appropriate to the audience and occasion.</b>  |  | 1 |
| <b>Outcome 4.4 - Speak clearly and confidently, using the voice, volume, tone, and articulation appropriate to the audience and occasion.</b>  |  | 1 |
| <b>Outcome 4.5 - Summarize, analyze, and evaluate oral communications and ask coherent questions as needed.</b>  |  | 2 |
| <b>Outcome 4.6 - Use competent oral expression to initiate and sustain discussions.</b>  |  | 1 |
| <b>Standard 5 - Critical Thinking</b><br>Apply critical thinking skills to effectively address the challenges and solve problems.  |  |   |
| <b>Outcome 5.1 - Identify and state problems, issues, arguments, and questions contained in a body of information.</b>   |  | 1 |
| <b>Outcome 5.2 - Identify and analyze assumptions and underlying points of view relating to an issue or problem.</b>   |  | 1 |
| <b>Outcome 5.3 - Formulate research questions that require descriptive and explanatory analyses.</b>   |  | 1 |
| <b>Outcome 5.4 - Recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis.</b>  |  | 1 |
| <b>Outcome 5.5 - Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions.</b>   |  | 1 |



|  |  |   |
|--|--|---|
| <b>Outcome 5.5 - Evaluate a problem, recognizing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence.</b> |  | 1 |
| <b>Outcome 5.6 - Apply problem-solving techniques and skills, including the rules of logic and logical sequence.</b>   |  | 1 |
| <b>Outcome 5.7 - Synthesize information from various sources, drawing appropriate conclusions.</b>   |  | 1 |
| <b>Outcome 5.8 - Communicate clearly and concisely the methods and results of logical reasoning.</b>   |  | 2 |
| <b>Outcome 5.9 - Reflect upon and evaluate their thought processes, value system, and world views in comparison to those of others.</b>  |  | 2 |
| <b>Standard 6 - Creativity</b><br>Able to express originality through a variety of forms.  |  |   |
| <b>Outcome 6.1: Generate responses to problems and challenges through intuition and non-linear thinking.</b>   |  | 1 |
| <b>Outcome 6.2: Explore diverse approaches to solving a problem or addressing a challenge.</b>   |  | 1 |
| <b>Outcome 6.3: Sustain engagement in activities without a preconceived purpose.</b>   |  | 1 |
| <b>Outcome 6.4: Apply creative principles to discover and express new ideas.</b>   |  | 2 |
| <b>Outcome 6.5: Demonstrate the ability to trust and follow one's instincts in the absence of external direction</b>   |  | 1 |
| <b>Outcome 6.6: Build upon or adapt the ideas of others to create novel expressions or new solutions.</b>  |  | 1 |

### 33. Additional Information

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