UNIVERSITY OF HAWAIʻI

SYSTEM ARTICULATION AGREEMENT

Culinary Arts (CULN)

Revised October 2008
INTRODUCTION

The University of Hawai‘i System is comprised of ten campuses located on six islands in the State of Hawai‘i. While each campus has a unique identity and mission, the ten campuses operate as one system.

Career Pathways
The State of Hawai‘i and its educational systems are participating in Career Pathways with an overall theme of “Six pathways, one system.” The six pathways are:

1. Arts and Communication
2. Business
3. Health Services
4. Industrial and Engineering Technology
5. Natural Resources
6. Public and Human Services

At the secondary and postsecondary levels, the goal of Career Pathways is to provide curriculum standards that meet business and industry requirements. Implementing these standards will ensure student attainment of a high level of academic and technical skills, a seamless transition from secondary to postsecondary educational programs and between postsecondary campuses, and a satisfying career for which the student is well prepared.

Hawai‘i P-20 Initiative
The overarching goal of the P-20 initiative is to improve student achievement at all levels of education. To this end, two of the goals of P-20 are:

1. To align standards, curricula, and assessments across all components of the state’s public education system.
2. To improve transition among the components of the education system, as well as from an educational setting to the workforce.

During the course of their education, students may decide to transfer from one campus to another in the University of Hawai‘i (UH) system. The development of an articulated program of study supports the transfer of earned academic credits within the UH system.

PURPOSE

The primary purpose of this articulation agreement is to facilitate the matriculation of students and the transfer of courses across the university system. Moreover, it is intended to inform students, whose program of study requires Culinary Arts (CULN) courses as part of their degree requirements, of the program opportunities that are available to them throughout the UH system. Through this agreement, students will have the opportunity to receive credit for equivalent courses taken elsewhere in the UH
system, reducing the potential problems of having to retake a similar course or not being credited with work that has been completed.

AGREEMENTS AND PROCEDURES

1. **Scope of Agreement.** This Articulation Agreement includes Hawai‘i, Kapi‘olani, Kaua‘i, Leeward and Maui Community Colleges.

2. **Number of Credits to be Awarded.** Transfer credit, as noted in the table below, will be awarded to students transferring between the following University of Hawai‘i campuses for the following courses:

<table>
<thead>
<tr>
<th>Course Alpha No.</th>
<th>Course Title</th>
<th>Credits</th>
<th>Campuses</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. CULN 111</td>
<td>Introduction to the Culinary Industry</td>
<td>2</td>
<td>Hawai‘i CC</td>
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<tr>
<td></td>
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<td></td>
<td>Kapi‘olani CC</td>
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<td>Maui CC</td>
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<tr>
<td>B. CULN 112</td>
<td>Sanitation and Safety</td>
<td>2</td>
<td>Hawai‘i CC</td>
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<td>Kapi‘olani CC</td>
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<td>Leeward CC</td>
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<td></td>
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<td>Maui CC</td>
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</tbody>
</table>

**Note:** Instructors of this course MUST hold ServSafe certification by the National Restaurant Association Educational Foundation or other certifications as accepted by the American Culinary Federation.

<table>
<thead>
<tr>
<th>Course Alpha No.</th>
<th>Course Title</th>
<th>Credits</th>
<th>Campuses</th>
</tr>
</thead>
<tbody>
<tr>
<td>C. CULN 120</td>
<td>Fundamentals of Cookery</td>
<td>6</td>
<td>Hawai‘i CC</td>
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<td></td>
<td></td>
<td>5</td>
<td>Kapi‘olani CC</td>
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<td>4</td>
<td>Kaua‘i CC</td>
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<tr>
<td></td>
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<td>5</td>
<td>Leeward CC</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>Maui CC</td>
</tr>
</tbody>
</table>

**Notes:** When students transfer to an institution in this Agreement where their articulated course credit(s) are less than the credits of the comparable course at the receiving institution, students must replace the deficit credit(s) with approved CULN credit(s) from the receiving institution.

3. **General Guidelines for the Application and Award of Transfer Credits**

   A. **Student Eligibility:** Students must be currently enrolled at a participating UH campus to be eligible for the award of any transfer credit.

   B. **Timeline for Application:** Students should apply for transfer credits during their first year of attendance at the receiving campus.

   C. **Transferability:** Credits awarded within the guidelines established in this Agreement will transfer between and among designated University of Hawai‘i campuses. However, students should be informed by both "sending" and
"receiving" campuses that transferred credits may **not** be applicable to programs outside of this Agreement.

D. **Campus Procedures:** Each UH campus which is a party to this Agreement will be responsible for establishing procedures which detail the timeline and deadlines for application, review of requests for award of transfer credit, and the appeals process for such credit.

The course outline(s) in this document have been approved by the faculty and administrations of all campuses represented in this signed Agreement. This Articulation Agreement will remain in effect until October 2012. It will be subject to review in October 2011, and may be continued, revised, or discontinued with the consent of all faculty members and administration of all campuses represented in this agreement. The Articulation Agreement will remain in effect while the review is in progress.
CULN 111 Introduction to the Culinary Industry (2 credits)
Hawai'i, Kapi'olani, Kaua'i, Leeward, and Maui Community College
Course Outline
Revised 10/7/08

A. **Course Description**

Provides an overview of the culinary industry within the aspects of the entire hospitality industry. It provides students with an introduction to the historical, social and cultural forces that have affected and shaped the industry of today. Students will identify job qualifications and opportunities, professional standards, communication skills, and attitudes essential for successful workers in the industry.

B. **Hours Per Week**

2 lecture = 30 total lecture hours

C. **Prerequisites, Corequisites, and/or Required Preparation**

Prerequisites: None.

D. **Intended Student Learning Outcome(s)**

Simulate steps to seek, apply for, attain, and retain employment in culinary and hospitality industry careers based on personal preferences and industry standards.

E. **Course Content**

Concepts

Simulate steps to seek, apply for, attain, and retain employment in culinary and hospitality industry careers based on personal preferences and industry standards.

1. **Industry Trends**
   a. Industry overview and background
      (1) Historical milestones
      (2) Social and cultural forces
      (3) Leading culinarians
      (4) Growth and development impact
      (5) Development of culinary/hospitality industry
   b. Career opportunities
   c. Industry trends
   d. Cuisines, diet, and food products
   e. Forecast of future trends
   f. Hospitality industry
   g. Culinary arts and food service industry
   h. Types of food service operations
      (1) Commercial
      (2) Institutional
      (3) Health services
      (4) Clubs
(5) Military
(6) Central commissaries
(7) Cruise lines

i. Kitchen organizations

(1) Classical kitchen brigade in English and French

(2) American kitchen organization
j. Types of food service operations
   (1) Commercial
   (2) Institutional
   (3) Health services
   (4) Clubs
   (5) Military
   (6) Central commissaries
   (7) Cruise lines

2. Work Qualifications
   a. Organizational structures, hierarchy

   General Manager
   - Director Human Resources
   - Director Food and Beverage
   - Director Engineering
   - Director Sales and Marketing
   - Director Rooms
   - Director Finance, Accounting, Controller
   - Room Service Manager
   - Beverage Manager
   - Chief Steward
   - Executive Chef
   - Catering Manager
   - Restaurant Manager
   - Director of Housekeeping
   - Front Office Manager
   - Order Taker and Waiters
   - Bartenders and Servers
   - Stewards and Dishwashers
   - Executive Sous Chef
   - Sales Staff
   - Assistants Hosts, Servers
   - Sous Chef

b. Basic functions of each unit
   c. Occupational qualifications
   d. Education and experience required
   e. Job entry and advancement
   f. Career and occupational goals
   g. Personal goals
   h. Professional organizations
   i. Networking
   j. Employment opportunities
   k. Job qualifications
   l. Job titles
   m. Interviewing techniques
   n. Appropriate résumés
3. Career Advancement Plan
   a. Value of continuing education
   b. Trade and journal publications
   c. Occupational and career advancement opportunities
   d. Professional development opportunities (traditionally and electronically delivered)
   e. Professional standards of behavior
   f. Ethical practices
   g. Career success
   h. Professional organizations

   Must include:
   (1) American Culinary Federation Accrediting Commission
   (2) American Culinary Federation, Inc. http://www.acfchefs.org/
   (3) Les Dames D’Escoffier International and Hawai’i Chapter http://www.ldei.org/
   (6) Hawai’i Farm Bureau Federation http://www.hfBF.org/
   (7) International Food Service Executive Association http://www.ifsea.com/
   (8) Slow Food USA http://www.slowfoodusa.org/

   May also include:
   Organizations concerned with the sustainability movement

Skills

Simulate steps to seek, apply for, attain, and retain employment in culinary and hospitality industry careers based on personal preferences and industry standards.
1. Define hospitality and the philosophy of the hospitality industry.
2. Trace the growth and development of the hospitality and tourism industry.
   a. Chart/Identify the positions in the classical kitchen brigade in English and French:
   b. Chart/Identify the positions in the typical American kitchen organization
3. Describe the various cuisines and contributions of leading culinarians.
   a. Classical cuisine (e.g. Auguste Escoffier)
   b. Grande cuisine (e.g. Marie-Antoin Carême)
   c. Nouvelle cuisine (e.g. protégés of Fernand Point)
   d. Hawai’i Regional cuisine (founding chefs such as Roy Yamaguchi, Alan Wong, etc.)
   e. American and regional cuisines (e.g. Alice Waters, Julia Child, James Beard)
4. Identify professional organizations within the field; explain purpose and benefits.
5. Outline the organization, structure, and functional areas in various hospitality organizations as a perspective for later courses in menu planning, purchasing,
food productions and services, food and beverage controls, management, etc.

6. Evaluate career opportunities, through participation in field trips and guest speakers in class.
7. Discuss/evaluate industry trends as they relate to career opportunities and the future of the industry.
8. Discuss and evaluate industry trade periodicals.
9. Discuss professional ethics practiced in the industry.

F. **Text and Materials**
Varied, but may include:

**Hawai‘i Community College**

**Kapi‘olani Community College**

**Leeward Community College**

**Maui Community College**
1. Rande, Wallace L. *Introduction to Professional Food Service*. Wiley & Sons, Inc.

G. **Reference Materials**
Varied, but may include:

1. Publications, periodicals, magazines such as:
   a. *Restaurant and Institutions* (Free)
   b. *Foodservice Director* (Free)
   c. *Sizzle: The American Culinary Federation Quarterly for Students of Cooking* (Free with program’s membership)
   d. *Nation’s Restaurant News* (National Restaurant Association, free with membership)
   e. *Sante, The Magazine for Restaurant Professionals* (Free)
2. Instructor handouts.

**Hawai‘i Community College**
H. **Auxiliary Materials and Content**

Varied, but may include:

**Hawai'i Community College**

**Periodicals/Foodservice Magazines:**


**Auxiliary Materials and Content:**

3. Video TX 20  The Executive Chef
4. Video TX 80  Four Star Flying

**Kapi'olani Community College**

1. Students are expected to produce an electronic portfolio, which may require the purchase of a writable CD or other data storage media.
2. Students are expected to complete an on-line basic skill assessment and remediation program (as needed).
3. Students should be able to perform basic word processing skills as web-based instruction will be used in class.

I. **Learning Assessment Tasks**

Varied, but may include:

2. Formative Evaluations may include:
   - Projects and activities; examinations and presentations
   - Résumé
   - Electronic portfolio

J. **Methods of Instruction**

Instructional methods vary considerably between instructors. Instructional techniques may include, but are not limited to:

1. Quizzes and tests with feedback and discussion.
2. Lectures and class discussion.
3. Problem solving.
4. PowerPoint presentations.
5. Videos, DVDs, CD-ROMs.
7. Group activities.
8. Oral reports and other student presentations.
9. Games and simulations.
10. Homework assignments such as:
    - Reading, or watching, and writing summaries and reactions to food service industry issues in the media including newspapers, video, magazines, journals.
    - Reviewing lectures, web-based materials, and other sources of information.
• Reading text and reference materials and answering discussion questions.
• Researching environmental problems and issues.
11. Web-based assignments and activities.
12. Reflective journals.
13. Group and/or individual research projects with reports or poster presentations.
14. Study logs and study groups.
15. Service learning, community service, and/or civic engagement projects and other contemporary learning techniques (such as problem based learning).

Per Attachment V, CCCM #6100 (Revised August 28, 1991) and The Outcomes Primer by Ruth Stiehl, pp. 46-47 © 2002
A. **Course Description**
The study and application of the principles and procedures of sanitation and safety in the hospitality industry. Includes the study of food-borne illnesses, biological, chemical, and physical hazards, and cross-contamination as they may occur during the flow of food. An introduction to HACCP (Hazard Analysis Critical Control Point) and other sanitation and safety programs will also be presented. Safety issues and OSHA (Occupational Safety and Health Administration) guidelines and standards will be covered as they apply to the hospitality industry.

**Note:** Instructors of this course MUST hold ServSafe certification by the National Restaurant Association Educational Foundation or other certifications as accepted by the American Culinary Federation. (Course may be taken online).

B. **Hours Per Week**
- HawCC: Lecture: 2 hours
- KapCC: Lecture: 2 hours (16 weeks) or 4 hours (8 weeks)
- KauCC: Lecture: 2 hours
- LeeCC: Lecture: 2 hours
- MauCC: Lecture: 2 hours

C. **Prerequisites, Corequisites, and/or Required Preparation**
- HawCC: Prerequisites: None.
- KapCC: Prerequisites: None.
- KauCC: Prerequisites: None. Recommended: ENG 21 or higher.
- LeeCC: Prerequisites: None.
- MauCC: Prerequisites: None.

D. **Intended Student Learning Outcomes**
1. Evaluate the impact of the basic principles of sanitation and safety in a food service operation to practice safe food handling and protect the health of the consumer.
2. Evaluate kitchen safety practices in the food service industry for the food service handler.
3. Demonstrate professional behavior as required by the culinary industry.
E. **Course Content**

Concepts

SLO #1: Evaluate the impact of the basic principles of sanitation and safety in a food service operation to practice safe food handling and protect the health of the consumer.

1. ServSafe certification by the National Restaurant Association Educational Foundation or other certifications as accepted by the American Culinary Federation.
2. Food Service Manager, Food Safety Manager, Food Protection Manager, Certified Professional Food Manager (CPFM), Professional Food Service Managers (CPFSM) certifications
3. Sanitation
4. Safety
5. Food handling
6. Hygiene
7. Food-borne illnesses and diseases
8. Food spoilage
9. Cross-contamination
10. Flow of food
11. Hawai‘i Department of Health and the US Food and Drug Administration
   food handling sanitation and safety standards
12. Official sanitation inspection
13. Micro world
14. Material Safety Data Sheets (MSDS)
15. Waste disposal and recycling
16. Bio-terrorism laws
17. Radio Frequency Identification (RFID) Technology

SLO #2: Evaluate kitchen safety practices in the food service industry for the food service handler.

1. Accident prevention
2. Hazards—fire, biological, chemical, and physical
3. First aid
4. Hazard Analysis Critical Control Points (HACCP)
5. OSHA (Occupational Safety and Health Administration)
6. Food service operation
   a. Purchasing and receiving
   b. Storage
   c. Preparation and service
   d. Sanitary facilities
   e. Cleaning and sanitizing principles
   f. Pest management and control
7. Prevention:
   a. Cuts and burns
   b. Fires
   c. Injuries from machines and equipment
d. Falls, strains, and injuries from lifting

SLO#3: Demonstrate professional behavior as required by the culinary industry.
1. Grooming and hygiene
2. Professional dress code
3. Professional behavior and attitude
4. Team work

Skills
SLO #1: Evaluate the impact of the basic principles of sanitation and safety in a food service operation to practice safe food handling and protect the health of the consumer.
1. Identify microorganisms which are related to food spoilage and food-borne illnesses; describe their requirements and methods for growth.
2. List and describe symptoms common to food-borne illnesses and list various ways these illnesses can be prevented.
3. List the major causes of food spoilage.
4. Define food spoilage indicators.
5. Outline the flow of food through an establishment and list the various ways contamination may be prevented along the pathway.
6. Outline the requirements for proper receiving and storage of both raw and prepared foods.
7. Describe types of cleaners and sanitizers and their proper use.
8. Develop cleaning and sanitizing schedule and procedures for equipment and facilities.
9. Identify proper methods of waste disposal and recycling.
10. Describe appropriate measures for insects, rodents and pest control eradication.
11. Conduct a sanitation self-inspection and identify modifications necessary for compliance with standards.
12. Describe appropriate types and use of fire extinguishers used in the foodservice area.
13. Review laws and rules of the regulatory agencies governing sanitation and safety in foodservice operation.
14. Identify food bio-terrorism laws and RFID technology and the impact these regulations and technology have on food safety and sanitation.

SLO #2: Evaluate kitchen safety practices in the food service industry for the food service handler.
1. Describe acceptable procedures when preparing potentially hazardous foods to include time/temperature principles.
2. Identify sanitary and safety design and construction features of food production equipment and facilities (i.e., NSF, UL, OSHA, ADA, etc.).
3. Identify the seven HACCP Principles and the critical control points during all food handling processes as a method for minimizing the risk of food-borne illness.
4. Demonstrate appropriate use of Material Safety Data Sheets (MSDS), explain their requirements in handling hazardous materials, and discuss compliance with right-to-know laws.
5. List common causes of typical accidents and inquiries in the foodservice industry and outline a safety management program.
6. Demonstrate appropriate emergency policies for kitchen and dining room injuries.

SLO#3: Demonstrate professional behavior as required by the culinary industry.
1. Demonstrate the fundamentals of good personal hygiene.
2. Demonstrate good grooming habits.
3. Demonstrate dependability, respectfulness, principles of teamwork, courtesy, and adaptability.
4. Communicate effectively.

F. Text and Materials
Varied, but may include:


G. Reference Materials
Varied, but may include:

5. Periodicals, trade magazines, and current newspaper articles bulletins from the State of Hawai‘i Health Department.
H. **Auxiliary Materials and Content**

Varied, but may include:

*Videos* (from the Culinary Institute of America [CIA] series):

- **Video TX 6**: Food-borne diseases.
- **Video TX 56**: Even when nobody’s looking: personal hygiene for the food service worker.
- **Video TX 57**: From dock to dish: maintaining safe food.
- **Video TX 86**: Kitchen safety: preventing falls, burns, and accidents
- **Video TX 94**: Personal Hygiene: basic sanitation for food handlers.
- **Video TX 58**: The scene of the grime: a sanitary environment.
- **Video TX 4**: The sanitary inspection.

*Shig Happens*, by Henry Holthaus, Kapi'olani Community College

Federal Government Video Library with free online videos


Food Safety Videos from the Food and Drug Administration (FDA)

[http://www.cfsan.fda.gov/~comm/videos.html#fda](http://www.cfsan.fda.gov/~comm/videos.html#fda) such as:

- **Food Protection Plan**
  - Food Protection Plan Overview 11/07, Windows Media Player: 56K | 150K | 300K; Real Player: 56K | 150K | 300K; Audio Only (MP3) (FDA)(4:32).
  - **Produce Safety: A Global Concern** Training Video 8/07 (captioned) (also available in Chinese, French, Japanese, Korean and Spanish) (FDA) (30:19 min).
  - **FDA's Role in the U.S. Food Safety System** Training Video 8/07 (captioned) (also available in Chinese, French, Japanese, Korean and Spanish) (FDA) (32:35 min).
  - **Application of Risk Analysis to Food Safety** Training Video 8/07 (captioned) (also available in Chinese, French, Japanese, Korean and Spanish) (FDA) (40:33 min).
  - **Dr. X and the Quest for Food Safety** Interactive Video 5/01 (FDA) (46:00 min.).
  - **Reducing Risk Factors at Retail and Food Service** Satellite Broadcast 11/06 (FDA) (2:30 hrs.)
  - **Food Safety for Moms-to-Be** 8/05 (captioned) (also available in Spanish) (FDA) (17:40 min).
Food Safety: An Educational Video for Institutional Food Service Workers

4/96 Provides food safety advice for food service personnel who serve the very young and very old in nursing homes, day care facilities and hospitals (FDA)(9:53 min).

I. Learning Assessment Tasks
1. Critique, analyze, and explain safe food handling and personal hygiene to prevent incidents of food-borne illnesses.
2. Produce a flow chart using the seven principles of the Hazard Analysis Critical Control Points (HACCP) food safety system to illustrate its importance in safe food handling.
3. Design a written program incorporating cleaning and sanitizing principles and procedures that contribute to the creation of a safe food handling facility.
4. Conduct a sanitation self-inspection in a hospitality operation and recommend modifications necessary for compliance with Hawai‘i Department of Health standards.
5. Pass the ServSafe Certification exam from the National Restaurant Association Educational Foundation or other certifications as accepted by the American Culinary Federation.

J. Methods of Instruction
Instructional methods vary considerably with instructors and specific instructional methods will be at the discretion of the instructor teaching the course. Suggested techniques may include, but are not limited to:

1. Quizzes and tests with feedback and discussion.
2. Lectures and class discussion.
3. Problem solving.
4. PowerPoint presentations.
5. Videos, DVDs, CD-ROMs.
7. Group activities.
8. Oral reports and other student presentations.
9. Games and simulations.
10. Homework assignments such as
   - Reading newspapers, magazines, and/or journals or watching television or videos, and writing summaries and reactions to food service industry issues in the media.
   - Reviewing lectures, web-based materials, and other sources of information.
   - Reading text and reference materials and answering discussion questions.
   - Researching environmental problems and issues.
11. Web-based assignments and activities.
12. Reflective journals.
13. Group and/or individual research projects with reports or poster presentations.
14. Study logs and study groups.

15. Service learning, community service, and/or civic engagement projects and other contemporary learning techniques (such as problem based learning).

Per Attachment V, CCCM #6100 (Revised August 28, 1991) and The Outcomes Primer by Ruth Stiehl, pp. 46-47 © 2002
A. Course Descriptions

HawCC: (6 credits)
West Hawai‘i Campus: This course is an introduction to the fundamental concepts, skills, and techniques of cooking principles. Culinary skills addressing food preparation, presentation, and service in a safe and sanitary environment is emphasized. A combination of theory and hands on experiences allow students to gain competencies in cooking methods for meat, poultry, fish, vegetables, fruits, salads, starches, sauces, and soups. Course includes care and correct use of knives, tools, and equipment for professional kitchens. Interpreting standardized recipes, recognition of food cost factors, storage techniques, culinary terms, and other factors as they apply to standards expected of a food service worker for an entry level position are significant objectives covered in this course.

Or

East Hawai‘i Campus: This course is an introduction to the fundamental concepts, skills and techniques of food preparation. Course coverage includes basic cooking methods for soups, sauces, and stocks, meats, poultry, seafood, vegetables and starches. Students will learn to identify, use and maintain equipment, tools and utensils in a safe and sanitary manner.

KapCC: (5 credits)
CULN 120 covers the fundamental concepts, skills and techniques of cookery. It includes the study of culinary terms and ingredients; cooking theories and procedures for making stocks, soups and sauces; basic cooking methods; handling and preparation techniques for fruits, vegetables, and starches; proper use of recipes, tools, and equipment with special emphasis on knife handling skills.

KauCC: (4 credits)
This course is an introduction to the fundamental concepts, skills, and techniques of food preparation. Course coverage includes basic cooking methods for meats, stocks, soups, sauces, seafood, vegetables, and starches. Students will learn to identify, use, and maintain all equipment, tools, and utensils in a safe and sanitary manner.
LeeCC: (5 credits)
This course focuses on the fundamental concepts, skills and techniques of cooking. Course coverage includes the use of standardized recipes, weights and measures, culinary tools and equipment, basic ingredients and their uses in cooking and basic cooking methods. Emphasizes the preparation of stocks, soups, sauces and lunch menu items.

MauCC: (4 credits)
Introduces and practices the use of recipes, culinary tools and equipment. Examines and analyzes basic ingredients and their uses in quantity cookery including the selection of appropriate cookery methods.

Effective Fall 2009, Hawai‘i CC at East Hawai‘i and Kauai CC have agreed to modify their course descriptions to match that of Hawai‘i CC at West Hawai‘i:

Course description: This course is an introduction to the fundamental concepts, skills, and techniques of cooking principles. Culinary skills addressing food preparation, presentation, and service in a safe and sanitary environment is emphasized. A combination of theory and hands on experiences allow students to gain competencies in cooking methods for meat, poultry, fish, vegetables, fruits, salads, starches, sauces, and soups. Course includes care and correct use of knives, tools, and equipment for professional kitchens. Interpreting standardized recipes, recognition of food cost factors, storage techniques, culinary terms, and other factors as they apply to standards expected of a food service worker for an entry level position are significant objectives covered in this course.

B. **Hours Per Week**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Lecture</th>
<th>Lab</th>
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<tbody>
<tr>
<td>HawCC</td>
<td>3 hours</td>
<td>9 hours</td>
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<tr>
<td>KapCC</td>
<td>2 hours (8 weeks)</td>
<td>26 hours (8 weeks)</td>
</tr>
<tr>
<td></td>
<td>1 hour (16 weeks)</td>
<td>13 hours (16 weeks)</td>
</tr>
<tr>
<td>KauCC</td>
<td>4 hours</td>
<td>18 hours (7.5 weeks)</td>
</tr>
<tr>
<td>LeeCC</td>
<td>2 hours (30 total hours)</td>
<td>10 hours (150 total)</td>
</tr>
<tr>
<td>MauCC</td>
<td>15 hours (5 weeks)</td>
<td>45 hours (5 weeks)</td>
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C. **Prerequisites, Corequisites, and/or Required Preparation**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Prerequisites or Concurrent</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>HawCC</td>
<td>CULN 112 or consent of instructor</td>
<td></td>
</tr>
<tr>
<td>KapCC</td>
<td>CULN 111, CULN 112, or Consent of Instructor</td>
<td>Student must contact the Culinary Counselor for online orientation requirements.</td>
</tr>
<tr>
<td>KauCC</td>
<td>Placement in ENG 21 or higher and MATH 24 or higher, and “C” or higher in CULN 112, or concurrent enrollment in CULN 112.</td>
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<tr>
<td>LeeCC</td>
<td>None.</td>
<td></td>
</tr>
<tr>
<td>MauCC</td>
<td>CULN 112 or concurrent enrollment or consent of instructor</td>
<td></td>
</tr>
</tbody>
</table>
D. **Intended Student Learning Outcome(s)**
SLO #1: Prepare products according to established safety and sanitation practices and principles by reading and following a standard recipe or ratio so that the final product will be consistent to industry standards of flavor, color, texture and presentation.

E. **Course Content**

Concepts
SLO #1: Prepare products according to established safety and sanitation practices and principles by reading and following a standard recipe or ratio so that the final product will be consistent to industry standards of flavor, color, texture and presentation.

**Safety and Sanitation**
1. Tools and equipment
2. Proper preparation and use of sanitizers
3. Cross contamination
   a. Cutting board
   b. Food
   c. Knives, tools, equipment
   d. Countertops
   e. Towels
   f. Hands
4. Appropriate use of towels
5. Proper clean up of spills
6. Proper control of time and temperature

**Knife Skills, Tools, and Equipment**
7. Proper knife cuts
   a. Selection of the proper knife
   b. Safe use of knives
   c. Fabrication
      (1) Meat
      (2) Fish
      (3) Poultry
   d. Wastage
8. Equipment uses and care
   a. Ranges
   b. Various types of ovens
   c. Fryers
   d. Steam kettles
   e. Compartment steam cookers
   f. Griddles
   g. Toasters
   i. Mixers
   j. Refrigerators
   k. Freezers
   l. Salamander
   m. Tilting skillet
   n. Food chopper
   o. Food grinder
9. Pots, pans, and utensil uses and care
10. Hand tool uses and care
11. Classical standards
Principles of Food Products

11. Taste and texture
   a. Seasoning and flavoring
   b. Spices
   c. Herbs
   d. Vinegars and acids
   e. Oils and fats
   f. Wines
   g. Bases
   h. Dairy products
   i. Optimum flavor, aroma, and appearance
   j. Doneness
   k. Consistency and viscosity
   l. Portion of sauce to dish
   m. Moisture content

12. Final product
   a. Proper temperature
   b. Aroma
   c. Proper portioning
   d. Appropriate garnish
   e. Eye appeal
   f. Prepared on time

13. Dairy products, shellfish, meats, poultry, eggs, and egg dishes

14. Mise en place

15. Market forms, grades, unit packs

16. Cutting and shaping of food products

17. Cooking and emulsification

18. Hot and cold presentations

19. Stocks, sauces, soups

20. Properties, application, storage of flavoring and seasoning

21. Condiments

22. Marinades

Heat Transfer

23. Cooking methods
   a. Moist heat
   b. Dry heat
   c. Combination
   d. Poaching
   e. Steaming
   f. Blanching
   g. Stewing
   h. Simmering
   i. Roasting
   j. Baking
   k. Broiling
   l. Grilling
   m. Sautéing
   n. Pan frying
   o. Deep frying
   p. Braising

Weights, Measures, Conversions

24. Forms of measurement (volume, weight)

25. Scale recipes—calculate increases and decreases

26. Math and conversions

27. Measures

28. Identification of ingredients

Professionalism

29. Professional standards
   a. Dress code
      (1) Personal hygiene
(2) Uniform

b. Attendance
   (1) Punctuality
   (2) Absenteeism

c. Effective self-management
   (1) Time management to meet deadlines
   (2) Positive impact on others
   (3) Constructive interactions
   (4) Communication: comprehension, needs, and questions
   (5) When and who to ask for help
   (6) Physical and mental stamina

d. Work ethics
   (1) Initiative
   (2) Follow through
   (3) Quality of work
   (4) Respect for people and property
   (5) Following directions
   (6) Pragmatic decision making

e. Work practices
   (1) Safety practices
   (2) Sanitary practices
   (3) Arriving with appropriate tools
   (4) Maintenance of tools

Skills
Prepare products according to established safety and sanitation practices and principles by reading and following a standard recipe or ratio so that the final product will be consistent to industry standards of flavor, color, texture and presentation.

Safety and Sanitation
1. Apply safe and sanitary food storage and preparation techniques and procedures to prevent accidents, food-borne illnesses and food spoilage.
   a. Organize and set up each workstation in a professional kitchen following industry standards for safety and sanitation.
   b. Apply safe and sanitary food storage and preparation techniques and procedures to prevent accidents, food-borne illnesses and food spoilage.
   c. Apply knowledge of laws and regulations relating to safety and sanitation in the kitchen.
   d. Identify, select and explain the proper cooking tools, utensils, and equipment for safe completion of the task presented.
e. Identify, maintain and safely use the various pieces of equipment in the professional/commercial kitchen. Some of the equipment include:
   (1) Ranges  (8) Mixers
   (2) Various types of ovens  (9) Refrigerators
   (3) Fryers  (10) Freezers
   (4) Steam kettles  (11) Salamander
   (5) Compartment steam cookers  (12) Tilting skillet
   (6) Griddles  (13) Food chopper
   (7) Toasters  (14) Food grinder

f. Identify and use utensils, pots and pans and demonstrate safe practices using stoves, mixers, ovens, etc. (ACF #6)

g. Properly prepare and use sanitizers.

h. Demonstrate cleaning and sanitizing techniques for: cutting boards, knives, tools, equipment, countertops, towels, hands, etc., to prevent cross-contamination of food products.

i. Demonstrate the proper use of towels in handling hot equipment, cleaning, and sanitizing.

j. Demonstrate the proper clean up of various types of spills.

k. Demonstrate the appropriate use of various types of gloves (e.g. disposable, safety, and heat resistant).

Knife Skills, Tools, and Equipment

2. Demonstrate knife skills, hand tool, and equipment operation, emphasizing proper safety techniques. (ACF #1)
   a. Identify, maintain and use safely the various types of small wares: pots, pans, measuring devices, and hand tools.
   b. Identify and explain various methods for knife holding, movement, guiding and posture.
   c. Identify and select the proper knife (e.g. chef’s, paring, boning, bread/serrated) for particular tasks.
   d. Use classical standards to demonstrate appropriate knife techniques to produce precise and consistent basic cuts and shapes (i.e., dice; brunoise; rondelle; batonnet; julienne; mince/chop)
   e. Select and use appropriate steel and stone knife sharpening tools to sharpen and hone knives.
   f. Demonstrate the use, maintenance, and sharpening of knives: chef’s, paring, and boning.

Recipes

3. Identify the parts/components of a recipe. (ACF #2)
4. Describe and use a standardized recipe. (ACF #3)
   a. Increase or decrease a recipe accurately applying optimum methods of measurement for different ingredients.
Principles of Food Products

5. Describe the functions of the ingredients. (ACF #44)
   a. Prepare products by reading and following a standard recipe or ratio
      so that the final product will be consistent to industry standards of
      flavor, color, texture and presentation

6. Prepare a variety of fruits, vegetables, starches, legumes and grains using
   the basic cooking methods. (ACF #59)
   a. Identify a variety of fruits, vegetables, starches, legumes and grains.
      (ACF #58)
   b. Identify the various market forms, grades, and unit packs of fruits and
      vegetables including their storage, handling, cleaning, preparation,
      and service.
   c. Identify the various market forms, grades, and unit packs of potatoes,
      rice, and pasta including their storage, handling, cleaning, preparation,
      and service.

7. Evaluate the quality of prepared fruits, vegetables, starches, legumes and
   grains. (ACF #60)

8. Identify and use herbs, spices, oils, vinegar, condiments, marinades, and
   rubs. (ACF #36)
   a. Identify and describe the properties, applications, and proper storage
      of, and select and use flavoring and seasonings as required in a
      standard recipe including: herbs, spices, oils and fats, vinegars and
      acids, flavoring and seasonings, wines, bases, dairy products,
      condiments, marinades, etc., to prepare a palatable product.
   b. Select and use flavoring and seasonings to prepare a palatable
      product.
   c. Describe the techniques and storage principles that will bring out the
      optimum flavor, aroma and appearance of a particular flavoring and
      seasoning.

9. Identify and prepare meats, seafood, poultry, and variety meats.
   a. Evaluate the quality of prepared breakfast meats. (ACF #73)
   b. Describe a variety of preparation techniques used in egg cookery.
      (ACF #74)
   c. Cook eggs using a variety of preparation techniques. (ACF #75)
   d. Evaluate the quality of prepared eggs. (ACF #76)
   e. Identify and prepare a variety of breakfast batter products. (ACF #77)
   f. Evaluate the quality of prepared breakfast batter products. (ACF #78)

10. Identify and prepare stocks, soups, and sauces.
    Stock
    a. Define stock and describe its uses. (ACF #41)
    b. Identify different types of stocks. (ACF #42)
    c. List the basic ingredients needed for making stocks. (ACF #43)
    d. Describe the functions of the ingredients. (ACF #44)
    e. Describe the process of making stocks. (ACF #45)
    f. Prepare a variety of stocks. (ACF #46)
    g. Evaluate the quality of a properly made stock. (ACF #47)
Sauces
h. Define, describe and explain the purpose sauces. (ACF #48)
i. Identify and prepare the grand sauces. (ACF #49)
j. Prepare a variety of non-grand/classical sauces. (ACF #50)
k. List the basic ingredients needed for making grand and non-grand sauces. (ACF #51)
l. Describe the functions of the ingredients in sauces. (ACF #52)
m. Evaluate the quality of a properly made sauce. (ACF #53)

Soup
m. Define and describe soup and identify its two basic categories. (ACF #54)
n. Prepare a variety of soups from each category. (ACF #55)
o. Describe the process of making each category of soup. (ACF #56)
p. Evaluate the quality of a properly made soup. (ACF #57)

Heat Transfer
11. Using the basic cooking methods, prepare meat, seafood, poultry, and variety meats to its proper doneness. (ACF #39)
a. Use dry heat methods of cooking such as Roasting/Baking, Broiling/Grilling, Sautéing, Pan Frying and Deep Frying.
   (1) Define and describe the processes of pan-frying and deep-frying. (ACF #10)
   (2) Define and describe the roasting and baking processes. (ACF #13)
   (3) Define and describe the process of grilling and broiling. (ACF #20)
   (4) Define and describe the sautéing process. (ACF #7)
   (5) Prepare a variety of foods using the sauté techniques. (ACF #8)
   (6) Evaluate the quality of sautéed items. (ACF #9)
b. Use moist heat methods of cooking such as Poaching, Steaming, Blanching, Stewing and Simmering.
   (1) Define and describe the process of shallow-poaching. (ACF #26)
   (2) Define poaching and simmering and correctly identify the temperature range at which each occurs. (ACF #29)
   (3) Define and describe the boiling and steaming process. (ACF #32)
c. Use combined moist and dry heat methods of cooking such as Braising and Stewing.
   (1) Define and describe the processes of braising and stewing, noting the similarities and differences. (ACF #23)

Weights, Measures, Conversions
12. Utilize standard weights and measures to demonstrate proper scaling and measurement techniques. (ACF #35)
a. Increase or decrease a recipe accurately applying optimum methods of measurement for different ingredients.
b. Describe the different forms of measurement used in food service and evaluate the effectiveness of each (volume and weight).
c. Accurately scale recipe ingredients and calculate increases and decreases in recipe proportions.
d. Determine optimum method of measurement for different ingredients.

**Professionalism**

13. Apply professional standards in dressing, grooming and hygienic practices, and working protocol necessary to maintain employment in a professional kitchen.
   a. Demonstrate, accept, and apply standards of professionalism.
   b. Adhere to the established dress code.
   c. Define, comprehend, and use culinary terms effectively.
   d. Describe positions within the classical brigade.
   e. Demonstrate organization within the kitchen (Mise en place).

**F. Text and Materials**

Varied, but may include:


**G. Reference Materials**

Varied, but may include:

13. Various publications and periodicals.

H. **Auxiliary Materials and Content**
Varied, but may include:

1. Video tapes, CDs, DVDs; free online government videos at [http://www.foodsafety.gov/~fsg/vlibrary.html](http://www.foodsafety.gov/~fsg/vlibrary.html)
2. Guest speakers
3. Wall charts
4. Handouts
5. Magazines
6. Newspaper articles
7. Overhead or computer projections
8. Field trips

*Videos (from the Culinary Institute of America [CIA] series)*
- TX 64 Beef and the slicing machine
- TX 54 Braising
- TX 55 Chicken Breakdown
- TX 88 v.1 A guide to good cooking
- TX 88 v.2 A guide to good cooking
- TX 88 v.3 A guide to good cooking
- TX 34 Kitchen utensil identification
- TX 82 Lamb carcass: the four primal cuts
- TX 84 Making a brown stock: a demonstration
- TX 62 Making a fish stock: a demonstration
- TX 61 Making a white stock: a demonstration
- TX 12 Mise en place
- TX 9 Peeling, halving, slicing and mincing an onion
- TX 7 Separating whole bulb, single clove, peeling, etc.
- TX 1 Stocks from scratch

I. **Learning Assessment Tasks**
1. Prepare a dish according to established safety and sanitation practices and principles by reading and following a standard recipe or ration so that the final product will be consistent to standards of flavor, color, texture and presentation.
   a. Organize and set up each workstation in a professional kitchen following industry standards for safety and sanitation.
   b. Demonstrate the proper usage and maintenance procedures for hand tools, utensils, equipment, and knives for specific applications.
   c. Prepare a dish by reading and following a standard recipe or ratio so
that the final product will be consistent to standards of flavor, color, texture and presentation

d. Use moist heat, dry heat, and combination methods of cooking to follow a recipe and produce dishes that include seafood, meats, poultry, vegetables, fruits, and starches.

e. Increase or decrease a recipe accurately applying optimum methods of measurement for different ingredients.

f. Apply professional standards in dressing, grooming and hygienic practices, and working protocols necessary to maintain employment in a professional kitchen.

J. **Methods of Instruction**

Instructional methods vary considerably with instructors. Techniques may include, but are not limited to:

1. Quizzes and tests with feedback and discussion.
2. Lectures and class discussion.
3. Problem solving.
4. Wall charts.
5. PowerPoint presentations.
6. Videos, DVDs, CD-ROMs.
7. Guest speakers.
8. Group activities.
9. Oral reports and other student presentations.
10. Games and simulations.
11. Homework assignments such as
   a. Reading, or watching, and writing summaries and reactions to food service industry issues in the media including newspapers, video, magazines, journals.
   b. Reviewing Lectures, web-based materials, and other sources of information.
   c. Reading text and reference materials and answering discussion questions.
   d. Researching environmental problems and issues.
12. Web-based assignments and activities.
13. Reflective journals.
14. Group and/or individual research projects with reports or poster presentations.
15. Study logs and study groups.
16. Service learning, community service, and/or civic engagement projects and other contemporary learning techniques (such as problem based learning).

Per Attachment V, CCCM #6100 (Revised August 28, 1991) and The Outcomes Primer by RuthStiehl, pp. 46-47 © 2002
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Betty Saki, Instructor, Culinary Arts
UH West Hawai'i Center

Date
OCT 27/2008

Date
10/20/08

Date
10/23/2008

Date
10/15/08

Date
10-9-08

Date
10-9-08
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Kevin Donnelly, Lecturer, Culinary Arts

Lori Maéhara, Associate Professor and Counselor, Culinary Arts

Date 10/4/08

Date 10/14/08

Date 10/12/08

Date 10-5-08

Date 10/9/08

Date 10/8-08

Date 10-8-08
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10/13/08

10/12/08

10/15/08

10/15/08

10/15/08

10/15/08

10/15/08

10/12/08
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10/29/08

10/29/08

10/29/08