University of Hawaii Maui College
CULN 115 - Menu Merchandising

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.**

   115

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

   Menu Merchandising

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.**

   Explores principles of menu merchandising such as cost and pricing, equipment and personnel, design and format, and marketing.

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

   CULN 130 with grade C or better, 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 culinary program has found deficiencies in the coverage of learning objectives in the area of menu design, costing, printing and implementation as required by the American Culinary Federation Education Foundation Accrediting Commission (ACFEFAC). Originally thought to be covered in CULN 160 and HOST 154, these learning objectives have not been effectively addressed and need to become a part of the curriculum by way of CULN 115. Furthermore, CULN 115 is a system-wide course that articulates among all culinary programs.

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 2015

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
Develop, design, format, explain and discuss the principles of a restaurant menu based on menu merchandising and marketing strategies.	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔

LEGEND

- A. Develop a menu layout for a foodservice operation.
- B. Plan a variety of menus i.e. a la carte, cycle, ethnic, holiday, banquet, reception and buffet.
- C. List basic menu planning principles.
- D. Create menu item descriptions following established truth-in-menu guidelines.
- E. Determine menu prices utilizing proper cost controls and appropriate technology.
- F. Discuss Menu Planning resources (Internet, professional and vendors).
- G. Identify principles of menu layout and design.
- H. Apply principles of nutrition to menu development.
- I. Discuss importance of product mix, check average and their impact on product contribution.
- J. Discuss the availability of Food and Seasonal Menus.

Course SLO/PSLO	A	B
Develop, design, format, explain and discuss the principles of a restaurant menu based on menu merchandising and marketing strategies.	✔	✔

LEGEND

- A. Identify and practice the basic principles of culinary service, organization and stucture, sanitation and safety in a foodservice operation to maintain the optimum health and satisfaction of the consumer.
- B. Demonstarte skills in various areas of the culinary hierachy; human relations, leadership and personnel management, ethical decision making.

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
Develop a menu layout for a foodservice operation.
Plan a variety of menus i.e. a la carte, cycle, ethnic, holiday, banquet, reception and buffet.
List basic menu planning principles.
Create menu item descriptions following established truth-in-menu guidelines.
Determine menu prices utilizing proper cost controls and appropriate technology.
Discuss Menu Planning resources (Internet, professional and vendors).
Identify principles of menu layout and design.
Apply principles of nutrition to menu development.
Discuss importance of product mix, check average and their impact on product contribution.
Discuss the availability of Food and Seasonal Menus.

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 week Introduction to Menu Merchandising
        a. Why study Menu Merchandising?
        b.What is a Menu?
    2-4 weeks The Menu as a Marketing Tool
    3-4 weeks Menu Analysis, Costing and Pricing
        a. Food Production Costs
        b. The Income Statement
        c.Menu Pricing Strategies
        d. Menu Analysis
    1   week Nutrition

    2-4 weeks The Menu
        a. Menu Copy
        b."Truth in Menu"
        c.Layout and Design
        d.Graphic Art and Menus

    1-2 weeks Specialty Menus (i), (I, II)
            a.Characteristics (i), (I, II)

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

	Demonstarte skills in various areas of the culinary hierachy; human relations, leadership and personnel management, ethical decision making.

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.**

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

GenED SLO
Creativity - Able to express originality through a variety of forms.
Critical Thinking - Apply critical thinking skills to effectively address the challenges and solve problems.
Information Retrieval and Technology - Access, evaluate, and utilize information effectively, ethically, and responsibly.
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)
   - HITS/Interactive TV (0)
   - Hybrid (0)
   - Online (0)

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

   Profitable Menu Planning, 3rd edition, by John Drysdale

   - John Drysdale. Profitable Menu Planning by. 3rd. .

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.**

   Initially, the main reason for deleting this course while folding the associated learning objectives into other existing courses (CULN 160 and HOST 154) was to help lessen the overall credit load for the AAS Degree in Culinary Arts and Baking. While it will add 2 credits back to the degree, the CULN program will be reducing several (5 culinary, 4 baking) lab/shop courses by 1 credit. The overall credit requirements will be lower for all certificates and degrees.

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/ Remedial:		

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

CULN 115 for: Kapiolani CC, Leeward CC, Hawaii CC, and 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.

General Catalog 2014-2015 pages 40, 41 105

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

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.		2
Outcome 1.2 - Identify and analyze the audience and purpose for any intended communication.		2
Outcome 1.3 - Choose language, style, and organization appropriate to particular purposes and audiences.		2
Outcome 1.4 - Gather information and document sources appropriately.		3
Outcome 1.5 - Express a main idea as a thesis, hypothesis, or other appropriate statement.		2
Outcome 1.6 - Develop a main idea clearly and concisely with appropriate content.		2
Outcome 1.7 - Demonstrate a mastery of the conventions of writing, including grammar, spelling, and mechanics.		2
Outcome 1.8 - Demonstrate proficiency in revision and editing.		2
Outcome 1.9 - Develop a personal voice in written communication.		2
Standard 2 - Quantitative Reasoning Synthesize and articulate information using appropriate mathematical methods to solve problems of quantative reasoning accurately and appropriately.		

Outcome 2.1 - Apply numeric, graphic, and symbolic skills and other forms of quantitative reasoning accurately and appropriately.		1
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.		1
Outcome 2.4 - Formulate and test hypotheses using numerical experimentation.		1
Outcome 2.5 - Define quantitative issues and problems, gather relevant information, analyze that information, and present results.		1
Outcome 2.6 - Assess the validity of statistical conclusions.		2
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.		3
Outcome 3.2 - Demonstrate knowledge of basic vocabulary, concepts, and operations of information retrieval and technology.		2
Outcome 3.3 - Recognize, identify, and define an information need.		2
Outcome 3.4 - Access and retrieve information through print and electronic media, evaluating the accuracy and authenticity of that information.		3
Outcome 3.5 - Create, manage, organize, and communicate information through electronic media.		3
Outcome 3.6 - Recognize changing technologies and make informed choices about their appropriateness and use.		2
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.		1
Outcome 4.3 - Use language, techniques, and strategies appropriate to the audience and occasion.		2
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.		2
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.		3
Outcome 5.2 - Identify and analyze assumptions and underlying points of view relating to an issue or problem.		2

Outcome 5.3 - Formulate research questions that require descriptive and explanatory analyses.		2
Outcome 5.4 - Recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis.		2
Outcome 5.5 - Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence.		2
Outcome 5.6 - Apply problem-solving techniques and skills, including the rules of logic and logical sequence.		2
Outcome 5.7 - Synthesize information from various sources, drawing appropriate conclusions.		2
Outcome 5.8 - Communicate clearly and concisely the methods and results of logical reasoning.		2
Outcome 5.9 - Reflect upon and evaluate their thought processes, value system, and world views in comparison to those of others.		2
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.		2
Outcome 6.2: Explore diverse approaches to solving a problem or addressing a challenge.		2
Outcome 6.3: Sustain engagement in activities without a preconceived purpose.		2
Outcome 6.4: Apply creative principles to discover and express new ideas.		2
Outcome 6.5: Demonstrate the ability to trust and follow one's instincts in the absence of external direction		2
Outcome 6.6: Build upon or adapt the ideas of others to create novel expressions or new solutions.		2

33. Additional Information

Attachments

- New - FA 15 - CULINARY PROGRAM MAP CATALOG PG 40-41.docx
- Old - FA14 - CULINARY PROGRAM MAP CATALOG PG 40-41.docx