

**University of Hawaii Maui College**  
**CULN 123 - Culinary Basics**

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.

123

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

Culinary Basics

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

5

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

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

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

Identifies and practices individual skill components necessary in the professional kitchen. Discusses, practices and demonstrates knife usage, fabrication, stocks, sauces, soups, thickening agents, cooking methodology, weights and measurements. Utilizes safety and sanitation practices maintaining high standards of professional ethics.

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 placement at least MATH 82; or consent.

8. **Co-requisites.**

N/A

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.

The rationale for the programmatic changes are threefold:

1. The program was originally developed based on 3 cohorts of students with at least 15 students in each cohort. Over the years, consistently the program had low enrolled classes for each of the 3 beginning skills classes. Therefore, to improve the Culinary Arts program efficiency and effectiveness, the programmatic redesign decreases the number to 2 cohorts. This results in hiring 1 less full-time lecturer and higher class enrollments.

2. To enhance student completion/graduation we redesigned some of the courses to 8-week modules. As a result, students are able to successfully navigate the program course offerings and develop a schedule of classes to graduate in a timely manner.

3. Through the Live-Text student assessment process, faculty were able to combine AFC competencies and redesign two courses into one. As a result, the new course (CULN 123) maintains the ACF competencies rigor and strengthens its relevance.

**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? 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.**

Competency/ Course SLO	Identify and safely demonstrate individual culinary skills and practices necessary in the professional kitchen, with emphasis on knife skills, fabrication and the basic cooking methods, utilizing equipment and tools of the culinary trade.	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.	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.
Demonstrate knife skills, hand tool and equipment operation, emphasizing proper safety techniques.	<input checked="" type="checkbox"/>			
Identify the parts/components of a recipe.			<input checked="" type="checkbox"/>	
Describe and use a standardized recipe			<input checked="" type="checkbox"/>	
Outline the procedure for writing a standardized recipe			<input checked="" type="checkbox"/>	
Write a standardized recipe			<input checked="" type="checkbox"/>	

Identify and use utensils, pots and pans and demonstrate safe practices using stoves, mixers, ovens, etc	<input checked="" type="checkbox"/>			
Define and describe the saute process	<input checked="" type="checkbox"/>			
Prepare a variety of foods using the saute technique	<input checked="" type="checkbox"/>			
Evaluate the quality of saute items	<input checked="" type="checkbox"/>			
Define and describe the processes of pan-frying and deep-frying	<input checked="" type="checkbox"/>			
Fry a variety of foods to their proper doneness	<input checked="" type="checkbox"/>			
Evaluate the quality of fried foods		<input checked="" type="checkbox"/>		
Define and describe the roasting and baking processes.	<input checked="" type="checkbox"/>			
Compare and contrast roasting to baking, poleing, smoke-roasting and spit-roasting	<input checked="" type="checkbox"/>			
Roast meats, poultry, and fish to the correct doneness to develop the best flavor and texture in the finished dish	<input checked="" type="checkbox"/>			
Evaluate the quality of roasted items		<input checked="" type="checkbox"/>		
Define and describe the barbecue process				
Select and prepare meats and seasonings and barbecue them to the appropriate doneness	<input checked="" type="checkbox"/>			
Evaluate the quality of barbecued items		<input checked="" type="checkbox"/>		
Define and describe the process of grilling and broiling	<input checked="" type="checkbox"/>			
Grill and broil foods to the proper doneness	<input checked="" type="checkbox"/>			
Evaluate the quality of grilled and broiled items		<input checked="" type="checkbox"/>		
Define and describe the processes of braising and stewing, noting the similarities and differences	<input checked="" type="checkbox"/>			
Braise and stew foods to the proper doneness	<input checked="" type="checkbox"/>			
Evaluate the quality of braised and stewed items		<input checked="" type="checkbox"/>		
Define and describe the process of shallow-poaching	<input checked="" type="checkbox"/>			
Prepare shallow-poached foods properly and produce a sauce that incorporates the cooking liquid	<input checked="" type="checkbox"/>			
Evaluate the quality of shallow-poached items		<input checked="" type="checkbox"/>		
Define poaching and simmering and correctly identify the temperature range at which each occurs	<input checked="" type="checkbox"/>			
Poach and simmer foods to the proper doneness	<input checked="" type="checkbox"/>			
Evaluate the quality of poached and simmered foods		<input checked="" type="checkbox"/>		

Define and describe the boiling and steaming process	<input checked="" type="checkbox"/>			
Prepare boiled and steamed foods to the proper doneness	<input checked="" type="checkbox"/>			
Evaluate the quality of boiled and steamed items		<input checked="" type="checkbox"/>		
Utilize standard weights and measures to demonstrate proper scaling and measurement techniques			<input checked="" type="checkbox"/>	
Identify and use herbs, spices, oils and vinegar, condiments, marinades and rubs		<input checked="" type="checkbox"/>		
Evaluate the quality of herbs, spices, oils, vinegar, condiments, marinades, and rubs		<input checked="" type="checkbox"/>		
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	<input checked="" type="checkbox"/>			
Evaluate the quality of prepared meats, seafood, poultry, and variety meats		<input checked="" type="checkbox"/>		
Define stock and describe its uses	<input checked="" type="checkbox"/>			
Identify different types of stocks	<input checked="" type="checkbox"/>			
List the basic ingredients needed for making stocks		<input checked="" type="checkbox"/>		
Describe the functions of the ingredients		<input checked="" type="checkbox"/>		
Describe the process of making stocks	<input checked="" type="checkbox"/>			
Prepare a variety of stocks	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Evaluate the quality of a properly made stock				
Define, describe and explain the purpose of sauces	<input checked="" type="checkbox"/>			
Identify and prepare the grand sauces	<input checked="" type="checkbox"/>			
Prepare a variety of non-grand/classical sauces	<input checked="" type="checkbox"/>			
List the basic ingredients needed for making grand and non-grand sauces	<input checked="" type="checkbox"/>			
Describe the functions of the ingredients in sauces		<input checked="" type="checkbox"/>		
Evaluate the quality of a properly made sauce		<input checked="" type="checkbox"/>		
Define and describe soup and identify its two basic categories	<input checked="" type="checkbox"/>			
Prepare a variety of soups from each category	<input checked="" type="checkbox"/>			
Describe the process of making each category of soup	<input checked="" type="checkbox"/>			
Evaluate the quality of a properly made soup		<input checked="" type="checkbox"/>		
Discuss and demonstrate professional ethics and teamwork 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.	Demonstrate skills in various areas of the culinary hierarchy: human relations, leadership and personnel management, ethical decision making.	Practice standards in behavior, ethics, grooming and dress appropriate to culinary industry professionals.
Identify and safely demonstrate individual culinary skills and practices necessary in the professional kitchen, with emphasis on knife skills, fabrication and the basic cooking methods, utilizing equipment and tools of the culinary trade.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
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.	<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"/>	<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.
Identify the parts/components of a recipe.
Describe and use a standardized recipe
Outline the procedure for writing a standardized recipe
Write a standardized recipe
Identify and use utensils, pots and pans and demonstrate safe practices using stoves, mixers, ovens, etc
Define and describe the saute process
Prepare a variety of foods using the saute technique
Evaluate the quality of saute items
Define and describe the processes of pan-frying and deep-frying
Fry a variety of foods to their proper doneness
Evaluate the quality of fried foods
Define and describe the roasting and baking processes.
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
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
Utilize standard weights and measures to demonstrate proper scaling and measurement techniques
Identify and use herbs, spices, oils and vinegar, condiments, marinades and rubs
Evaluate the quality of herbs, spices, oils, 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
Evaluate the quality of prepared meats, seafood, poultry, and variety meats
Define stock and describe its uses
Identify different types of stocks
List the basic ingredients needed for making stocks
Describe the functions of the ingredients
Describe the process of making stocks
Prepare a variety of stocks
Evaluate the quality of a properly made stock
Define, describe and explain the purpose of sauces
Identify and prepare the grand sauces
Prepare a variety of non-grand/classical sauces
List the basic ingredients needed for making grand and non-grand sauces
Describe the functions of the ingredients in sauces
Evaluate the quality of a properly made sauce
Define and describe soup and identify its two basic categories
Prepare a variety of soups from each category
Describe the process of making each category of soup
Evaluate the quality of a properly made soup
Discuss and demonstrate professional ethics and teamwork 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 & II: Basic training
  - Knife Skills
  - Weights and Measurements
  - Recipes and Conversions
- Week III & IV: Fabrication
  - Chicken
  - Beef
  - Pork
  - Fish
- Week V & VI: Dry Heat Cooking Methods
  - Saute/Stir Fry
  - Roasting/Baking

- Pan Frying/Deep Frying
- BBQ
- Week VII & VIII: Moist Heat Cooking Method
  - Stewing
  - Braising
  - Poaching
  - Steaming
  - Boil/Simmer
  - Sous Vide
- Week IX & X: Stocks
  - Chicken
  - Beef
  - Fish
- Week XI & XII: Soups
  - Clear Soups
  - Cream Soups
- Week XIII & XIV: Sauces
  - Grand Sauces
  - Non-grand Sauces
- Week XV: Assessments

**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.**

<b>Program SLO</b>
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.
Demonstrate skills in various areas of the culinary hierarchy: human relations, leadership and personnel management, ethical decision making.
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"/>	<b>Creativity</b> - Able to express originality through a variety of forms. <input checked="" type="checkbox"/> Level 1
<input checked="" type="checkbox"/>	<b>Critical Thinking</b> - Apply critical thinking skills to effectively address the challenges and solve problems. <input checked="" type="checkbox"/> Level 1
<input checked="" type="checkbox"/>	<b>Information Retrieval and Technology</b> - Access, evaluate, and utilize information effectively, ethically, and responsibly. <input checked="" type="checkbox"/> Level 1
<input checked="" type="checkbox"/>	<b>Oral Communication</b> - Practice ethical and responsible oral communications appropriately to a variety of audiences and purposes.

<input checked="" type="checkbox"/>	Level 1
<input checked="" type="checkbox"/>	<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"/> Level 1
<input checked="" type="checkbox"/>	<b>Written Communication</b> - 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. Please click on the ? to the right for help.**

- Classroom/Lab (0)

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

- Labensky, Hause and Martel. On Cooking. 5th. Prentice Hall, 2011, ISBN-10: 0-13-157923-1.

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

15- Safety and Space reason

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 - All	PR - Program Requirement
BAS:		



Developmental/ Remedial:

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

CULN 123 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).**

<b>Standard 1 - Written Communication</b> 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>	1
<b>Outcome 1.2 - Identify and analyze the audience and purpose for any intended communication.</b>	2
<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>	1
<b>Outcome 1.6 - Develop a main idea clearly and concisely with appropriate content.</b>	1
<b>Outcome 1.7 - Demonstrate a mastery of the conventions of writing, including grammar, spelling, and mechanics.</b>	1
<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> 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>	2
<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>	2
<b>Outcome 2.5 - Define quantitative issues and problems, gather relevant information, analyze that information, and present results.</b>	1
<b>Outcome 2.6 - Assess the validity of statistical conclusions.</b>	1
<b>Standard 3 - Information Retrieval and Technology.</b> 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>	1
<b>Outcome 3.4 - Access and retrieve information through print and electronic media, evaluating the accuracy and authenticity of that information.</b>	2
<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>	2
<b>Standard 4 - Oral Communication</b>	

<b>Practice ethical and responsible oral communications appropriately to a variety of audiences and purposes.</b>	
<b>Outcome 4.1 - Identify and analyze the audience and purpose of any intended communication.</b>	<b>2</b>
<b>Outcome 4.2 - Gather, evaluate, select, and organize information for the communication.</b>	
<b>Outcome 4.3 - Use language, techniques, and strategies appropriate to the audience and occasion.</b>	<b>1</b>
<b>Outcome 4.4 - Speak clearly and confidently, using the voice, volume, tone, and articulation appropriate to the audience and occasion.</b>	<b>1</b>
<b>Outcome 4.5 - Summarize, analyze, and evaluate oral communications and ask coherent questions as needed.</b>	<b>1</b>
<b>Outcome 4.6 - Use competent oral expression to initiate and sustain discussions.</b>	<b>2</b>
<b>Standard 5 - Critical Thinking</b>	
<b>Apply critical thinking skills to effectively address the challenges and solve problems.</b>	
<b>Outcome 5.1 - Identify and state problems, issues, arguments, and questions contained in a body of information.</b>	<b>1</b>
<b>Outcome 5.2 - Identify and analyze assumptions and underlying points of view relating to an issue or problem.</b>	<b>1</b>
<b>Outcome 5.3 - Formulate research questions that require descriptive and explanatory analyses.</b>	<b>1</b>
<b>Outcome 5.4 - Recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis.</b>	<b>2</b>
<b>Outcome 5.5 - Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence.</b>	<b>1</b>
<b>Outcome 5.6 - Apply problem-solving techniques and skills, including the rules of logic and logical sequence.</b>	<b>2</b>
<b>Outcome 5.7 - Synthesize information from various sources, drawing appropriate conclusions.</b>	<b>1</b>
<b>Outcome 5.8 - Communicate clearly and concisely the methods and results of logical reasoning.</b>	<b>2</b>
<b>Outcome 5.9 - Reflect upon and evaluate their thought processes, value system, and world views in comparison to those of others.</b>	<b>1</b>
<b>Standard 6 - Creativity</b>	
<b>Able to express originality through a variety of forms.</b>	
<b>Outcome 6.1: Generate responses to problems and challenges through intuition and non-linear thinking.</b>	<b>2</b>
<b>Outcome 6.2: Explore diverse approaches to solving a problem or addressing a challenge.</b>	<b>2</b>
<b>Outcome 6.3: Sustain engagement in activities without a preconceived purpose.</b>	<b>1</b>
<b>Outcome 6.4: Apply creative principles to discover and express new ideas.</b>	<b>1</b>
<b>Outcome 6.5: Demonstrate the ability to trust and follow one's instincts in the absence of external direction</b>	<b>1</b>
<b>Outcome 6.6: Build upon or adapt the ideas of others to create novel expressions or new solutions.</b>	<b>2</b>

### 33. Additional Information