



**Alabama  
Department of  
Postsecondary Education**

**Representing the Alabama Community College System**

**STATEWIDE CAREER/TECHNICAL EDUCATION COURSE ARTICULATION REVIEW DOCUMENT**

Articulation Agreement Identifier: CUA 112 (2010-1) Identifier is the postsecondary course prefix followed by Plan-of-Instruction version number (e.g.; INT 100 (2007-1)).

Applicable CIP code(s): 12.0503

Postsecondary course program code, number, and title: CUA 112 - Sanitation, Safety, and Food Service

Secondary Education course(s) number and title: 500012 - Culinary Arts I + 500013 - Culinary Arts II

Initial Review: February 22, 2011 Annual DPE Review: February 15, 2012

Effective date: **Fall Semester 2011.**

Course Content Analysis (all postsecondary course objectives must be sufficiently addressed in the secondary courses):

**Notes:**

- 1 Skills and knowledge contained in the postsecondary course objectives must be present in the corresponding secondary objectives for a "match" to occur.**
- 2. Postsecondary and Secondary objectives must reflect similar content and performance levels before the course articulation agreement will be recommended to the TEDAC Oversight Committee.**
- 3. More than one Secondary course may be used in order to articulate to a Postsecondary course.**

Postsecondary Course Objectives	Secondary Course Objectives	TEDAC Comments
<p><b>MODULE A – OVERVIEW OF SANITATION AND SAFETY</b></p> <p>A1.0 Explain concepts related to food safety and the dangers of contamination, food allergens, and foodborne illness.</p> <p><b>Performance Objective:</b> This competency is measured cognitively.</p> <p><b>Learning Objectives:</b></p> <p>A1.1.1 Define terms associated with the food safety and sanitation.</p> <p>A1.1.2 List ways food becomes unsafe.</p> <p>A1.1.3 Summarize key points in the prevention of food borne illness.</p> <p>A1.1.4 Describe various types of contaminants.</p> <p>A1.1.5 Discuss technological advancements in food safety.</p> <p>A1.1.6 Discuss the deliberate contamination of food.</p> <p>A1.1.7 Describe common food allergens.</p> <p>A1.1.8 Discuss issues associated with emerging pathogens.</p> <p><b>Competency:</b></p> <p>A2.0 Comprehend critical knowledge and skills necessary to become a safe food handler in the hospitality industry.</p> <p><b>Performance Objective:</b> This competency is measured cognitively.</p> <p>A2.1.1 Explain how improper food handling results in food contamination.</p> <p>A2.1.2 State the importance of good hygiene practices.</p> <p>A2.1.3 Describe acceptable good hygiene practices.</p> <p><b>MODULE B – THE FLOW OF FOOD</b></p> <p><b>Competency:</b></p> <p>B1.0 Describe issues that impact the safety of food products through the flow of food.</p> <p><b>Performance Objective:</b> This competency is measured cognitively.</p> <p><b>Learning Objectives:</b></p>	<p><b>Culinary Arts I</b></p> <p><b>Unit 1 - Food Service and Hospitality Business Practices</b></p> <p><b>Content Standards:</b></p> <ol style="list-style-type: none"> <li>Determine personnel and fiscal management factors related to the food service and hospitality industries. Examples: personnel- staffing, supervising, scheduling, setting goals, determining policies and procedures fiscal-budgeting, keeping records, controlling inventory, receiving food products, purchasing <ul style="list-style-type: none"> <li>Explaining liability laws regarding property management</li> <li>Identifying customer service, public relations, and promotion programs as marketing strategies for the food and service industry.</li> </ul> </li> <li>Create a business plan for a food service establishment.</li> <li>Describe the importance of planning, coordinating and supervising production in the food laboratory.</li> <li>Identify credentialing requirements for the food services and hospitality industry.</li> </ol> <p><b>Learning Objectives:</b></p> <ol style="list-style-type: none"> <li>Compare management's major functions (planning, organizing, staffing, leading, and controlling) in the food service and hospitality industries.</li> <li>Determine what issues are involved in hiring, training, supervision, and evaluating employees.</li> <li>Analyze how management is structured in a food service organization (Examples: employees, first-line managers, middle managers, top managers).</li> <li>Describe areas in which liability issues arise in food service establishments (Examples: Discrimination, Sexual Harassment, Americans with Disabilities, Wage and Labor Laws, Workplace injuries and deaths).</li> <li>Compare the relationships between customer value,</li> </ol>	

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<p>B1.1.1 List the steps in the flow of food.</p> <p>B1.1.2 Describe issues that impact the safety of food products through the flow of food.</p> <p>B1.1.3 Describe the factors of purchasing and receiving and how they relate to the flow of food.</p> <p>B1.1.4 Describe the factors of storage and how it relates to the flow of food.</p> <p>B1.1.5 Describe the factors of preparation and how it relates to the flow of food.</p> <p>B1.1.6 Describe the factors of service and how it relates to the flow of food.</p> <p><b>MODULE C – FOOD SAFETY SYSTEMS</b></p> <p><b>Competency:</b></p> <p>C1.0 Describe food safety management systems.</p> <p><b>Performance Objective:</b> This competency is measured cognitively.</p> <p><b>Learning Objectives:</b></p> <p>C1.1.1 Describe food safety management systems.</p> <p>C1.1.2 Identify the seven HACCP principles.</p> <p>C1.1.3 Describe crisis management.</p> <p><b>MODULE D – FACILITY MAINTENANCE</b></p> <p><b>Competency:</b></p> <p>D1.0 Comprehend standards required for facility operations.</p> <p><b>Performance Objective:</b> This module is measured cognitively.</p> <p><b>Learning Objective:</b></p> <p>D1.1.1 Describe the necessity of sanitary facilities and equipment.</p> <p>D1.1.2 Describe the difference between cleaning and sanitizing.</p> <p>D1.1.3 List the tools needed for both cleaning and sanitizing purposes.</p> <p>D1.1.4 Discuss various issues associated with the use of hazardous materials.</p> <p>D1.1.5 Describe an Integrated Pest Management system (IPM).</p>	<p>satisfaction, and quality in food service industries.</p> <p>6. Discuss how marketing managers develop profitable customer relationships in food service industries.</p> <p>7. Analyze the role of marketing and its core concepts in food service industries.</p> <p>8. Design a business plan for a food service establishment (Examples: Mission statement, specific goals that support the mission, sample menus, operating budgets and staffing needs).</p> <p>9. Evaluate the types of skills required for effective management in food laboratories.</p> <p>10. Compare credentialing opportunities in the food services industries (Examples: ServSafe, HACCP, ProStart).</p> <p><b>Unit 2 - Safety, Health, and Environment</b></p> <p><b>Content Standards:</b></p> <p>5. Outline compliance requirements for sanitation and health inspections, including proper appearance and hygiene, the use of protective gloves and clothing, correct food handling techniques, and correct use of knives and kitchen equipment.</p> <p>6. Explain procedures for maintaining a safe work area, including first aid and cardiopulmonary resuscitation (CPR), types of fires and containment procedures, fire evacuation procedures, proper lifting and carrying procedures, electric and mechanical hazards, and the procedures for reporting accidents.</p> <p><b>Learning Objectives:</b></p> <p>5. Outline compliance requirements for sanitation and health inspections, including proper appearance and hygiene, the use of protective gloves and clothing, correct food handling techniques, and correct use of knives and kitchen equipment.</p> <p>6. Explain procedures for maintaining a safe work area, including first aid and cardiopulmonary resuscitation (CPR), types of fires and containment procedures, fire evacuation</p>	

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<p><b>Competency:</b>                      D2.0 Comprehend the impact of food safety regulations and standards.  <b>Performance Objective:</b> This module is measured cognitively.</p> <p><b>Learning Objectives:</b>                      D2.1.1 Describe the impact of food safety regulations and standards.                      D2.1.2 Discuss the FDA food code and its impact on food service operations.                      D2.1.3 Describe the inspection process.                      D2.1.4 List the benefits of initial and ongoing employee training.                      D2.1.5 Describe the various types of training delivery methods.</p>	<p>procedures, proper lifting and carrying procedures, electric and mechanical hazards, and the procedures for reporting accidents.</p> <p><b>Unit 3 - Menus</b>  <b>Content Standards:</b>                      7. Design various menus, based on supply and demand, including cycles and computer-based menu skills.                      8. Demonstrate cost control measures when setting menu prices for food.                      9. Identify factors to be considered when planning menus, including current food trends, nutritional information, and availability of seasonal and regional foods.                      • Calculating as purchased (AP) and edible portion (EP) amounts.</p> <p><b>Learning Standards:</b>                      1. Design various menus based on supply and demand:                      • Cycle: weekly, monthly, quarterly, semi-annually, annually                      • Research available software for computer based menu-planning                      2. Analyze the factors to consider when setting menu prices to control cost:                      • The menu itself                      • The portion sizes                      • Purchasing                      • Storing                      • Issuing                      • Waste                      3. Determine the influences that impact menu prices (Examples: Labor, competition, customers the foodservice operation attracts, the operations atmosphere, current food trends, nutritional information, seasonal and regional foods, and location).                      4. Demonstrate the process of calculating "As Purchased" (AP)</p>	

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	<p>cost and "Edible Portion" cost (EP).</p> <p><b>Unit 4 - Food Preparation</b></p> <p><b>Content Standards:</b></p> <ol style="list-style-type: none"> <li>10. Define food preparation and service terms, including kitchen brigade titles, salamander, lowboy, hot station, and china cap.</li> <li>11. Apply basic industrial cooking techniques, including using scales, determining recipe yields, applying mise-en place, using spices and herbs, and utilizing dry, moist, and combination heat methods.</li> <li>12. Evaluate quality of food products, including taste, texture, aroma, and appearance.</li> <li>13. Prepare garde manager: main entrees, stocks, soups, sauces, gravies, and baked products and desserts.</li> </ol> <p>Examples: garde manager products--salads, emulsified salad dressings, hors d'oeuvres, closed, open-faced, grilled, and fried sandwiches main entrees--egg dishes, milk products, cheese, fruit, vegetables, pasta, grain, cereal, rice, legumes, beef, vegetarian items, poultry, seafood, game dishes stocks-- bouquet garni, mirepoix, sachet de piece, white, brown, fish, vegetable soups--clear, thick, specialty sauces--espagnole, béchamel, roux, tomato, hollandaise, veloute gravies--reconstituted broken sauces baked products and desserts--pancakes, crepes, waffles, yeast products, cookies, cakes, glazed icings, pies, pastries, meringues, custards, chiffon fillings, candies, poached fruits, mousses, soufflés, pastry crèmes, Bavarian creams</p> <ol style="list-style-type: none"> <li>14. Determine procedures for setting up rooms for special occasions and various styles of food.</li> <li>15. Evaluate the applicability of convenience food items in</li> </ol>	

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	<p>various menus.</p> <p>16. Compare different methods of heat transfer in food preparation. Examples: convection, conduction, radiant heat, microwave</p> <p>17. Analyze ways the nutritive value of food is altered by time, water, preparation, cooking and storage.</p> <p><b>Learning Standards:</b></p> <ol style="list-style-type: none"> <li>1. Define basic food preparation and service terms used in food preparation.</li> <li>2. Perform essential techniques for cooking. Examples: Reading and following a recipe, how to determine and change yields, practice mise en place, use spices and herbs in creating food, basic cooking methods used in food preparation</li> <li>3. Analyze evaluation methods for quality food products.</li> <li>4. Prepare foods in all classifications.</li> <li>5. Analyze room set up, types of food and styles of food for special occasions.</li> <li>6. Determine when it is advantageous to use convenience foods.</li> <li>7. Demonstrate methods of heat transfer in food preparation.</li> <li>8. Evaluate the processes of conduction, convection, and radiation as they relate to cooking.</li> <li>9. Assess the affect of time water, type of preparation, cooking method and storage, has on the nutritive value of food.</li> </ol> <p><b>Unit 5 - Food Preparation</b></p> <p><b>Content Standards:</b></p> <p>18. Demonstrate effective food presentation techniques, including plating, portioning, garnishing, and packaging.</p> <p><b>Learning Standards:</b></p> <ol style="list-style-type: none"> <li>1. Describe the aspects of food presentation.</li> <li>2. Explain plating of food and the importance of portion</li> </ol>	

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	<p>control.</p> <ol style="list-style-type: none"> <li>3. Determine the rules for plate presentation.</li> <li>4. Describe the tools and techniques used in garnishing.</li> <li>5. Demonstrate how to use the various garnishing tools.</li> <li>6. Demonstrate packaging of foods for food safety and presentation.</li> </ol> <p><b>Unit 6 - Banquet and Catering Service</b>  <b>Content Standards:</b></p> <ol style="list-style-type: none"> <li>19. Demonstrate procedures used to plan, prepare, and provide banquet and catering services.</li> <li>20. Evaluate equipment and procedures used for packing and transporting food, utensils, and equipment for catering.</li> </ol> <p><b>Learning Standards:</b></p> <ol style="list-style-type: none"> <li>2. Determine the responsibilities of each member of the banquet staff.</li> <li>3. Compare the styles of banquet service.</li> <li>4. Explain the role of the banquet manager during the banquet.</li> <li>5. Compare the two types of catering.</li> <li>6. Design a catering function.</li> </ol> <p><b>Course Title - Culinary Arts II</b>  <b>Unit 1 - Food Service Operations</b>  <b>Content Standards</b></p> <ol style="list-style-type: none"> <li>1. Exhibit skills related to property, personnel, and fiscal management in the food and hospitality industries                      Examples: determining need for repairs and maintenance; following current law and environmental regulations; determining staffing procedures; controlling food, labor and culinary equipment cost; evaluating a business plan                     <ul style="list-style-type: none"> <li>• Critiquing strategies for marketing products in the food and hospitality industries</li> </ul> </li> </ol>	

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	<p>2. Evaluate the physical plant of a food service business for efficiency, safety, productivity, and profitability. Examples: location and layout design</p> <ul style="list-style-type: none"> <li>• Developing a reconfiguration plan for an existing facility with possibilities for food service and hospitality business.</li> </ul> <p>3. Use technology in the preparation and service of food and beverages and the management of a food establishment.</p> <p><b>Learning Standards:</b></p> <ol style="list-style-type: none"> <li>1. Describe the functions of management in the food and hospitality industries.</li> <li>2. Determine the main responsibility of a general manager in the food and hospitality industries.</li> <li>3. Analyze the advantages and disadvantages of managing a business in the food service and hospitality industries.</li> <li>4. Explain what issues are involved in hiring, training, supervising and evaluating employees.</li> <li>5. Describe why location of a food service business is important.</li> <li>6. Design a floor plan of a food service lab/kitchen and the dining hall.</li> <li>7. Describe how managers control cost in the food and hospitality industries.</li> <li>8. Discuss how technology has changed in the food and beverage industry.</li> </ol> <p><b>Unit 2 - Advanced Culinary Food Production</b></p> <p><b>Content Standards:</b></p> <ol style="list-style-type: none"> <li>4. Set production standards for a catering event.</li> <li>5. Prepare a market order for food and consumable supplies for a food laboratory project.</li> <li>6. Apply principles and elements of design to increase aesthetics and profitability of a culinary setting.</li> <li>7. Plan artistic food displays for serving lines, including buffets, soup and salad bars, and special events.</li> <li>8. Demonstrate the use of advanced cutting tools and</li> </ol>	



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	<p>techniques in a culinary setting.</p> <p>9. Compare fresh and dry herbs and spices for their effects on flavor, nutrition, and shelf life.</p> <p>10. Prepare appropriate accompaniments for selected entrees.</p> <p>11. Prepare meals for special dietary needs.</p> <p>12. Apply principles of meat identification and fabrication, including beef, poultry, and fish.</p> <p>13. Apply principles of advanced pastry production.</p> <p>14. Describe the history and cultural development of various cuisines.</p> <p>15. Prepare foods from national and international cuisines.</p> <p>16. Prepare food items for special occasions.</p> <p><b>Learning Standards:</b></p> <p>1. Set up production for a catering event.</p> <p>2. Prepare market orders for each foods laboratory project.</p> <p>3. Prepare attractive plates according to the principles and elements of design.</p> <p>4. Demonstrate the use of advanced cutting tools and techniques.</p> <p>5. Contrast seasonings and flavorings used in food preparation.</p> <p>6. Explain when to add seasonings and flavorings to food.</p> <p>7. Contrast the characteristics of herbs versus spices.</p> <p>8. Prepare appropriate accompaniments for selected entrees.</p> <p>9. Prepare special meals based on dietary needs.</p> <p>10. Prepare food items for special events.</p> <p>11. Prepare foods from national and international cuisines.</p> <p>12. Analyze the history and development of various cuisines.</p> <p>13. Demonstrate skills in advanced pastry production.</p> <p>14. Describe meat identification, processing, and standards of cooking methods.</p> <p><b>Unit 3 - Food Entrepreneurship</b></p> <p><b>Content Standards:</b></p> <p>17. Design an entrepreneurial project in the food services and</p>	

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	<p>hospitality industry, including location, type of facility and budget.</p> <p><b>Learning Standards:</b></p> <ol style="list-style-type: none"> <li>1. Determine small business opportunities available in food service.</li> <li>2. Analyze governmental requirements for starting and running a food business.</li> <li>3. Describe the function of a business plan.</li> <li>4. Design a specific type of foodservice establishment</li> </ol> <p><b>Unit 4 - Professionalism</b></p> <p><b>Content Standards:</b></p> <ol style="list-style-type: none"> <li>18. Determine the importance of participating in professional organizations in the food service and hospitality industries.</li> <li>19. Contrast apprenticeship programs and credentialing options available in the food service and hospitality industries.</li> </ol> <p><b>Learning Standards:</b></p> <ol style="list-style-type: none"> <li>1. Join FCCLA and enter the State STAR Events.</li> <li>2. Analyze professional organizations related to culinary arts.</li> <li>3. Compare apprenticeship programs and credentialing options in culinary arts.</li> </ol>	