

University of Hawaii Maui College
CULN 116 - Introduction to Culinary Sustainability

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.

116

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

Introduction to Culinary Sustainability

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

1

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

- Hour lecture (1)

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

Examines sustainable practices and provides ways to implement them in a foodservice operation. Students learn to combine elements of purchasing/receiving, energy and water conservation, and recycling in order to help control costs while reaping the benefits of being good environmental stewards.

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

CULN 111 with grade C or better, or consent.

8. Co-requisites.

9. Recommended Preparation.

None.

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 addition of CULN 116 (Culinary Sustainability) as a required course for the AAS in Culinary Arts and Baking. At the 2013 Culinary PCC meeting, it was agreed upon that all culinary programs would be adding several sustainability learning outcomes to the curriculum as recommended by the American Culinary Federation. CULN 116, Culinary Sustainability, has been set aside system-wide as the name for the course to address these competencies.

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.

Table with 27 columns (A-AM) and 2 rows of SLOs. Row 1: Explain the importance of a variety of sustainable practices in a foodservice operation. Row 2: Implement a variety of sustainable practices in a foodservice operation as a means of controlling operating costs and for being good environmental.

stewards.

LEGEND

- A. Identify environmentally friendly cleaning products and what common chemicals they can replace. Identify and compare costs.
- B. Research/identify the benefits of using fiber textiles, including fiber textiles made from other recycled materials (e.g.; carpet, clothing, seat covers, towels, napkins, curtains, etc.)
- C. Identify regularly purchased products that could be replaced with recyclable, reusable or biodegradable items.
- D. Define composting and the different types of composting methods.
- E. Identify products appropriate for composting.
- F. Identify the benefits to society of recycling.
- G. Identify a variety of products that can be recycled in a foodservice operation.
- H. Identify a variety of areas where waste control can be implemented in the kitchen.
- I. Research recycling and composting policy in your municipality.
- J. Develop a power up/power down worksheet for your facility.
- K. Research variable speed hoods and describe their energy use.
- L. Identify/research the cost benefit of replacing several large and small pieces of kitchen equipment with an energy saving model.
- M. List places within the foodservice environment that is ideal for motion sensor switches.
- N. Determine which light bulbs in your foodservice environment could be changed to CFL or LED bulbs resulting in cost savings.
- O. List the pros and cons of using these types of bulbs, including the cost difference and long-term usage.
- P. Identify energy and money saving plans for lighting.
- Q. Define "energy efficient."
- R. List benefits of "energy efficient" equipment.
- S. Identify proper pre-heating times for different kinds of kitchen ovens.
- T. Develop a cleaning schedule for major equipment -stoves/coolers - and benefits (e.g.; longevity of equipment).
- U. Identify several pieces of small equipment that require proper maintenance and cleaning to ensure efficiency.
- V. Define the concept of the "food mile."
- W. Discuss controlling the amount of food prepared in order to reduce waste; and what can be done with excess prepared food as an alternative to composting.
- X. Identify a variety of protein products that can be purchased in your local area, and describe how you would procure them.
- Y. Identify the pros and cons of purchasing locally produced (raised) proteins.
- Z. Explain the pros and cons of purchasing organic foods.
- AA. Research the different ways of raising sustainable proteins.
- AB. Define ten (10) terms used to describe "sustainable" foods (e.g.; free range, organic, heritage, heirloom, rBGH-free, etc.)
- AC. Identify the pros and cons of purchasing locally.
- AD. Understand the concept of sustainable seafood, and list 10 fish that are on the red, yellow, and green lists.
- AE. Research the benefits and issues related to aquaculture and wild-caught fish, along with the different wild-caught fish methods.
- AF. List seafood that can be substituted for red-listed species, based on fish texture and flavor.
- AG. Survey all faucets to identify any leaks.
- AH. Identify simple steps to conserve water.
- AI. Identify the most energy efficient approved thawing process.
- AJ. Research water efficient appliances
- AK. Research low flow aerators and identify which faucets are best suited for such devices.
- AL. Determine the cost of water in your municipality.
- AM. Describe how and why water pipes should be insulated.

Course SLO/PSLO	A	B	C	D
Explain the importance of a variety of sustainable practices in a foodservice operation.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Implement a variety of sustainable practices in a foodservice operation as a means of controlling operating costs and for being good environmental stewards.	<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. 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.
- C. Demonstrate skills in various areas of the culinary hierarchy: human relations, leadership and personnel management, ethical decision making.
- D. Discuss the standards of restaurant regulations involving liquor protocol and health and safety regulations.

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
Identify environmentally friendly cleaning products and what common chemicals they can replace. Identify and compare costs.
Research/identify the benefits of using fiber textiles, including fiber textiles made from other recycled materials (e.g., carpet, clothing, seat covers, towels, napkins, curtains, etc.)
Identify regularly purchased products that could be replaced with recyclable, reusable or biodegradable items.
Define composting and the different types of composting methods.
Identify products appropriate for composting.
Identify the benefits to society of recycling.
Identify a variety of products that can be recycled in a foodservice operation.
Identify a variety of areas where waste control can be implemented in the kitchen.
Research recycling and composting policy in your municipality.
Develop a power up/power down worksheet for your facility.
Research variable speed hoods and describe their energy use.
Identify/research the cost benefit of replacing several large and small pieces of kitchen equipment with an energy saving model.
List places within the foodservice environment that is ideal for motion sensor switches.
Determine which light bulbs in your foodservice environment could be changed to CFL or LED bulbs resulting in cost savings.
List the pros and cons of using these types of bulbs, including the cost difference and long-term usage.
Identify energy and money saving plans for lighting.
Define "energy efficient."
List benefits of "energy efficient" equipment.
Identify proper pre-heating times for different kinds of kitchen ovens.
Develop a cleaning schedule for major equipment -stoves/coolers - and benefits (e.g.; longevity of equipment).
Identify several pieces of small equipment that require proper maintenance and cleaning to ensure efficiency.
Define the concept of the "food mile."
Discuss controlling the amount of food prepared in order to reduce waste; and what can be done with excess prepared food as an alternative to composting.
Identify a variety of protein products that can be purchased in your local area, and describe how you would procure them.
Identify the pros and cons of purchasing locally produced (raised) proteins.
Explain the pros and cons of purchasing organic foods.
Research the different ways of raising sustainable proteins.
Define ten (10) terms used to describe "sustainable" foods (e.g.; free range, organic, heritage, heirloom, rBGH-free, etc.)
Identify the pros and cons of purchasing locally.
Understand the concept of sustainable seafood, and list 10 fish that are on the red, yellow, and green lists.
Research the benefits and issues related to aquaculture and wild-caught fish, along with the different wild-caught fish methods.
List seafood that can be substituted for red-listed species, based on fish texture and flavor.
Survey all faucets to identify any leaks.
Identify simple steps to conserve water.
Identify the most energy efficient approved thawing process.
Research water efficient appliances.
Research low flow aerators and identify which faucets are best suited for such devices.
Determine the cost of water in your municipality.
Describe how and why water pipes should be insulated.

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.

- Identify Sustainability through Purchasing /Procurement.....2 hours
- Define Sustainability through Waste Control.....1 hour
- Develop, research, identify, and determine areas for energy conservation.....2 hours
- Define, discuss, identify, and research various sustainability concepts in origins and processing of food.....
- Define, identify, understand, research, compare, and list ways to be more sustainable through community centered, local, and/ or seasonal food purchases.....3 hours
- Survey, identify, research, determine, and describe ways in which to conserve water.....2 hours
- Identify the benefits and challenges using sustainable "Purchasing Cents".....2 hours
- Identify, discuss, determine, list, and research recyclable products and ways to recycle.....3 hours

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.
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.

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"/> Preparatory Level
<input checked="" type="checkbox"/>	Critical Thinking - Apply critical thinking skills to effectively address the challenges and solve problems. <input checked="" type="checkbox"/> Preparatory Level
<input checked="" type="checkbox"/>	Information Retrieval and Technology - Access, evaluate, and utilize information effectively, ethically, and responsibly. <input checked="" type="checkbox"/> Preparatory Level
<input checked="" type="checkbox"/>	Oral Communication - Practice ethical and responsible oral communications appropriately to a variety of audiences and purposes. <input checked="" type="checkbox"/> Preparatory Level
	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"/> 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.
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)
- 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.

- Baldwin, Cheryl, Ph.D.. Greening Food and Beverage Services A Green Seal Guide to Transforming the Industry. 1. Science & Standards, Green Seal, 2012, 00679TXT01ENGE.

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/ Remedial:		

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

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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.

New pg 40, 41 and 105 General Catalog 2014-2015

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.		2
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 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.		0
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.		2
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.	2
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.	0
Outcome 3.4 - Access and retrieve information through print and electronic media, evaluating the accuracy and authenticity of that information.	2
Outcome 3.5 - Create, manage, organize, and communicate information through electronic media.	0
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.	0
Outcome 4.2 - Gather, evaluate, select, and organize information for the communication.	2
Outcome 4.3 - Use language, techniques, and strategies appropriate to the audience and occasion.	0
Outcome 4.4 - Speak clearly and confidently, using the voice, volume, tone, and articulation appropriate to the audience and occasion.	2
Outcome 4.5 - Summarize, analyze, and evaluate oral communications and ask coherent questions as needed.	1
Outcome 4.6 - Use competent oral expression to initiate and sustain discussions.	2
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.	2
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.	0
Outcome 5.7 - Synthesize information from various sources, drawing appropriate conclusions.	0
Outcome 5.8 - Communicate clearly and concisely the methods and results of logical reasoning.	0
Outcome 5.9 - Reflect upon and evaluate their thought processes, value system, and world views in comparison to those of others.	0
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.	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