

University of Hawaii Maui College CULN 220 - Advanced 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.

220

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

Advanced 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.

Provides practice and theory in ala carte and banquet food production as found in quality hotels and specialty restaurants.

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

CULN 120 and 130 both with grade C or better and ENG 22 with grade C or better or placement at least ENG 100, or consent.

8. Co-requisites.

n/a

9. Recommended Preparation.

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 in it would 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.

Moving course on the program map from the 4th to the 3rd semester. After analyzing the data in regards to student retention for the culinary program, it has been determined that the fourth semester for culinary students is (obviously) the lowest enrolled. On several occasions the fourth semester courses have an enrollment 30% that of our first semester courses while our third semester courses currently has an enrollment of 50-60%. We will be making this change in order to capture students (20-30% of our initial enrollment) necessary for the quality production and service of foods in the Lei's Family Class Act Restaurant. Additionally, it is believed that CULN 160 and 220 (or Class Act) are courses that students aspire to enroll in and this move will help with overall CULN retention by bringing it into a more obtainable location on the map. Furthermore, CULN 240 (Garde Manger) and 271 (Purchasing and Cost Controls), which will move to the fourth semester, are not "production" classes which gives the program the flexibility to either offer 1 or 2 courses of each every semester depending on the demand.

The prerequisite of CULN 120 or CULN 130 will replace CULN 123 . It has become apparent to the program that students enrolling in CULN 220 (Advanced Cookery) weren't always prepared and to perform in a fast-paced ala carte environment like the Class Act Restaurant. The reason for this is that while students learned basics of food preparation in CULN 123, they did not have the opportunity to practice and become proficient in the necessary skills that they would get in CULN 120 or CULN 130. This change in prerequisite will address this oversight.

The lowering of pre-requisite from ENG 100 to ENG 22 with grade C or better or placement at least ENG 100, or consent. Due to the relocation of CULN 160/220 on the program map from 4th to 3rd semester, many of the culinary students who are at a remedial level in English will not be able to enroll in these courses should the pre-requisite remain at ENG 100. This change will allow students to take ENG 100 while being enrolled in CULN 160 and 220.

- 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
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"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>					
Organize a workstation in a timely manner while following proper sanitation and safety procedures														<input checked="" type="checkbox"/>
Identify and distinguish quality components of food taste, texture and presentation		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>						
Demonstrate ability to expedite service of multiple courses of food in a full-service restaurant	<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"/>
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"/>					
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"/>

LEGEND

- A. Using the basic cooking methods, prepare meat, seafood, poultry, and variety meats to the proper doneness.
- B. Evaluate the quality of prepared meats, seafood, poultry, and variety meats.
- C. Discuss and demonstrate the use of wine, beer, brandy and liquor, and liqueurs in cooking
- D. Evaluate the quality of herbs, spices, oils, vinegar, condiments, marinades, and rubs.
- E. Perform basic fabrication tasks with meat, poultry, seafood and variety meats.
- F. Prepare a variety of non-grand/classical sauces.
- G. Prepare a variety of fruits, vegetables, starches, legumes and grains using the basic cooking methods.
- H. Evaluate the quality of prepared fruits, vegetables, starches, legumes and grains.
- I. Prepare foods for preservation and prepare preserved foods.
- J. Demonstrate proper scaling and measurement techniques.
- K. Perform recipe yield conversions.
- L. Perform the process of recipe costing.
- M. Write a standardized recipe.
- N. Discuss and demonstrate professional ethics and teamwork practiced in the Industry.

Course SLO/PSLO	A	B	C	D	E
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"/>				
Organize a workstation in a timely manner while following proper sanitation and safety procedures		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Identify and distinguish quality components of food taste, texture and presentation	<input checked="" type="checkbox"/>				
Demonstrate ability to expedite service of multiple courses of food in a full-service restaurant		<input checked="" type="checkbox"/>			
Define and demonstrate professionalism and teamwork and develop proper work		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>

habits and ethical behavior in the culinary workplace					
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"/>				
Identify and employ the use of standardized recipes, measurements portion control procedures and basic food costing	<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.
- 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
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.
Discuss and demonstrate the use of wine, beer, brandy and liquor, and liqueurs in cooking
Evaluate the quality of herbs, spices, oils, vinegar, condiments, marinades, and rubs.
Perform basic fabrication tasks with meat, poultry, seafood and variety meats.
Prepare a variety of non-grand/classical sauces.
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.
Prepare foods for preservation and prepare preserved foods.
Demonstrate proper scaling and measurement techniques.
Perform recipe yield conversions.
Perform the process of recipe costing.
Write a standardized recipe.
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 Advanced Cookery
 - Essence of Ingredients
 - Advanced Flavor Concepts
 - Cuisine profiles
 - Review basci cooking methods
 - Fine Dining restautant operations
 - Review expiditing food service in Ala carte Service
- Week II: American menu
 - Curing
 - Grilling
 - Saute
 - Pork Fabrication
 - Plate presentation
 - Regional American Flavor profiles
- Week III: Spanish menu
 - Seafood fabrication
 - Roasting
 - Sous Vide
 - Spanish flavor profile
- Week IV: Moroccan menu
 - Stewing
 - Poaching
 - Steaming
 - Beef fabrication
 - Moroccan flavor profile
- Week V: Italian menu
 - Pasta
 - Boli/Simmer
 - Pan Fry
 - Lamb
 - Risotto
 - Italian flavor profile
- Week VI: French Menu
 - Grand sauces
 - Cooking with Wine and spirits
 - Blanching
 - Confil
- Week VII: Student Week
 - Students run all restaurant operations
- Week VIII: Final practicia Project and Assessment
 - Recipe devlopment
 - Food costing
 - Oral and Written presentation
 - Cooking Practical

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"/>	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)

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

- Karen Page, Andrew Dorenburg. The Flavor Bible. First. Little, Brown and Company, 2008, 978-0316118408.

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

12

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.

no

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
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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 220 Hawaii CC, Leeward 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.

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.	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.	1
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.	2
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.	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.	2
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.	2
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.	2
Outcome 4.6 - Use competent oral expression to initiate and sustain discussions.	3
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.	3
Outcome 5.7 - Synthesize information from various sources, drawing appropriate conclusions.	3
Outcome 5.8 - Communicate clearly and concisely the methods and results of logical reasoning.	3
Outcome 5.9 - Reflect upon and evaluate their thought processes, value system, and world views in comparison to those of others.	3
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.	3

33. Additional Information

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