

ISLO represents **Institutional Student Learning Outcomes** - the broad skills that students are expected to learn at Detroit Institute of Gastronomy, defined by their program (Culinarian or Culinary Arts). They are based on skills employers say they are looking for in employees.

| | ISL | O Matrix |
|------------|-----|------------------------|
| | T1 | Foundational Knowledge |
| Technical | T2 | Application |
| | Т3 | Integration |
| | E1 | Integration |
| Engagement | E2 | Human Dimension |
| | E3 | Caring |
| | A1 | Foundational Knowledge |
| Academic | A2 | Integration |
| | A3 | Learning how to learn |

The following tabs combine the defined ISLO Matrix above with the determined program skills and knowledge outcomes to identify their category (Technical - Engagement - Academic) and pinpoint where and at what level the student engages them.

Culinarian - Program Outcomes: The Culinarian and Sous Chef Culinary Programs are delivered through a hybrid apprenticeship model of education. The on-the-job learning, technical portion of the program aligns with the U.S. Department of Labor Occupation code 35-2014.00 and includes, but is not limited to technical concepts including sanitation, product and equipment identification, food production, preparation, and execution. Additional academic courses in the Sous Chef Culinary Program are designed to build a graduate with skills in critical thinking, social responsibility, and ethical reasoning. This related training instruction will enhance the students oral and written communications while developing quantitative principles and enhancing their appreciation for the humanities and fine arts.....The Culinarian Program comprises of the first year (48 credits) of the Sous Chef Culinary program and prepares the student for a career in the culinary arts and the ability to continue their education.

The Culinarian Program results in the student's ability to obtain professional certification at the Certified Culinarian (CC) level of certification with the American Culinary Federation (ACF) to begin the lifelong learning pathway and professional attainment through academic skills enhanced for continued learning.

| | | | | Ар | prenticesh | Apprenticeship Program Course Year 1 (Culinarian) CUL 1010 CUL 1011 CUL 1012 CUL 1020 ENG 1032 HOS 1022 CUL 1030 CUL 1021 MAT 1031 CUL 1040 ENG 1061 HUI | | | | | | | | | | | | | |
|---|------------|----------|-------------|----------|------------|--|--------------------|----------|----------|----------|----------|----------|--|--|--|--|--|--|--|
| Culinarian Program | CUL 1010 | CUL 1011 | CUL 1012 | CUL 1020 | ENG 1032 | HOS 1022 | CUL 1030 | CUL 1021 | MAT 1031 | CUL 1040 | ENG 1061 | HUM 1052 | | | | | | | |
| Safety and Sanitation - Theoretical and Technical Concepts | | | 1 | | | | | | 1 | | | | | | | | | | |
| Demonstrate the ability to Work and Manage a sanitary environment | T1 | T1 | | T2 | | | T1 | | | T3 | | | | | | | | | |
| Apply Food handling practices that avoids time/temperature violations and cross-contamination | T1 | T1 | | T2 | | | T1 | | | T3 | | | | | | | | | |
| Understand Proper food product disposal Techniques | T1 | T1 | | | | | T1 | | | T3 | | | | | | | | | |
| Understand how to respond and follow Emergency Procedures | | T1 | | | | | T1 | | | T3 | | | | | | | | | |
| Recall proper Food and Product Handling | A1 | A1 | | T2 | | | T1 | | | T3 | | | | | | | | | |
| Demonstrate appropriate judgement in personal health and safety | - Passas | A1 | . Sum | T2 🥢 | 100 m | 1 2000 0000 | ⁵⁵⁵⁵ T1 | | | T3 | | | | | | | | | |
| Control the hygiene and safety of food through the operation from purchasing, receiving, storage, food prep and service | | A1 | hanag | T2 | | | T1 | | | T3 | | | | | | | | | |
| Demonstrate the ability to reduce the risk of food contamination from the physical facility | 5000000 | A1 | | 200 | . I. | 550500 | T1 | | | T3 | | | | | | | | | |
| Demonstrate an understanding of food safety management systems | $N \mid C$ | A1 | | | | \square | 2103030 | | | T3 | | | | | | | | | |
| Analize Laws and Regulations that pertain to professional food service | A1 | A1 | | | | | 10002 | | A1 | | | | | | | | | | |
| Understand Food Safety Management Systems and HACCP Compliance | | A1 | | | | | | | A1 | | | | | | | | | | |
| Product and Equipment Identification- Theoretical and Technical Concepts | | | HB Wat | | Y and Y | WAN | 172 | | | | | | | | | | | | |
| Demonstrate an understanding of food product categories and identify a verity of items | A1-T1 | 21 | $\sim \sim$ | JIN | | | T1 | | | T3 | | | | | | | | | |
| Understand Cooking Methods and Principles of Techniques | A1 | | | T2 | | T2 | T1 | T2 | | T3 | | | | | | | | | |
| Apply Kitchen knife, uses and maintenance | A1 | | | T2 | | | T1 | | | T3 | | | | | | | | | |
| Identify proper kitchen equipment and its uses | A1-T1 | | | T2 | | | T1 | | | T3 | | | | | | | | | |
| Indicate fabrication techniques used in a professional kitchen | | | | | | | | | | T3 | | | | | | | | | |
| Food Production - Theoretical and Technical Concepts | | | | | | | | | | | | | | | | | | | |
| Cooking | | | | | | | | | | | | | | | | | | | |
| Know and demonstrate Standard Knife Cuts | A1 | | | T2 | | | T1 | | | T3 | | | | | | | | | |
| Apply the use of Formulas, Weights and Measurements | A1 | | | T2 | | | T1 | A3 | | T3 | | | | | | | | | |
| Understand Menu Planning and Development | | | | | | | | | | T3 | | | | | | | | | |
| Baking and Pastry | | | | | | | | | | | | | | | | | | | |
| Understand and apply Baking Methods and Techniques | | | | | | | T1 | | | T3 | | | | | | | | | |
| Nutrition | | | | | | | | | | | | | | | | | | | |
| Understand food allergies and how to keep food safe from contamination | | | | | | T2-A2 | T1 | | | T3 | | | | | | | | | |
| Organization Skills | | | | | | | | | | | | | | | | | | | |
| Demonstration Weighing and measuring | A1 | | | T2 | | | T1 | T2 | | T3 | | | | | | | | | |
| Food Preparation- Theoretical and Technical Concepts | | | 1 | 1 | 1 | | | | | | | | | | | | | | |
| Cooking | | | | | | | | | | | | | | | | | | | |
| Understand Menu Planning and Development | | | A1 | | | | | A3 | | T3 | | | | | | | | | |
| Implement recipes and menus | | | | T2 | | | T1 | A3 | | T3 | | | | | | | | | |
| Baking and Pastry | _ | | | | _ | | | | | | | | | | | | | | |
| Use Equipment and Ingredients found in baking and pastry kitchens | A1 | | | | | | | | | T3 | | | | | | | | | |
| Understand the use of Formulas, Weights and Measurements common in baking and pastry applications | | | | | | | | | | T3 | | | | | | | | | |
| Nutrition | | | | | | | | | | | | | | | | | | | |
| Evaluate Food Nutritional Composition | | | | | | T2 | | | | T3 | | | | | | | | | |
| Apply Dietary Considerations and Guidelines | | | | <u> </u> | | T2 - A2 | T1 | | | T3 | | | | | | | | | |
| Wine and Beverage | | | | | | | | | | | | | | | | | | | |
| Comprehend Tasting and Production Terminology | | | | | | | | | | | | T1 | | | | | | | |
| Demonstrate Grape Variety Identification | | | | L | | | | | | | | T1 | | | | | | | |
| Evaluate Food and Wine Paring | | | | | | | | | | | | T1 | | | | | | | |
| Organization Skills | | | | | | | | | | | | | | | | | | | |

| Apply proper Mice on place | A1 | 1 | 1 | T2 | 1 | 1 | T1 | T2 | 1 | ТЗ | | |
|--|------------|-----------|-------------|----------|--------------|----------|----------|-------|---|----------|----|---|
| Apply proper Mise en place | AI | A1 | | T2 | | | T1 | 12 | | T3 | | |
| Demonstrate Proper Food Storage practices | | AI | | 12 | | T2-A2 | T1 | | | T3 | | |
| Plan portion sizes in relation to nutritional balance | | | | | | IZ-AZ | 11 | | | 13 | | _ |
| Food Execution- Theoretical and Technical Concepts | | | | | | | | | | | | |
| Nutrition | _ | | | | | 70 | | | | 70 | | |
| Apply Dietary Considerations and Guidelines | | | | | | T2 | T1 | | | T3 | | |
| Organization Skills | _ | | | _ | | | _ | _ | | _ | | |
| Demonstrate efficient Work Flow including time management. | A1 | | | T2 | | | T1 | T2 | | T3 | | |
| Apply the appropriate cooking methodology to a variety of products | T1 | | | T2 | | | T1 | T2 | | T3 | | |
| Use a variety of ingredients in the preparation of servable applications | | | ļ | T2 | | | T1 | | | T3 | | |
| Apply Menu development techniques | | | | T2 | | | | T2-A3 | | T3 | | |
| Craftsmanship Skills | | | | | | | | | | | | |
| Possess Critical Evaluation of Food Quality knowledge | | | | | | | | T2 | | | | |
| Demonstrate Cooking Techniques that maximize flavor and preserve integrity | hand | 1 | | T2 | And a second | / | a. 8 | | | T3 | | |
| Apply proper Knife handling/butchery to tasks | T1 | | | T2 | | | T1 | | | T3 | | |
| Demonstrate the Use of equipment/tools in preparation | A1 | | | T2 | | lana. | T1 | 22 | | T3 | | |
| Understand aromatic/flavor combinations | A1 | | i eni | | | Received | 1 | | | T3 | | |
| Demonstrate Making stocks, sauces, broths and soups | antilline. | <u>89</u> | . RESERVE S | 9 100000 | s. 82. 81 | | J1 | A3 | | T3 | | |
| Demonstrate the use of dry and moist heat | | | | | | | / T1 | · | | T3 | | |
| Apply basic cooking times and ratios to a variety of products | Sand 1 | | | T2 | | | T1 | | | T3 | | |
| Finished Product Skills | | | | | | | | | | | | |
| Demonstrate Flavor development in a variety of applications | | | | | | | T1 | T2 | | T3 | | |
| Execute appropriate cooking times and temperatures to achieve appropriate taste and texture of items | | T1 | | T2 | | A2 | T1 | | | T3 | | |
| Demonstrate serving food at the desired temperature | | | | | | | T1 | | | T3 | | |
| Apply Presentation techniques including appropriate vessel, colors and textures | | | | | | | | | | T3 | | |
| Demonstrate Food integrity principles and nutritional balance | A1 | | | T2 | | | T1 | | | T3 | | |
| Demonstrate the ability to present food as stated on a menu | | | | | | | T1 | | | T3 | | |
| Baking and Pastry | | | | | | | | | | | | |
| Demonstrate and understanding the presentation pastry and baked goods | | | | | | | | | | T3 | | |
| Related Training Instruction/Academics | | | | | | | | | | | | |
| Written and Oral Communication | | | | | | | | | | | | |
| Understands grammar rules of standardized English. | | | A1 | | A1 | | | | | | A2 | |
| Easily uses formatting principles of academic and professional writing | | A1 | | | A1 | | | | | | A2 | |
| Writes in complete sentences that are intelligently formed. | | | | | A1 | | | | | | A2 | |
| Constructs 5 paragraph essay in 3 different genres of writing | | | | | A1 | | | | | | A2 | |
| Reads informed articles related to the profession | | | A1 | | A1 | | | | | | A2 | |
| Achieves competency in academic writing skills. | | | | | A1 | | | | | | A2 | |
| Is able to use proper tense and parallel construction. | | | | | A1 | | | | | | | |
| Connects through narrative writing | | | | | A1 | | | | | | | |
| Understands and uses comparison/contrast to balance ideas | | | | | A1 | | | | | | | |
| States clear concise argument. | | | | | | | | | | | E3 | |
| Uses basic research skills to support a claim. | | | 1 | | A1 | | | | | 1 | E3 | |
| Connects writing to the culinary world | | | | | A1 | | | | | | E3 | |
| Uses advanced research skills to support a claim. | | | | 1 | | | | | | | A2 | |
| Writes in clear and concise sentence structure the develop fully. | | | | | A1 | | | | | | | |
| Develops argumentative skills and understanding of basic principles of argumentative theory. | 1 | | | | | | | | | 1 | E3 | |
| Is able to construct an argument based on a text. | + | 1 | <u> </u> | 1 | 1 | | | | | <u> </u> | A2 | |
| Can easily see the opposing side and recognize the validity of it. | | 1 | <u> </u> | 1 | 1 | | | | | <u> </u> | E3 | |
| | | | | | | | | | | | | |

| Demonstrate an understanding the lundamental punciples of cooking and how to agaly the invide lange in the word a again for the lundamental punciples. No. No. No. No. No. <th>Quantitative Principles - Finance</th> <th></th> | Quantitative Principles - Finance | | | | | | | | | | | | |
|--|---|-------|---------------|---------|------|----|-------|--------|----|-------|----|----|-----------|
| Apply the guidelines of guidely soft cooking practices AI Ti | Evaluate published research to effectively interpret results and impact decision making | | | E1 | | | | | | | | | · · · · · |
| Demonstrate and fictive used of mathematic concepts in native of apper demonshole (sharpy embeddings) (ford and Labo Cost) A1 C C T T T T< | Demonstrate an understanding of the fundamental principles of cooking and how to apply them in menu writing | | | | | | A2 | | T2 | | | | |
| Dependence for mulas and discuss the models of charge methodolog (rood and labor Gost) A1 I | Apply the guidelines of quality safe cooking practices | | | | | | | T1 | | A1 | T3 | | |
| Beaulting and demonstrate purchasing and receiving grinorigies used in food service operations. Image: | Demonstrate an effective use of mathematic concepts in real world application | | | | | | | T1 | T2 | | | | |
| Analyze he dreficts of hanging the dreval la dicome of operational performance Image of the dreval la dicome of operational performance Image of the dreval la dicome of operational performance Image of the dreval la dicome of operational performance Image of the dreval la dicome of operational performance Image of the dreval la dicome of operational performance Image of the dreval la dicome of operational performance Image of the dreval la dicome of operational performance Image of the dreval la dicome of operational performance Image of the dreval la dicome of the drevala dicome of the dreval la dicome of the dreval la dico | Determine the outcomes of formulas and discuss the impacts of change methodology (food and Labor Cost) | A1 | | | | | | | | T2 | | | |
| Social and Behavioral Sciences - Human Resources - Management and Supervision All All All Control of the social science of the so | Evaluate and demonstrate purchasing and receiving principles used in food service operations | | | | | | | | | A1-T2 | | | |
| Develop a personal philosophy of the hospitality industry A1 A1 E1 C | Analyze the effects of change to the overall outcome of operational performance | | | | | | | | | | E3 | | |
| All E1 I I E1 I I E1 I I E1 I I E1 | Social and Behavioral Sciences - Human Resources - Management and Supervision | | | | | | | | | | | | |
| Persess an understanding of Human Resource Management Image | Develop a personal philosophy of the hospitality industry | | | A1 - E1 | | | | | | | | | |
| Obtain Harssment Preventor Training A1 | Apply tenants of both a mission and vision statement to organizational management | A1 | | E1 | | | | | | | | | |
| Understand methods of Effective Workplace Communication A1.11 Image Team Development Principles E1 Image Team Development Principles Analyze Team Development Principles A1 E2 Image Team Development Principles Image Team Development Principles Summarize Leadbace of Steper Templessional workplace A1 Image Team Development Laws and Labor Regulations E1 Imag | Possess an understanding of Human Resource Management | | _ | | | | | E1 | | | E3 | | |
| Analyze Team Development Principles A1 E2 D | Obtain Harassment Prevention Training | A1 | | |) (| | | E1 | | | | | |
| Summarize leadership styles in the professional workplace A1 E2 I I E3 I Demonstrate Employee Problem Solving Techniques A1 A1 I E3 I Adapt to workplace environments and changing professional needs A1-11 A1 I E1 E3 I Adapt to workplace environments and changing professional needs A1-11 A1 I E1 E3 I Respond appropriately to feedback A1-11 A1 I E2 A1 E3 A2 Apply addemic to feerback A1-11 A1 I E2 A1 E3 A2 Apply ethical principles and logical conduct to decision making I E2 A1 I E3 A2 Develop an understanding of the dynain (interactions of individuals, societies and prograps as they influence culture A1-11 A1-E1 E2 E1 I I E2 Develop an understanding of the dynain (interactions of individuals, societies and prograps as they influence culture A1-E1 E2 E1 I I I I I I I I I I I <td>Understand methods of Effective Workplace Communication</td> <td>A1-T1</td> <td></td> <td></td> <td>1</td> <td></td> <td></td> <td>E1</td> <td></td> <td></td> <td>E3</td> <td></td> <td></td> | Understand methods of Effective Workplace Communication | A1-T1 | | | 1 | | | E1 | | | E3 | | |
| Demonstrate Employee Problem Solving Techniques A1 A1 E3 E3 Possess knowledge of Federal Employment Laws and Labor Regulations A111 A1 E1 E3 E3 Possess knowledge of Federal Employment Laws and Labor Regulations A111 A1 E1 E3 E3 Adapt to workplace environments and changing professional needs A1-11 A1 E2 A1 E3 E3 Apply academic learning to a variety of social and professional working environment A1-11 A1 E2 A1 E3 E2 Apply academic learning to a variety of social and professional working environment A1-11 A1-E1 E2 E1 E3 E2 Connect interpersonal relationships with others in a professional working environment A1-11 A1-E1 E2 E1 E1 E2 Develop an understanding of the dynamic interactions of individuals A1 + E1 E2 E1 E1 E2 Develop an understanding of the food Service/Hospitality Industry A1 + E1 E2 E1 E1 E2 Develop an interpret simularities and differences between cultures, societies and individuals A1 + E1 E2 E1 E1 | Analyze Team Development Principles | 100 B | in the second | - | E2 | - | - | - | | | | | |
| Possess knowledge of Federal Employment Laws and Labor Regulations A1-T1 A1-T1 A1 E1 E3 E3 Adapt to workplace environments and changing professional needs A1-T1 A1 E1 E1 E1 E3 E3 Apply datafiestly to feedback A1-T1 A1 E2 A1 E2 A1 E3 E3 Apply datafiest to avaiety of social and professional context to enhance interactions E2 A1 E2 E1 E3 E2 Apply entical principles and logical conduct to decision making E2 A1-T1 A1-E1 E2 E1 E3 E2 Connect interpersonal relationships with others in a professional working environment. A1-T1 A1-E1 E2 E1 E2 E2 </td <td>Summarize leadership styles in the professional workplace</td> <td>A1</td> <td>S</td> <td></td> <td>E2</td> <td>-</td> <td></td> <td>(mark)</td> <td></td> <td></td> <td></td> <td></td> <td></td> | Summarize leadership styles in the professional workplace | A1 | S | | E2 | - | | (mark) | | | | | |
| Adapt to workplace environments and changing professional needs A1-T1 A1 | Demonstrate Employee Problem Solving Techniques | A1 | | | 0 | | | L | | | E3 | | |
| Respond appropriately to feedback A1-T1 I | Possess knowledge of Federal Employment Laws and Labor Regulations | O A I | - | | - N | - | N. AN | E1 | | | E3 | | |
| Apply addemic learning to a variety of social and professional context to enhance interactions No. 100 E2 A1 I I E3 A2 E2 Apply edical principles and logical conduct to decision making A1-11 A1-E1 E2 I I E3 A2 E2 Apply edical principles and logical conduct to decision making A1-11 A1-E1 E2 I I I E3 I Connect interpersonal relationships with others in a professional working environment A1-11 A1-E1 E2 I I I E3 I Develop an understanding of the dynamic interpret similarities and differences between cultures, societies and individuals I A1-E1 I A2 I | Adapt to workplace environments and changing professional needs | A1-T1 | | A1 | | | | E1 | | | | | |
| Apply ethical principles and logical conduct to decision making Image: March and | Respond appropriately to feedback | A1-T1 | | | | | | | | | | E3 | |
| http://print/print/prices and logical conduct to decision marking Image: Conduct to decision marking and increment A1-T1 A1-T1 A1-E1 E2 Image: Conduct to decision marking and increment E1 Image: Conduct to decision marking and increment E2 Image: Conduct to decision marking and mark | Apply academic learning to a variety of social and professional context to enhance interactions | | | | E2 | A1 | | | | | E3 | A2 | E2 |
| Develop an understanding of the dynamic interactions of individuals, societies and groups as they influence cultureImage: Control of Control | Apply ethical principles and logical conduct to decision making | | | | | | | | | | E3 | | |
| Dependence of the problema of t | Connect interpersonal relationships with others in a professional working environment | A1-T1 | - | A1 - E1 | E2 | | | | | | | | E2 |
| Humanities and Fine ArtsImage: Second Se | Develop an understanding of the dynamic interactions of individuals, societies and groups as they influence culture | | | | E2 | | | E1 | | | | | |
| Assess the cultural and historical significance of art, philosophy and music to the culinary industryImage: Constraint of the culinary | Understand and interpret similarities and differences between cultures, societies and individuals | | | A1 - E1 | | | A2 | | | | | | |
| Demonstrate an understanding of the Food Service/Hospitality industryImage: constraint of the food Service/Hospitality industryImage: co | Humanities and Fine Arts | | | | | | | | | | | | |
| Evaluate the impacts of culture and societal advances on food systemsImage: color of c | Assess the cultural and historical significance of art, philosophy and music to the culinary industry | | | | | | A2 | | | | | | T1-E2 |
| Interpret the significance of art and the humanities on the hospitality industry ind | Demonstrate an understanding of the Food Service/Hospitality Industry | | | A1 - E1 | E2 | | | | | | | | T1-E2 |
| Develop and interpret an appreciation for the artistry of cookingT1-E2Natural and Physical SciencesT1-E2Analyze the impacts of cooking methodologies on essential and non-essential nutrientsA1A2T1A3T3IPossess the basic skills of the scientific process and observationsA1A1A2T2A1T3ISynthesize information from other courses and integrate the information into the scientific disciplineIIA1A2IT3IPossess an understanding of food system agricultureA1IIIIIIIIIPossess an understanding of food system agricultureA1III <td< td=""><td>Evaluate the impacts of culture and societal advances on food systems</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>A3</td><td></td><td></td><td></td><td>T1-E2</td></td<> | Evaluate the impacts of culture and societal advances on food systems | | | | | | | | A3 | | | | T1-E2 |
| Natural and Physical Sciences Natural Physical Sciences < | Interpret the significance of art and the humanities on the hospitality industry | | | | | | | | T2 | | | | T1-E2 |
| Analyze the impacts of cooking methodologies on essential and non-essential nutrients Image: Cooking methodologies on essential nutrients Image: Cooking methodologies on essent | Develop and interpret an appreciation for the artistry of cooking | | | | | | | | | | | | T1-E2 |
| Possess the basic skills of the scientific process and observations A1 A1 A2 T2 A1 T3 C Synthesize information from other courses and integrate the information into the scientific discipline C C A2 A3 T2 T3 C Food System Sustainability Food system agriculture A1 A1 C | Natural and Physical Sciences | | | | | | | | | | | | |
| Synthesize information from other courses and integrate the information into the scientific discipline Image: Constraint of the scientific discipline Food System Sustainability Food System agriculture Image: Constraint of the scientific discipline Possess an understanding of food system agriculture A1 Image: Constraint of the scientific discipline | Analyze the impacts of cooking methodologies on essential and non-essential nutrients | | | | | | A2 | T1 | A3 | | T3 | | |
| Food System Sustainability A1 A1 <td>Possess the basic skills of the scientific process and observations</td> <td></td> <td>A1</td> <td></td> <td></td> <td></td> <td>A2</td> <td></td> <td>T2</td> <td>A1</td> <td>T3</td> <td></td> <td></td> | Possess the basic skills of the scientific process and observations | | A1 | | | | A2 | | T2 | A1 | T3 | | |
| Possess an understanding of food system agriculture A1 | Synthesize information from other courses and integrate the information into the scientific discipline | | | | | | A2 | | A3 | T2 | T3 | | |
| | Food System Sustainability | | _ | | | | | | | | | | |
| Apply Waste Reduction methodologies in food service A1 | Possess an understanding of food system agriculture | | A1 | | | | | | | | | | |
| | Apply Waste Reduction methodologies in food service | | A1 | | | | | | | | | | |

CUlinary Arts Program Outcomes: The Culinarian and Culinary Arts Programs are delivered through a hybrid apprenticeship model of education. The on-the-job learning, technical portion of the program aligns with the U.S. Department of Labor Occupation code 25-2014.00 and includes, but is not limited to technical concepts including sanitation, product and equipment identification, food production, preparation, and execution. Additional academic courses in the Sous Chef Culinary Program are designed to build a graduate with skills in critical thinking, social responsibility, and ethical reasoning. This related training instruction will enhance the students or al and written communications shill developing quantitative principles and enhancing their appreciation for the humanities and fine arts.



The Culinary Arts Program results in the student's ability to obtain professional certification at the Certified Sous Chef (CSC) level of certification with the American Culinary Federation (ACF) to begin the lifelong learning pathway and professional attainment through academic skills enhanced for continued learning.

| | | | | | renticeship Program | | | | | | Apprenticeship Program Course Year 2 (Sous Chef) | | | | | | | | | | | |
|---|-------------|----------|----------|----------|---------------------|----------|----------|-------------|----------|-----------------|--|----------|----------|----------|-------------------|----------|----------------|-------------|------------|----------------|----------|--|
| Culinary Arts Program | CUL 1010 | CUL 1011 | CUL 1012 | CUL 1020 | ENG 1032 HOS 1022 | CUL 1030 | CUL 1021 | MAT 1031 CU | JL 1040 | ENG 1061 HUM 10 | 52 CUL 2050 | CUL 2051 | CUL 2052 | HIS 2053 | CUL 2060 ENG 2062 | CUL 2061 | CUL 2070 CUL 2 | 081 CUL 207 | 2 CUL 2080 | HOS 2071 | CUL 2082 | |
| Safety and Sanitation - Theoretical and Technical Concepts | | | | | | | | | | | | | | | _ | | | | | | | |
| Demonstrate the ability to Work and Manage a sanitary environment | T1 | T1 | | T2 | | T1 | | | T3 | | T2 | | | | T3 | | T2 | _ | T3 | | | |
| Apply Food handling practices that avoids time/temperature violations and cross-contamination | T1 | T1 | | T2 | | T1 | | | T3 T3 | | T2 T2 | | | | T3 T3 | 40 | T2 | - | T3 T3 | | | |
| Understand Proper food product disposal Techniques Understand how to respond and follow Emergency Procedures | T1 | T1 T1 | | | | T1 T1 | | | T3 | | T2 | | | | 13 T3 | A2 | T2 T2 | | T3 | | | |
| Recall proper Food and Product Handling | A1 | A1 | | T2 | | T1 | | | T3 | | T2 | | T3 | | T3 | | T2 | | T3 | | | |
| Demonstrate appropriate judgement in personal health and safety | 7.1 | A1 | | T2 | | T1 | | | T3 | | T2 | | T3 | | T3 | | T2 | | T3 | | | |
| Control the hygiene and safety of food through the operation from purchasing, receiving, storage, food prep and service | | A1 | | T2 | | T1 | | | T3 | | T2 | - | 10 | | T3 | | T2 | | T3 | | | |
| Demonstrate the ability to reduce the risk of food contamination from the physical facility | | A1 | | | | T1 | | | T3 | | T2 | | | | T3 | | T2 | | T3 | | - | |
| Demonstrate an understanding of food safety management systems | | A1 | | | | | | | T3 | | T2 | | | | T3 | | T2 | | T3 | | | |
| Analize Laws and Regulations that pertain to professional food service | A1 | A1 | | | | | | A1 | | | T2 | | | | T3 | | T2 | | T3 | | | |
| Understand Food Safety Management Systems and HACCP Compliance | | A1 | | | | | | A1 | | | T2 | | | | T3 | | T2 | | T3 | | | |
| Product and Equipment Identification- Theoretical and Technical Concepts | | | | | | | | | _ | | _ | | | | | | | | | | | |
| Demonstrate an understanding of food product categories and identify a verity of items | A1-T1 | | | | | T1 | | | T3 | | T2 | | | | T3 | A2 | T2 | _ | T3 | | | |
| Understand Cooking Methods and Principles of Techniques | A1 A1 | | | T2 | T2 | T1 | T2 | | T3 | | T2 | A3 | | | T3 | A2 | T2 T2 | _ | T3 | | | |
| Apply Kitchen knife, uses and maintenance Identify proper kitchen equipment and its uses | A1 A1-T1 | | | T2 T2 | | T1 T1 | | | T3 T3 | | T2 T2 | | T3 | | T3 T3 | | T2 T2 | | T3 T3 | | | |
| Indicate fabrication techniques used in a professional kitchen | A1-11 | | | 12 | | 11 | | | T3 | | T2 | | 15 | | T3 | A2 | T2 | | T3 | | | |
| Food Production - Theoretical and Technical Concepts | | | | | | | | | 10 | | 12 | | | | 10 | 742 | 12 | | 10 | | | |
| Cooking | | | | | | | | | | | | | | | | | | | | | | |
| Know and demonstrate Standard Knife Cuts | A1 | | | T2 | | T1 | | | T3 | | T2 | | | | T3 | | T2 | | T3 | | | |
| Analize Global Flavors | | | | | | | | | | | E2 | | | | E3 | | | | | | E1 | |
| Comprehend Global Influences on Cuisine | | | | | | | | | | | E2 | | | A2 | E3 | | | | | | E1 | |
| Apply the use of Formulas, Weights and Measurements | A1 | L | | T2 | | T1 | A3 | | T3 | | T2 | I | T3 | | T3 | T1-A2 | T2 | T2-A2 | | | A1 | |
| Understand Menu Planning and Development | | | | | | | | | T3 | | T2 | | T3 | | T3 | T1-A2 | T2 | T2-A2 | T3 | A3 | A1 | |
| Baking and Pastry Understand and apply Baking Methods and Techniques | | | | | | T1 | | | T3 | | T2 | | | | T3 | | T3-/ | 1 | T3 | | A1-E1 | |
| Nutrition | | | | | | 11 | | | 10 | | 12 | | | | 13 | | 13-/ | * | 1 10 | | 41-E1 | |
| Understand food allergies and how to keep food safe from contamination | | | | | T2-A2 | T1 | | | T3 | | T2 | | | | T3 | | T2 | | T3 | | | |
| Organization Skills | | | | | | | | | | | | | | | | | .= | | | | | |
| Demonstration Weighing and measuring | A1 | | | T2 | | T1 | T2 | | T3 | | T2 | | | | T3 | | T2 | T2 | T3 | | E1 | |
| Food Preparation- Theoretical and Technical Concepts | | | | | | | | | | | | | | | | | | | | | | |
| Cooking | | | | | | | | | | | | | | | | _ | | | | | | |
| Understand Menu Planning and Development | | | A1 | T2 | | T1 | A3 A3 | | T3 T3 | | T2 T2 | | T3 | | T3 T3 | T1 T1 | T2 T2 | A2 A2 | T3 T3 | E2-A3 E2-A3 | | |
| Implement recipes and menus Baking and Pastry | | | | 12 | | 11 | A3 | | 13 | | 12 | | 13 | | 13 | 11 | IZ | AZ | 13 | EZ-A3 | | |
| Use Equipment and Ingredients found in baking and pastry kitchens | A1 | | | | | | | | T3 | | T2 | | | | T3 | | T2 T3-A | 1 | T3 | | A1-E1 | |
| Understand the use of Formulas, Weights and Measurements common in baking and pastry applications | | | | | | | | | T3 | | T2 | | | | T3 | | T2 T3-A | 1 | T3 | | E1-A1 | |
| Nutrition | | | | _ | | | | | | | | | | | | | | | | | | |
| Evaluate Food Nutritional Composition | | | | | T2 | | | | T3 | | T2 | | | | T3 | | T2 | | T3 | | | |
| Apply Dietary Considerations and Guidelines | | | | | T2 - A2 | T1 | | | T3 | | T2 | | | | T3 | | T2 | | T3 | | | |
| Wine and Beverage | | | | | | | | | | 74 | | | | | | | | | TO | | | |
| Comprehend Tasting and Production Terminology Demonstrate Grape Variety Identification | | | | | | | | | | T1 T1 | - | - | | | | | A1 A1 | - | T3 T3 | | | |
| Evaluate Food and Wine Paring | | | | | | | | | | T1 | - | - | | | | | AI | | T3 | | | |
| Organization Skills | | | | | | | | | | | | | | | | | | | | | | |
| Apply proper Mise en place | A1 | | | T2 | | T1 | T2 | | T3 | | T2 | | T3 | | T3 | | T2 | | T3 | | | |
| Demonstrate Proper Food Storage practices | | A1 | | T2 | | T1 | | | T3 | | T2 | | T3 | | T3 | | T2 | | T3 | | | |
| Plan portion sizes in relation to nutritional balance | | | | | T2-A2 | T1 | | | T3 | | T2 | | T3 | | T3 | | T2 | | T3 | | | |
| Food Execution- Theoretical and Technical Concepts | | | | | | | | | | | | | | | | | | | | | | |
| Nutrition | | | | | | _ | | | - | | | | | | | | | | | | | |
| Apply Dietary Considerations and Guidelines | _ | | | | T2 | 11 | | | 13 | | T2 | | | | T3 | | T2 | | T3 | | | |
| Organization Skills Demonstrate efficient Work Flow including time management. | A1 | | | T2 | | T1 | T2 | | T3 | | T2 | | T3 | | T3 | | T2 | | T3 | | | |
| Apply the appropriate cooking methodology to a variety of products | T1 | | | T2 | | T1 | T2 | | T3 | | T2 | 1 | T3 | | T3 | | T2 | | T3 | | | |
| Use a variety of ingredients in the preparation of servable applications | 1 | | | T2 | | T1 | | | T3 | | T2 | 1 | T3 | | T3 | | T2 | | T3 | | | |
| Apply Menu development techniques | | | | T2 | | | T2-A3 | | T3 | | T2 | | T3 | | T3 | T1-A2 | T2 | | T3 | E2-A3 | | |
| Craftsmanship Skills | | | | | | | | | | | | | | | | | | | | | | |
| Possess Critical Evaluation of Food Quality knowledge | | | | | | | T2 | | | | T2 | | | | | | T2 | _ | T3 | | | |
| Demonstrate Cooking Techniques that maximize flavor and preserve integrity | 74 | | | T2 | | 74 | | | T3 | | T2 | I | | | T3 | | T2 | _ | T3 | \vdash | | |
| Apply proper Knife handling/butchery to tasks | T1 | | | T2 T2 | | T1 | | | T3 T2 | | T2 | | | | T3 | | T2 T2 | _ | T3 | \vdash | | |
| Demonstrate the Use of equipment/tools in preparation Understand aromatic/flavor combinations | A1 A1 | - | | T2 | | T1 T1 | | | T3 T3 | | T2 T2 | T2 | | | T3 T3 | l | T2 T2 | - | T3 T3 | \vdash | | |
| Demonstrate Making stocks, sauces, broths and soups | <u> </u> | - | | | | T1 | A3 | | T3 | | T2 | T2 | | | T3 | | T2 | | T3 | | | |
| Demonstrate the use of dry and moist heat | 1 | | | | | T1 | | | T3 | | T2 | A3 | | | T3 | | T2 | | T3 | | | |
| Apply basic cooking times and ratios to a variety of products | | | | T2 | | T1 | | | T3 | | T2 | A3 | | | T3 | | T2 | | T3 | | | |
| Finished Product Skills | | | | | | | | | | | | | | | | | | | | | | |
| Demonstrate Flavor development in a variety of applications | | | | | | T1 | T2 | | T3 | | T2 | | | | T3 | | T2 | | T3 | | | |
| Execute appropriate cooking times and temperatures to achieve appropriate taste and texture of items | I | T1 | | T2 | A2 | T1 | | | T3 | | T2 | | | | T3 | | T2 | _ | T3 | | | |
| Demonstrate serving food at the desired temperature | - | | | | | T1 | | | T3 | | T2 | | | | T3 | | T2 | _ | T3 | \vdash | | |
| Apply Presentation techniques including appropriate vessel, colors and textures | A1 | | | T2 | | T1 | | | T3 T3 | | T2 | I | | | T3 | T1-A2 | T2 T2 | | T3 T3 | | | |
| Demonstrate Food integrity principles and nutritional balance Demonstrate the ability to present food as stated on a menu | AI | <u> </u> | | 12 | | T1 | | | T3 | | T2 T2 | + | | | T3 T3 | l | T2 | | 13 | + + | | |
| permanante are awaity to present rood as stated on a menu | | | | | | 11 | 1 1 | 1 | 10 | 1 | 12 | - | | | | | ·~ | | 115 | | | |

| Series and | Baking and Pastry | | | | | | | | | | | | | | | | | | | | | _ | | | |
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| note or space series not one of the original series not one of the | | | | A1 | | | | | | | | | | | | | A2 | | | | | | | | |
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| Mate an activalize attemp: at | Connects writing to the culinary world | | | | | A1 | | | | | | E3 | | | | | A2 | E2-A | 3 | T2 | | | | A3 | |
| Contain control and and under lay or product spanned matching theory and any or product spanned matching and any or product spanned matreproduct spanned matching and any or product spanned matc | Uses advanced research skills to support a claim. | | | | | | | | | | | A2 | | | A3 | | | A3 | | | | | | E2-A3 | |
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| Char and product product or product o | is able to construct an argument based on a text. | | | | | | | | | | | A2 | | | | | | E2 | | | | | | | |
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| Social and generational spaces - Management and Space with relational space and interactional management A A A A B | | | | | | | | | | A1-12 | 50 | | | | | | | | | | | | | 50.10 | <u> </u> |
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| Apply names and wise statements organizational management Ani Ani Bit Bit< | Social and Behavioral Sciences - Human Resources - Management and Supervision | _ | | | | | | | | | | | | | | | | | | | | | | | |
| Processor Proce | Develop a personal philosophy of the hospitality industry | | | | | | | | | | | | | | | | | E2 | | | | | | A3 | |
| Chain Ansame Prevents maine Ani | Apply tenants of both a mission and vision statement to organizational management | A1 | | E1 | | 212222 | | | | | | | | | | | | | | | | | | | |
| Under stander before formers and manages conservations of the former stander has predicted and pr | Possess an understanding of Human Resource Management | | | | 0.17 | | iter. | E1 | | | E3 | | | | | | | | | | | | | | |
| Analyan Development Principis An | Obtain Harassment Prevention Training | A1 | | | and and a second | and the second sec | | E1 | Person | | 1000 | and the second sec | · · · · | 100 DEC | | | | | | | | | | | |
| Analyse Analyse Syntamice leadershowed place An An B <t< td=""><td>Understand methods of Effective Workplace Communication</td><td>A1-T1</td><td></td><td></td><td></td><td></td><td></td><td>E1</td><td>20000</td><td></td><td>E3</td><td></td><td>2</td><td></td><td></td><td></td><td></td><td>A3</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></t<> | Understand methods of Effective Workplace Communication | A1-T1 | | | | | | E1 | 20000 | | E3 | | 2 | | | | | A3 | | | | | | | |
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| Passes showing of Piced Employment Laws and Labor Regulations. Pice I P | Summarize leadership styles in the professional workplace | A1 | | 11/1 | E2 | 1 | | | $\setminus C$ | | | 1 | | | | | | | | | | | | | |
| Passes showedge of efed and page portional pades A1-11 A1 A1-11 | Demonstrate Employee Problem Solving Techniques | A1 | | | | | 8 E 1000 | | N. N | | E3 | | 1000 | 1.7 | 2 4 2 | | | | | | | | | | |
| Adapt Addapt A | | | | | | | 8/2000 | E1 | 61 No.25 | | E3 | 10020 ⁻ A | | | | | | | | | | | | | |
| Resonance interactions A1-11 C B2 B2 B2 < | | A1-T1 | | A1 | | | 1.11 | E1 | AC | 6 mgm } | ~~ /~ | N. D. J | 100 | 1 10 1 | 1 | | | E2 | | - | | | | | |
| Apply addemin forming on variety of social and professional contents denome interactions Image: interactions of the variety of social and professional vorking environment. Image: interactions of the variety of social and professional vorking environment. Image: interactions of the variety of social and professional vorking environment. Image: interactions of the variety of social and professional vorking environment. Image: interactions of the variety of social and professional vorking environment. Image: interactions of the variety of social and professional vorking environment. Image: interactions of the variety of social and professional vorking environment. Image: interactions of the variety of social and professional vorking environment. Image: interactions of the variety of social and professional vorking environment. Image: interactions of the variety of social and professional vorking environment. Image: interactions of the variety of social and professional vorking environment. Image: interactions of the variety of social and professional vorking environment. Image: interactions of the variety of social and professional vorking environment. Image: interactions of the variety of social and professional vorking environment. Image: interactions of the variety of social and professional vorking environment. Image: interactions of the variety environment. Image: interaction vorking environment. Image: i | | | | | S | 18 / | (1999) | | fact, | | | E3 | 1.21 | | | | | | | | | | | | |
| Apply thick principles and bigical conduct for decision making method | | - | | | E2 | A1 | 007 | | | | E3 | A2 | E2 | E2 | | | E2 | A3 | | | | | | | |
| Connectinterpersonal elationships with others in a professional working environment A1-11 A1-E1 E2 I I I I A1-E1 E2 I I I I A1-E1 E2 I | | - | | | | | | | | | | | | | | T3 | | | | | | | E3 | | - |
| Deckspannic first dynamic integress of individuals, societies and groups as they influence culture Image and integress and individuals Image and individuals | | A1-T1 | 1 | A1 - E1 | E2 | - | | | | | 1 | 1 | E2 | | | 1 | | | | | | | | | - |
| Understand and interpret similarities and differences between cultures, societies and individualis Image: Societies and individualis | | - | 1 | 1 | | 1 | | F1 | | | 1 | 1 | 1 | F2 | A3 | 1 | F2 | | A2 | | | | | - | - |
| Humanities and Fine Arts Humanities and | | - | 1 | A1 - E1 | 1 | 1 | A2 | | | | 1 | 1 | | E2 | 1 | 1 | | | 1.2 | | | | | | - |
| Assess the cultural and historical significance of art, philosophy and music to the culunary industry I I A A A A F2-A2 F3 I I I F2 F3 I I I F2 F3 F3 <td< td=""><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>-</td><td></td><td></td><td>-</td><td></td><td></td><td>-</td><td></td><td></td><td>ر میشور می از م</td><td></td><td></td><td></td><td></td><td><u>م معامل ا</u></td></td<> | | | | | | | | | | | - | | | - | | | - | | | ر میشور می از م | | | | | <u>م معامل ا</u> |
| Demonstrate an understanding of the food service/hospitality industry Image: An | | _ | | | | | 40 | | | | | | T1 E2 | | 42 | | E2 42 | F2 | | | | | | | E1 |
| Evaluate the impacts of culture and societal advances on food systems Impact of culture and societal advances on food systems Impact of culture and societal advances on food systems Impact of culture and societal advances on food systems Impact of culture and societal advances on food systems Impact of culture and societal advances on food systems Impact of culture and societal advances on food systems Impact of culture and societal advances on food systems Impact of culture and societal advances on food systems Impact of culture and societal advances on food systems Impact of culture and societal advances on food systems Impact of culture and societal advances on food systems Impact of culture and societal advances on food systems Impact of culture and societal advances on food systems Impact of culture and societal advances on food systems Impact of culture and societal advances on food systems Impact of culture and societal advances on food systems Impact of culture and societal advances on food systems Impact of culture and societal advances on food systems Impact of culture and societal advances | | + | - | 44 51 | 50 | + | AZ | | | | | | | | | - | EZ-AZ | E3 | | -+ | | _ | | | |
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| Develop and interpret an appreciation for the arisity of cooking O I < | | + | | | | | - | | | | | l | | | | | E2-A2 | E3 | 10 | _ | | | E3 | E2 | E1-A1 |
| Natural and Physical Sciences Na | | + | | | l | | | | 12 | | | <u> </u> | | 50 | 40 | | <u> </u> | 50 | | _ | | | | | - |
| Analyze the impacts of cooking methodologies on essential and non-essential nutrients C A A A A A A Ta B C B B B B C B C B C B C <thc< td=""><td></td><td>_</td><td></td><td>1</td><td>I</td><td>1</td><td></td><td></td><td></td><td></td><td></td><td></td><td> 11-E2</td><td>E2</td><td>A3</td><td></td><td>I</td><td>Eð</td><td>A2</td><td></td><td></td><td></td><td></td><td>E2</td><td>E1</td></thc<> | | _ | | 1 | I | 1 | | | | | | | 11-E2 | E2 | A3 | | I | Eð | A2 | | | | | E2 | E1 |
| Possess the basic skills of the scientific process and observations A1 A1 A1 A2 A2 A2 A1 T2 T2 <td></td> <td></td> <td>_</td> <td></td> <td>_</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>_</td> <td>_</td> <td></td> <td>_</td> <td></td> <td></td> | | | _ | | _ | | | | | | _ | _ | | | | | | | | | | | _ | | |
| Demonstrate an understanding of the impacts of the cultury industry on the environment Image: Strate and envir | Analyze the impacts of cooking methodologies on essential and non-essential nutrients | | | | | | | T1 | | | | | | | | | | | A2 | | | | | | |
| Synthesize information from other courses and integrate the information into the scientific discipline Image: Constraint of the scientific d | Possess the basic skills of the scientific process and observations | | A1 | | | | A2 | | T2 | A1 | T3 | | | | | | | | | | T3-A1 | | | | |
| Synthesize information from other courses and integrate the information into the scientific discipline Image: Constraint of the scientific d | Demonstrate an understanding of the impacts of the culinary industry on the environment | | | | | | | | | | | | | | | | A2 | | | | | | E3 | | |
| Possess an understanding of food system agriculture A1 Image: Constraint of the system agriculture A2 Image: Constraint of the system agriculture Bit is a constraint of the system agriculture A2 Image: Constraint of the system agriculture Bit is a constraint of the system agriculture A2 Image: Constraint of the system agriculture Bit is a constraint of the system agriculture | | | | | | | A2 | | A3 | T2 | T3 | | | E2 | T2 | T3 | | E3 | | | T3-A1 | | | A3 | |
| Possess an understanding of food system agriculture A1 Image: Constraint of the system agriculture A2 Image: Constraint of the system agriculture Bit is a constraint of the system agriculture A2 Image: Constraint of the system agriculture Bit is a constraint of the system agriculture A2 Image: Constraint of the system agriculture Bit is a constraint of the system agriculture | Food System Sustainability | | | | | | | | | | | | | | | | | | | | | | | | |
| Develop Environmental Resource Management critical thinking skills E3 | | | A1 | | | | | | | | | | | | | | A2 | | | | | | E3 | | A1 |
| | | | | | 1 | | | | | | 1 | | 1 | 1 | | | 1 | | | | | | E3 | | |
| TADDU Waste Reduction methodologies in tood service | Apply Waste Reduction methodologies in food service | - | A1 | | | | | | | | | | | | | | | | | | | | E3 | | - |