

## University of Hawaii Maui College CULN 130 - Intermediate Cookery

**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.**

130

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

Intermediate Cookery

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

4

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

- Hour lecture (1)
- Hour other; explain (10)

4cr. 1 hour lect. 10 hrs. shop per week

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

Identifies and uses tools, equipment, supplies and foods used in a short order and cold food kitchen. Examines various positions in the short order kitchen. Offers practice in, applying and analyzing principles of cookery and service of short order foods. Discusses the preparation and properties of cold foods and their ingredients. Examines and offers practice in the preparation, presentation, quality control and merchandising of foods served cold.

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

CULN 112 and 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? 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.**

Changing this 5 credit "Lab" course into a 4 credit "Shop" course will essentially keep the hours spent in class the same being that 1 credit = 3 hours of "lab" while 1 credit = 4 hours of "shop". Keeping this course at 5 credits would result in an increase in contact hours for the instructor resulting in necessary "overload" pay. This course is heavily based on hands-on skill development and students will greatly benefit from a higher ratio of shop to lecture time. This change will reduce the lecture portion of this course by 1 hour while increasing the "shop" time by one hour. The extra shop time has been added to reinforce the needed competencies and student learning outcomes within the kitchen setting.

In addition to the credit change, CULN 130 will also move from the 3rd semester to the 2nd. As a result, the pre-requisite has changed from CULN 120 to CULN 112 and 123.

**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	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
Identify and employ the use of standardized recipes, measurements portion control procedures and basic food costing.	<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"/>		
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"/>				
Discuss and analyze the function and ID of ingredients and use them to produce and evaluate food products with emphasis on balancing proper flavors, seasoning, textures and pleasing visual presentation.	<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"/>		
Define and demonstrate professionalism and teamwork and develop proper work habits and ethical behavior in the culinary workplace.																										<input checked="" type="checkbox"/>
Organize a workstation in a timely manner																						<input checked="" type="checkbox"/>				



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.
- E. 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
Identify and use herbs, spices, oils and vinegar, condiments, marinades and rubs
Evaluate the quality of herbs, spices, oils, vinegar, condiments, marinades, and rubs
Prepare a variety of hot and cold sandwiches.
Evaluate the quality of sandwiches.
Identify and prepare a variety of breakfast meats.
Evaluate the quality of prepared breakfast meats.
Describe a variety of preparation techniques used in egg cookery
Cook eggs using a variety of preparation techniques.
Evaluate the quality of prepared eggs.
Identify and prepare a variety of breakfast batter products.
Evaluate the quality of prepared breakfast batter products.
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.
Define salad dressing and describe its purposes.
Identify, define, and describe the types of salad dressings.
Prepare a variety of salad dressings and evaluate the quality of each.
Identify a variety of common salad greens.
Prepare and dress greens for a salad.
Evaluate the quality of properly prepared and dressed green salad.
Identify, describe, and prepare a variety of composed salads.
Evaluate the quality of composed salads.
Demonstrate knife skills, hand tool and equipment operation, emphasizing proper safety and sanitation techniques.
Utilize standard weights and measures to demonstrate proper scaling and measurement techniques.
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.
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: Introduction to MCA food court operations
  - Sanitation, safety and personal hygiene procedures
  - Identify and use short order kitchen tools and equipment
  - Discussion of, preparation and service of meats, starches, various batters, eggs and fruits commonly associated with short order cookery
- Week II: Discussion of, preparation and service of meats, starches, various batters, eggs and fruits commonly associated with short order cookery
- Week III: Discussion of, preparation and service of meats, starches, various batters, eggs and fruits commonly associated with short order cookery
- Week IV: Preparation and service of breakfast food
- Week V: Basic categories and structure of salads and dressings
  - Basic principles of proper salad making
  - Common salad greens used in industry
  - Identify and use equipment, utensils and supplies commonly found in a cold food kitchen (SLO: I-IV), (a,b,e,f,g,i)
- Week VI: Basic categories and structure of salads and dressings
- Week VII: Cold appetizers and specialty salads
- Week VIII: Cold Sandwiches and garnishes

**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.
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

	<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.  <input checked="" type="checkbox"/> Level 1

<b>GenED SLO</b>
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)

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

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

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

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

15

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

YES  
Paina Kitchen Lab

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.

Lessens the overall credit requirement for the CO, CA and the AAS in Culinary Arts

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 - Culinary Arts	PR - Program Requirement
BAS:		
Developmental/ Remedial:		

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

CULN 130 Hawaii CC, Kapiolani 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.

2014-2015 pages 40, 41 and 105

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

<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>		2
<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>		2
<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> 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>		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>		2
<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>		2
<b>Outcome 3.6 - Recognize changing technologies and make informed choices about their appropriateness and use.</b>		2
<b>Standard 4 - Oral Communication</b> 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>		2
<b>Outcome 4.2 - Gather, evaluate, select, and organize information for the communication.</b>		2
<b>Outcome 4.3 - Use language, techniques, and strategies appropriate to the audience and occasion.</b>		2
<b>Outcome 4.4 - Speak clearly and confidently, using the voice, volume, tone, and articulation appropriate to the audience and occasion.</b>		2
<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>		2
<b>Standard 5 - Critical Thinking</b> 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>		2



<b>Outcome 5.4 - Recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis.</b>	2
<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>	2
<b>Outcome 5.6 - Apply problem-solving techniques and skills, including the rules of logic and logical sequence.</b>	2
<b>Outcome 5.7 - Synthesize information from various sources, drawing appropriate conclusions.</b>	2
<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> 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>	2
<b>Outcome 6.2: Explore diverse approaches to solving a problem or addressing a challenge.</b>	2
<b>Outcome 6.3: Sustain engagement in activities without a preconceived purpose.</b>	2
<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>	2
<b>Outcome 6.6: Build upon or adapt the ideas of others to create novel expressions or new solutions.</b>	2

### 33. Additional Information