

University of Hawaii Maui College
CULN 120 - Fundamentals of Cookery

1. Course Alpha.

CULN

2. Course Number.

120

3. Course Title/Catalog Title.

Fundamentals of Cookery

4. Number of Credits.

5

5. Contact Hours/Type..

- Hour lab (9)
- Hour lecture (2)

6. Course Description.

Focuses on fundamental concepts, skills, and techniques of cookery. Includes the use of standardized recipes. Covers basic cooking methods for meats, poultry, seafood, vegetables, and starches. Teaches identification, use and maintenance of equipment, tools, and utensils in a safe and sanitary manner.

7. Pre-Requisites.

CULN 112 and CULN 123 both with grade C or better; or consent.

8. Co-requisites.

N/A

9. Recommended Preparation.

N/A

10. Is this a cross-listed course?

NO

11. Reason for Proposal. Why is this course being proposed or modified? This question requires specific information as part of the explanation.

The extra lab time has been added to reinforce the needed competencies and student learning outcomes within the lab setting. This class will reinforce and repeat needed competencies that were usually covered in the course only once historically. This course has also been given new prerequisites, which will help the overall retention and completion rates moving forward. CULN 123 Culinary Basics is a skill based class which is the prerequisite to CULN 120; albeit the numbers are not sequential, however it was taken from the groupings of class names and numbers which were prescribed and agreed upon throughout the UH system and coincides with the PCC agreement throughout the colleges.

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.

Fall 2014

13. Grading Method. What grading methods may be used for this course?

- 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?

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.

| Course Competency /SLO | Identify and employ the use of standardized recipes, measurements portion control procedures and basic food costing. | Identify and practice industry safety and sanitation standards including the safe handling and storage of food products and demonstrate good personal hygiene standards. | Identify and safely demonstrate individual culinary skills and practices necessary in the professional kitchen with emphasis on cooking methods, utilizing equipment and tools of the culinary trade. | Identify and employ the use of standardized recipes, measurements portion control procedures and basic food costing. | Define and demonstrate professionalism and teamwork and develop proper work habits and ethical behavior in the culinary workplace. |
|--|--|--|---|--|--|
| A. Demonstrate knife skills, hand tool and equipment operation. emphasizing proper safety techniques. | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | |
| B. Outline the procedure for writing a standardized recipe. | <input checked="" type="checkbox"/> | | | <input checked="" type="checkbox"/> | |
| C. Compare and contrast roasting to baking, poleing, smoke-roasting and spit-roasting. | | | <input checked="" type="checkbox"/> | | |
| D. Roast meats, poultry, and fish to the correct doneness to develop the best flavor and texture in the finished dish. | | | <input checked="" type="checkbox"/> | | |
| E. Define and describe the processes of braising and stewing. noting the similarities and differences. | | | <input checked="" type="checkbox"/> | | |
| F. Utilize standard weights and measures to demonstrate proper scaling and measurement techniques. | <input checked="" type="checkbox"/> | | | <input checked="" type="checkbox"/> | |
| G. Identify and use herbs, spices, oils and vinegar, condiments, marinades and rubs. | | | | | |
| H. Perform basic fabrication tasks with meat, poultry, seafood and variety meats. | | | <input checked="" type="checkbox"/> | | |
| I. Using the basic cooking methods, prepare meat, seafood, poultry, and variety meats to the proper doneness. | | | <input checked="" type="checkbox"/> | | |
| J. Identify the parts/components of a recipe. | <input checked="" type="checkbox"/> | | | <input checked="" type="checkbox"/> | |
| K. Describe and use a standardized recipe. | <input checked="" type="checkbox"/> | | | <input checked="" type="checkbox"/> | |
| L. Identify and use utensils, pots and pans and demonstrate safe practices using stoves, mixers, ovens, etc. | | | <input checked="" type="checkbox"/> | | |
| M. Define and describe the sautéing process. | | | <input checked="" type="checkbox"/> | | |
| N. Prepare a variety of foods using the sauté techniques. | | | <input checked="" type="checkbox"/> | | |
| O. Evaluate the quality of sautéed items. | | | <input checked="" type="checkbox"/> | | |
| P. Define and describe the processes of pan-frying and deep-frying. | | | <input checked="" type="checkbox"/> | | |
| Q. Fry a variety of foods to their proper doneness. | | | <input checked="" type="checkbox"/> | | |
| R. Fry a variety of foods to their proper doneness. | | | <input checked="" type="checkbox"/> | | |
| S. Evaluate the quality of fried foods. | | | <input checked="" type="checkbox"/> | | |
| T. Define and describe the roasting and baking processes. | | | <input checked="" type="checkbox"/> | | |
| U. Evaluate the quality of roasted items. | | | <input checked="" type="checkbox"/> | | |
| V. Define and describe the barbecue process. | | | <input checked="" type="checkbox"/> | | |
| W. Select and prepare meats and seasonings and barbecue them to the appropriate doneness. | | | <input checked="" type="checkbox"/> | | |
| X. Evaluate the quality of barbecued items. | | | <input checked="" type="checkbox"/> | | |
| Y. Define and describe the process of grilling and broiling. | | | <input checked="" type="checkbox"/> | | |

| | | | | | |
|--|--|--|-------------------------------------|--|-------------------------------------|
| Z. Grill and broil foods to the proper doneness. | | | <input checked="" type="checkbox"/> | | |
| AA. Evaluate the quality of grilled and broiled items. | | | <input checked="" type="checkbox"/> | | |
| AB. Define and describe the processes of braising and stewing, noting the similarities and differences. | | | <input checked="" type="checkbox"/> | | |
| AC. Braise and stew foods to the proper doneness. | | | <input checked="" type="checkbox"/> | | |
| AD. Evaluate the quality of braised and stewed items. | | | <input checked="" type="checkbox"/> | | |
| AE. Define and describe the process of shallow-poaching. | | | <input checked="" type="checkbox"/> | | |
| AF. Prepare shallow-poached foods properly and produce a sauce that incorporates the cooking liquid. | | | <input checked="" type="checkbox"/> | | |
| AG. Evaluate the quality of shallow-poached items. | | | <input checked="" type="checkbox"/> | | |
| AH. Define poaching and simmering and correctly identify the temperature range at which each occurs. | | | <input checked="" type="checkbox"/> | | |
| AI. Poach and simmer foods to the proper doneness. | | | <input checked="" type="checkbox"/> | | |
| AJ. Evaluate the quality of poached and simmered foods. | | | <input checked="" type="checkbox"/> | | |
| AK. Define and describe the boiling and steaming process. | | | <input checked="" type="checkbox"/> | | |
| AL. Prepare boiled and steamed foods to the proper doneness. | | | <input checked="" type="checkbox"/> | | |
| AM Evaluate the quality of boiled and steamed items. | | | <input checked="" type="checkbox"/> | | |
| AN Evaluate the quality of prepared meats, seafood, poultry, and variety meats. | | | <input checked="" type="checkbox"/> | | |
| AO Identify a variety of fruits, vegetables, starches, legumes and grains. | | | <input checked="" type="checkbox"/> | | |
| AP. Prepare a variety of fruits, vegetables, starches, legumes and grains using the basic cooking methods. | | | <input checked="" type="checkbox"/> | | |
| AQ. Evaluate the quality of prepared fruits, vegetables, starches, legumes and grains. | | | <input checked="" type="checkbox"/> | | |
| AR. Discuss professional ethics practiced in the Industry. | | | | | <input checked="" type="checkbox"/> |

| Course SLO/PSLO | 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. | Identify and practice the basic principles of culinary service, organization and structure, sanitation and safety in a foodservice operation to maintain the optimum health and satisfaction of the consumer. | Practice standards in behavior, ethics, grooming and dress appropriate to culinary industry professionals. |
|---|---|---|--|
| Identify and employ the use of standardized recipes, measurements portion control procedures and basic food costing. | <input checked="" type="checkbox"/> | | |
| Identify and practice industry safety and sanitation standards including the safe handling and storage of food products and demonstrate good personal hygiene standards. | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Identify and safely demonstrate individual culinary skills and practices necessary in the professional kitchen with emphasis on cooking methods, utilizing equipment and tools of the culinary trade. | <input checked="" type="checkbox"/> | | |
| Identify and employ the use of standardized recipes, measurements portion control procedures and basic food costing. | <input checked="" type="checkbox"/> | | |
| Define and demonstrate professionalism and teamwork and develop proper work habits and ethical behavior in the culinary workplace. | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |

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 |
|---|
| Demonstrate knife skills, hand tool and equipment operation, emphasizing proper safety techniques. |
| Outline the procedure for writing a standardized recipe. |
| Compare and contrast roasting to baking, poleing, smoke-roasting and spit-roasting. |
| Roast meats, poultry, and fish to the correct doneness to develop the best flavor and texture in the finished dish. |
| Define and describe the processes of braising and stewing, noting the similarities and differences. |
| Utilize standard weights and measures to demonstrate proper scaling and measurement techniques. |
| Identify and use herbs, spices, oils and vinegar, condiments, marinades and rubs. |
| Perform basic fabrication tasks with meat, poultry, seafood and variety meats. |

| |
|--|
| Using the basic cooking methods, prepare meat, seafood, poultry, and variety meats to the proper doneness. |
| Identify the parts/components of a recipe. |
| Describe and use a standardized recipe. |
| Identify and use utensils, pots and pans and demonstrate safe practices using stoves, mixers, ovens, etc. |
| Define and describe the sautéing process. |
| Prepare a variety of foods using the sauté techniques. |
| Evaluate the quality of sautéed items. |
| Define and describe the processes of pan-frying and deep-frying. |
| Fry a variety of foods to their proper doneness. |
| Fry a variety of foods to their proper doneness. |
| Evaluate the quality of fried foods. |
| Define and describe the roasting and baking processes. |
| Evaluate the quality of roasted items. |
| Define and describe the barbecue process. |
| Select and prepare meats and seasonings and barbecue them to the appropriate doneness. |
| Evaluate the quality of barbecued items. |
| Define and describe the process of grilling and broiling. |
| Grill and broil foods to the proper doneness. |
| Evaluate the quality of grilled and broiled items. |
| Define and describe the processes of braising and stewing, noting the similarities and differences. |
| Braise and stew foods to the proper doneness. |
| Evaluate the quality of braised and stewed items. |
| Define and describe the process of shallow-poaching. |
| Prepare shallow-poached foods properly and produce a sauce that incorporates the cooking liquid. |
| Evaluate the quality of shallow-poached items. |
| Define poaching and simmering and correctly identify the temperature range at which each occurs. |
| Poach and simmer foods to the proper doneness. |
| Evaluate the quality of poached and simmered foods. |
| Define and describe the boiling and steaming process. |
| Prepare boiled and steamed foods to the proper doneness. |
| Evaluate the quality of boiled and steamed items. |
| Evaluate the quality of prepared meats, seafood, poultry, and variety meats. |
| Identify a variety of fruits, vegetables, starches, legumes and grains. |
| Prepare a variety of fruits, vegetables, starches, legumes and grains using the basic cooking methods. |
| Evaluate the quality of prepared fruits, vegetables, starches, legumes and grains. |
| Discuss professional ethics practiced in the Industry. |

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.

- Week I: Review
 - sanitation
 - professionalism
 - menus and recipes
 - measurements and conversions
- Week II: Flavors and Flavoring
 - Herbs, Spices and Aromatics
 - Flavor profiles
- Week III: Dry Heat Cooking Methods
- Week IV: Moist Heat Cooking Method
- Week V: Vegetables
- Week VI: Potatoes, Grains and Pasta
- Week VII: Principles of Meat Cookery
- Week VIII: Sauce Making

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.

Identify and practice the basic principles of culinary service, organization and structure, sanitation and safety in a foodservice operation to maintain the optimum health and satisfaction of the consumer.

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.

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

20. Linking. CLICK ON CHAIN LINK ICON IN UPPER RIGHT HAND CORNER TO BEGIN LINKING.

21. Method(s) of delivery appropriate for this course..

- Classroom/Lab (0)

22. Text and Materials, Reference Materials, and Auxiliary Materials.

- Labensky, Hause and Martel. On Cooking. Fifth. Prentice Hall, 2011, ISBN-10: 0-13-157923-1.

23. Maximum enrollment.

15 - Space and Safety Issues

24. Particular room type requirement. Is this course restricted to particular room type?

YES

Paina Kitchen Lab

25. Special scheduling considerations. Are there special scheduling considerations for this course?

NO

26. Are special or additional resources needed for this course?

n/a

27. Does this course require special fees to be paid for by students?

NO

28. Does this course change the number of required credit hours in a degree or certificate?

No

29. Course designation(s) for the Liberal Arts A.A. degree and/or for the college's other associate degrees.

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

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

CULN 120, Hawaii CC, Kapiolani CC, Leeward CC, Kauai 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 and 105

32. College-wide Academic Student Learner Outcomes (CASLOs).

| | |
|---|---|
| Standard 1 - Written Communication Write effectively to convey ideas that meet the needs of specific audiences and purposes. | |
| Outcome 1.1 - Use writing to discover and articulate ideas. | 1 |
| Outcome 1.2 - Identify and analyze the audience and purpose for any intended communication. | 1 |
| Outcome 1.3 - Choose language, style, and organization appropriate to particular purposes and audiences. | 0 |
| Outcome 1.4 - Gather information and document sources appropriately. | 1 |
| Outcome 1.5 - Express a main idea as a thesis, hypothesis, or other appropriate statement. | 1 |
| Outcome 1.6 - Develop a main idea clearly and concisely with appropriate content. | 1 |
| Outcome 1.7 - Demonstrate a mastery of the conventions of writing, including grammar, spelling, and mechanics. | 0 |
| Outcome 1.8 - Demonstrate proficiency in revision and editing. | 0 |
| Outcome 1.9 - Develop a personal voice in written communication. | 0 |
| Standard 2 - Quantitative Reasoning Synthesize and articulate information using appropriate mathematical methods to solve problems of quantitative reasoning accurately and appropriately. | |
| Outcome 2.1 - Apply numeric, graphic, and symbolic skills and other forms of quantitative reasoning accurately and appropriately. | 0 |

| | |
|--|---|
| Outcome 2.2 - Demonstrate mastery of mathematical concepts, skills, and applications, using technology when appropriate. | 1 |
| Outcome 2.3 - Communicate clearly and concisely the methods and results of quantitative problem solving. | 0 |
| Outcome 2.4 - Formulate and test hypotheses using numerical experimentation. | 0 |
| Outcome 2.5 - Define quantitative issues and problems, gather relevant information, analyze that information, and present results. | 0 |
| Outcome 2.6 - Assess the validity of statistical conclusions. | 0 |
| Standard 3 - Information Retrieval and Technology. Access, evaluate, and utilize information effectively, ethically, and responsibly. | |
| Outcome 3.1 - Use print and electronic information technology ethically and responsibly. | 1 |
| Outcome 3.2 - Demonstrate knowledge of basic vocabulary, concepts, and operations of information retrieval and technology. | 1 |
| Outcome 3.3 - Recognize, identify, and define an information need. | 1 |
| Outcome 3.4 - Access and retrieve information through print and electronic media, evaluating the accuracy and authenticity of that information. | 1 |
| Outcome 3.5 - Create, manage, organize, and communicate information through electronic media. | 1 |
| Outcome 3.6 - Recognize changing technologies and make informed choices about their appropriateness and use. | 0 |
| Standard 4 - Oral Communication Practice ethical and responsible oral communications appropriately to a variety of audiences and purposes. | |
| Outcome 4.1 - Identify and analyze the audience and purpose of any intended communication. | 1 |
| Outcome 4.2 - Gather, evaluate, select, and organize information for the communication. | 0 |
| Outcome 4.3 - Use language, techniques, and strategies appropriate to the audience and occasion. | 1 |
| Outcome 4.4 - Speak clearly and confidently, using the voice, volume, tone, and articulation appropriate to the audience and occasion. | 1 |
| Outcome 4.5 - Summarize, analyze, and evaluate oral communications and ask coherent questions as needed. | 0 |
| Outcome 4.6 - Use competent oral expression to initiate and sustain discussions. | 1 |
| Standard 5 - Critical Thinking Apply critical thinking skills to effectively address the challenges and solve problems. | |
| Outcome 5.1 - Identify and state problems, issues, arguments, and questions contained in a body of information. | 1 |
| Outcome 5.2 - Identify and analyze assumptions and underlying points of view relating to an issue or problem. | 1 |
| Outcome 5.3 - Formulate research questions that require descriptive and explanatory analyses. | 0 |
| Outcome 5.4 - Recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis. | 0 |
| Outcome 5.5 - Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence. | 1 |
| Outcome 5.6 - Apply problem-solving techniques and skills, including the rules of logic and logical sequence. | 1 |
| Outcome 5.7 - Synthesize information from various sources, drawing appropriate conclusions. | 1 |
| Outcome 5.8 - Communicate clearly and concisely the methods and results of logical reasoning. | 1 |
| Outcome 5.9 - Reflect upon and evaluate their thought processes, value system, and world views in comparison to those of others. | 1 |
| Standard 6 - Creativity Able to express originality through a variety of forms. | |
| Outcome 6.1: Generate responses to problems and challenges through intuition and non-linear thinking. | 1 |
| Outcome 6.2: Explore diverse approaches to solving a problem or addressing a challenge. | 1 |
| Outcome 6.3: Sustain engagement in activities without a preconceived purpose. | 1 |
| Outcome 6.4: Apply creative principles to discover and express new ideas. | 1 |
| Outcome 6.5: Demonstrate the ability to trust and follow one's instincts in the absence of external direction | 1 |
| Outcome 6.6: Build upon or adapt the ideas of others to create novel expressions or new solutions. | 1 |

33. Additional Information