Detroit Institute of Gastronomy Program Outcomes Introduction

The following documents provide an insight into the outcomes a student will achieve by successfully completing the academic and skills development program at DIG in the culinarian and sous chef program.

Utilizing Fink's Taxonomy, the academic team has aligned course content with the published programmatic outcomes. This document details the development and implementation of Fink's Taxonomy in relation to courses and outcomes. A detailed assessment and course specific learning objectives map is also available upon request.



Detroit Institute of Gastronomy (DIG) Institutional Student Learning Outcome Framework

When developing syllabus, course outcome objectives and content delivery DIG uses the following Institutional Student Learning Outcome (ISLO) Framework to assist in aligning course level Outcomes to Program Level Outcomes and ultimately, Degree/Diploma Level Outcomes.

Using <u>Fink's Taxonomy of Significant Learning</u>, the framework at DIG begins with Pillars based on the Mission:

We are committed to providing quality education crafted to build students with well-informed minds, skillful hands, feet that willingly carry responsibility, heads held high in confidence, hearts of hospitality and the spirit to serve others.

Technical – Well-informed minds, skill full hands, heads held high in confidence

Engagement – Hearts of hospitality, spirit to serve others

Academic – Well-informed minds, willing carry responsibility

Each pillar of the framework focuses on Major categories in the taxonomy of Significant Learning.

An important element to the Significant Learning Taxonomy is that it is **NOT** hierarchical:

Major Categories in the Taxonomy of Significant Learning

Dr. L. Dee Fink Director, Instructional Development Program University of Oklahoma Author of Creating Significant Learning

Experiences (Jossey-Bass, 2003)

Foundational Knowledge. At the base of most other kinds of learning is the need for students to "know" something. Knowing, as used here, refers to students' ability to understand and remember specific information and ideas. It is important for people today to have some valid basic knowledge, for example, about science, history, literature, geography, etc. They also need to understand major ideas or perspectives, for example, what evolution is (and what it is not), what capitalism is (and is not), and so forth.

Special Value: Foundational Knowledge provides the *basic understanding* that is necessary for other kinds of learning.

Application. This familiar kind of learning occurs when students learn how to engage in some new kind of action, which may be intellectual, physical, social, etc. Learning how to engage in various kinds of thinking (critical, creative, practical) is an important form of application learning. But this category of significant learning also includes developing certain skills (e.g., communication, playing the piano) or learning how to manage complex projects.

Special Value: Application learning allows other kinds of learning to become useful.

Integration. When students are able to see and understand the connections between different things, an important kind of learning has occurred. Sometimes they make connections between specific ideas, between whole realms of ideas, between people, and/or between different realms of life (e.g., between school and work or between school and leisure life).



Detroit Institute of Gastronomy (DIG) Institutional Student Learning Outcome Framework

Special Value: The act of making new connections gives learners a new form of *power*, especially intellectual power.

Human Dimension. When students learn something important about their own Self and/or about Others, it enables them to interact more effectively with themselves or with others. They discover the personal and/or social implications of what they have learned. What they learn or the way in which they learn sometimes gives students a new understanding of themselves (self-image) or a new vision of what they want to become (self-ideal). At other times, they acquire a better understanding of others: how and why others act the way they do, or how the learner can interact more effectively with others.

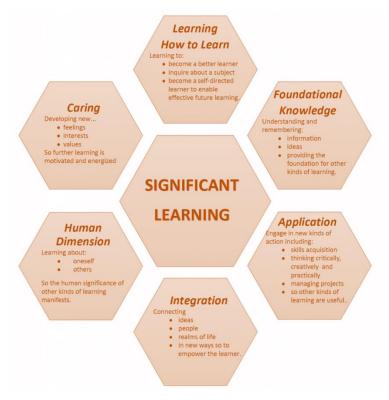
Special Value: This kind of learning informs students about *the human significance* of what they are learning.

Caring. Sometimes a learning experience changes' the degree to which students care about something. This may be reflected in the form of new feelings, interests, and/or values. Any of these changes means students now care about something to a greater degree or in a way than they did before.

Special Value: When students care about something, they then have the *energy* they need for learning more about it and making it a part of their lives. Without the energy for learning, nothing significant happens.

Learning How to Learn. This occurs when students learn something about the process of learning itself. They may be learning how to be a better student, how to engage in a particular kind of inquiry (e.g., the scientific method), or how to become self-directing learners. All of these constitute important forms of learning how to learn.

Special Value: This kind of learning enables students to *continue* learning in the future and to do so with *greater effectiveness*.





Detroit Institute of Gastronomy (DIG) Institutional Student Learning Outcome Framework

Using the pillars created along with the major categories of the Significant Learning taxonomy, the following Institutional Student Learning Outcomes (ISLO) Framework is a starting point to track, analyze and evaluate academic outcomes:

Technical

- o **T1:** Foundation Knowledge
- o **T2**: Application
- o **T3:** Integration

Engagement

- o **E1:** Integration
- o **E2**: Human dimension
- o E3: Caring

Academic

- A1: Foundational Knowledge
- o **A2:** Integration
- o A3: Learning how to learn

Outcome Framework Technical Engagment Acadmic T1: Understanding and remembering Projects Pr



Culinarain - 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.

	Apprenticeship Program Course Year 1 (Culinarian)													
Culinarian Program	CUL 1010	CUI 1011	CUL 1012							CUI 1040	FNG 1061	HUM 1052		
Safety and Sanitation - Theoretical and Technical Concepts	0011010	0011011	0021012	0011010	2.10 2002	1100 1022	002 1000	0011011	1311 2002	002 10 10	2.10 2002			
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		12			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		A1		T2			T1			T3				
Control the hygiene and safety of food through the operation from purchasing, receiving, storage, food prep and service		A1		T2			T1			T3				
Demonstrate the ability to reduce the risk of food contamination from the physical facility	-	A1		12			T1			T3				
Demonstrate an understanding of food safety management systems	-	A1					11			T3				
Analize Laws and Regulations that pertain to professional food service	A1	A1							A1	10				
Understand Food Safety Management Systems and HACCP Compliance		A1							A1					
Product and Equipment Identification-Theoretical and Technical Concepts		712							711					
Demonstrate an understanding of food product categories and identify a verity of items	A1-T1						T1			T3				
Understand Cooking Methods and Principles of Techniques	A1-11			T2		T2	T1	T2		T3				
Apply Kitchen knife, uses and maintainence	A1 A1			T2		12	T1	12		T3				
	A1-T1			T2			T1			T3				
Identify proper kitchen equipment and its uses Indicate fabrication techniques used in a professional kitchen	A1-11			12			11			T3				
Food Production - Theoretical and Technical Concepts										13				
·	_													
Cooking	_			70			T-4			T0				
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				T0			T-4			T0				
Demonstration Weighing and measuring	A1			T2			T1	T2		T3				
Food Preparation-Theoretical and Technical Concepts	_													
Cooking	_		44					40		TO				
Understand Menu Planning and Development	_		A1	T2			T1	A3 A3		T3 T3				
Implement recipes and menus Baking and Pastry				12			11	AS		13				
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										.0				
Evaluate Food Nutritional Composition						T2				T3				
Apply Dietary Considerations and Guidelines						T2 - A2	T1			T3				
Wine and Beverage						12 7.2				.0				
Comprehend Tasting and Production Terminology												T1		
Demonstrate Grape Variety Identification	\neg	+						 				T1		
Evaluate Food and Wine Paring	\dashv											T1		
Organization Skills												11		
Apply proper Mise en place	A1			T2			T1	T2		T3				
Demonstrate Proper Food Storage practices		A1		T2			T1	12		T3				
Plan portion sizes in relation to nutritional balance	_	- AI		12		T2-A2	T1			T3				
r tan portion sizes in relation to nutritional balance						12-A2	1 11			13				

Food Execution-Theoretical and Technical Concepts												
Nutrition												
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				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				T2						T3		
Apply proper Knife handling/butchery to tasks	T1			T2			T1			T3		
Demonstrate the Use of equipment/tools in preparation	A1			T2			T1			T3		
Understand aromatic/flavor combinations	A1						T1			T3		
Demonstrate Making stocks, sauces, broths and soups							T1	A3		T3		
Demonstrate the use of dry and moist heat							T1			T3		
Apply basic cooking times and ratios to a variety of products				T2			T1			T3		
Finished Product Skills												
Demonstrate Flavor development in a variety of applications							T1	T2		T3		
Execute appropriacy 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.					A1						E3	
Connects writing to the culinary world					A1						F3	
Uses advanced research skills to support a claim.					712						A2	
Writes in clear and concise sentence structure the develop fully.					A1						/	
Develops argumentative skills and understanding of basic principles of argumentative theory.			1								E3	
Is able to construct an argument based on a text.			 	 				 	 		A2	
Can easily see the opposing side and recognize the validity of it.				-							E3	
Connects and defends the validity of writing in the culinary world											E3	
Quantitative Principles - Finance											1 50	
· · · · · · · · · · · · · · · · · · ·			F4									
Evaluate published research to effectively interpret results and impact decision making			E1	-		4.0		70				
Demonstrate an understanding of the fundamental principles of cooking and how to apply them in menu writing						A2	T4	T2	1	T0		
Apply the guidelines of quality safe cooking practices				-			T1	<u> </u>	A1	T3		
Demonstrate an effective use of mathematic concepts in real world application			<u> </u>				T1	T2				
Determine the outcomes of formulas and discuss the impacts of change methodology (food and Labor Cost)	A1								T2			
Evaluate and demonstrate purchasing and receiving principles used in food service operations									A1-T2			
Analyze the effects of change to the overall outcome of operational performance		1	1	1	1	I	I	1	1	E3	1	

Social and Behavioral Sciences - Human Resources - Management and Supervision												
Develop a personal philosophy of the hospitality industry			A1 - E1									
Apply tenants of both a mission and vision statement to organizational management	A1		E1									
Possess an understanding of Human Resource Management							E1			E3		
Obtain Harassment Prevention Training	A1						E1					
Understand methods of Effective Workplace Communication	A1-T1						E1			E3		
Analyze Team Development Principles				E2								
Summarize leadership styles in the professional workplace	A1			E2								
Demonstrate Employee Problem Solving Techniques	A1									E3		
Possess knowledge of Federal Employment Laws and Labor Regulations							E1			E3		
Adapt to workplace environments and changing professional needs	A1-T1		A1				E1					
Respond appropriately to feedback	A1-T1										E3	
Apply academic learning to a variety of social and professional context to enhance interactions				E2	A1					E3	A2	E2
Apply ethical principles and logical conduct to decision making										E3		
Connect interpersonal relationships with others in a professional working environment	A1-T1		A1 - E1	E2								E2
Develop an understanding of the dynamic interactions of individuals, societies and groups as they influence culture				E2			E1					
Understand and interpret similarities and differences between cultures, societies and individuals			A1 - E1			A2						
Humanities and Fine Arts												
Assess the cultural and historical significance of art, philosophy and music to the cultinary industry						A2						T1-E2
Demonstrate an understanding of the Food Service/Hospitality Industry			A1 - E1	E2								T1-E2
Evaluate the impacts of culture and societal advances on food systems								A3				T1-E2
Interpret the significance of art and the humanities on the hospitality industry								T2				T1-E2
Develop and interpret an appreciation for the artistry of cooking												T1-E2
Natural and Physical Sciences												
Analyze the impacts of cooking methodologies on essential and non-essential nutrients						A2	T1	A3		T3		
Possess the basic skills of the scientific process and observations		A1				A2		T2	A1	T3		
Synthesize information from other courses and integrate the information into the scientific discipline						A2		A3	T2	T3		
Food System Sustainability												
Possess an understanding of food system agriculture		A1										
Apply Waste Reduction methodologies in food service		A1										

Sous Chef- 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 codd 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 studentsoral and written communications while developing quantitative principles and enhancing their appreciation for the humanities and fine arts. The Sous Chef 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.

				Apr	renticeship Program	Course Yea	ar 1 (Culina	rian)			-			Appr	enticeship Pro	gram Cours	se Year 2 (So	us Chef)		
Sous Chef Program	CUL 1010	CUL 1011	CUL 1012	CUL 1020	ENG 1032 HOS 1022	CUL 1030	CUL 1021	MAT 1031	CUL 1040	ENG 1061 HU	M 1052 CL	JL 2050 CUL	2051 CUL 2052	HIS 2053 CUL 20	0 ENG 2062	CUL 2061	CUL 2070	CUL 2081	CUL 2072 CUL 2080	HOS 2071 CUL 2082
Safety and Sanitation - Theoretical and Technical Concepts																_				
Demonstrate the abilitity to Work and Manage a sanitary environment	T1	T1		T2		T1			T3			T2		13	\perp	I	T2		T3	
Apply Food handling practices that avoids time/temperature violations and cross-contamination	T1	T1		T2		T1	-		T3			T2		T3	+		T2		T3	
Understand Proper food product disposal Techniques Understand how to respond and follow Emergency Procedures	T1	T1 T1				T1 T1	1		T3 T3			T2 T2	_	T3	+	A2	T2 T2		T3 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		A1		T2		T1			T3			T2	T3	T3		-	T2		T3	
Control the hygiene and safety of food through the operation from purchasing, recieving, storage, food prep and service		A1		T2		T1			T3			T2		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 prtain to professional food service	A1	A1						A1				T2		T3		\longrightarrow	T2		T3	
Understand Food Safety Management Systems and HACCP Compliance Product and Equipment Identification-Theoretical and Technical Concepts		A1						A1				T2		T3			T2		T3	
	A1-T1					T1			T3			T2		T3		A2	T2		T3	
Demonstrate an understanding of food product categories and identify a verity of items Understand Cooking Methods and Principles of Techniques	A1-11			T2	T2	T1	T2		T3				3	T3		A2 A2	T2		T3	
Apply Kitchen knife, uses and maintainence	A1			T2		T1			T3			T2 /		T3		7.2	T2		T3	
Identify proper kitchen equipment and its uses	A1-T1			T2		T1			T3			T2	T3	T3		-	T2		T3	
Indicate fabrication techniques used in a professional kitchen									T3			T2		T3		A2	T2		T3	
Food Production - Theoretical and Technical Concepts																				
Cooking															_					
Know and demonstrate Standard Knife Cuts	A1			T2		T1			T3			T2		T3	\perp		T2		T3	
Analize Global Flavors							-					E2		E3		\rightarrow				E1
Comprehend Global Influences on Cuisine	A1			TO		71	42		TO			E2		A2 E3	+	T1 40	T22		TO 40 TO	E1
Apply the use of Formulas, Weights and Measurements Understand Menu Planning and Development	A1			T2		T1	A3		T3 T3			T2 T2	T3	T3	+	T1-A2	T2 T2		T2-A2 T3 T2-A2 T3	A1 A3 A1
Baking and Pastry							_		10				13	1 13		11-712	12		12 NZ 13	, A1
Understand and apply Baking Methods and Techniques						T1			T3			T2		T3				T3-A1	T3	A1-E1
Nutrition																				
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				A3		T3			T2		13		T1	T2		A2 T3	E2-A3
Implement recipes and menus	_		- ^1	T2		T1	A3		T3			T2	T3	T3		T1	T2		A2 T3	
Baking and Pastry																				
Use Equipment and Ingredients found in baking and pasty kitchens	A1								T3			T2		T3		$\overline{}$		T3-A1	T3	A1-E1
Understand the use of Formulas, Weights and Measurements common in baking and pastry applications									T3			T2		T3			T2	T3-A1	T3	E1-A1
Nutrition Section 5 and Nutrition 10 and 10					70				70			70		70			TO		70	
Evaluate Food Nutritional Composition Apply Distance and Guidalines	 				T2 T2 - A2	T1			T3			T2 T2		T3		-	T2 T2		T3 T3	
Apply Dietary Considerations and Guidelines Wine and Beverage					12 - A2	11			13			12		13			IZ		13	
Comprehend Tasting and Production Terminology											T1						A1		T3	
Demonstrate Grape Variety Identification											T1						A1		T3	
Evaluate Food and Wine Paring											T1						A1		T3	
Organization Skills																				
Apply proper Mise en place	A1			T2		T1	T2		T3			T2	T3	T3			T2		T3	
Demonstrate Proper Food Storage practices Plan portion sizes in relation to nutritional balance	-	A1		T2	T2-A2	T1 T1			T3 T3			T2 T2	T3	T3		\rightarrow	T2 T2	_	T3 T3	
From Execution - Theoretical and Technical Concents					12-A2	11			13			12	13	13			12		13	
Nutrition																				
Apply Dietary Considerations and Guidelines					T2	T1			T3			T2		T3			T2		T3	
Organization Skills					12	12			10			12		10			I.E.		10	
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	T3	T3			T2		T3	
Use a variety of ingredients in the preparation of servable applications				T2		T1			T3			T2	T3	13			T2		T3	
Apply Menu development techniques				T2			T2-A3		T3			T2	T3	T3		T1-A2	T2		T3	E2-A3
Craftsmanship Skills							TO				-	TO				_	T2		To	
Posses Critical Evaluation of Food Quality knowledge Demonstrate Cooking Techniques that maximize flavor and preserve integrity	1	_		T2			T2		T3			T2 T2	_	T3	+	\rightarrow	T2	-	T3 T3	
Apply proper Knife handling/butchery to tasks	T1			T2		T1	1		T3			T2		T3	+	-	T2		T3	
Demonstrate the Use of equipment/tools in preparation	A1			T2		T1			T3			T2		T3		-	T2		T3	
Understand aromatic/flavor combinations	A1					T1			T3			T2 T		T3			T2		T3	
Demonstrte Making stocks, sauces, broths and soups						T1	A3		T3			T2 T		T3			T2		T3	
Demonstrate the use of dry and moist heat						T1			T3				3	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						-										بسعم				
Demonstrate Flavor development in a vareity of applications	-	-		70		T1	T2		T3		-	T2		T3	+	-	12		T3	
Execute approprice cooking times and tempertures to achieve approprite taste and texture of items	1	T1		T2	A2	T1 T1	-		T3			T2 T2	-	T3	+		T2 T2		T3	-+-
Demonstrate serving food at the desired temperature Apply Presentation techniques including appropiate vessel, colors and textures	—					11	 		T3			T2	_	T3	+		T2		T3	
Demonstrate Food integrity principles and nutritional balance	A1			T2		T1	1		T3			T2	_	T3	+		T2		T3	
Demonstrate the ability to present food as stated on a menu	T					T1			T3			T2		T3			T2	- 1	T3	
Baking and Pastry																				
Demonstrate and understanding the presentation pastry and baked goods									T3			T2		T3			T2 T	3	T3	E1-A1
		_	_		· ·		_	_	_		_							_	· · · · · · · · · · · · · · · · · · ·	

Related Training Instruction/Academics	_																					
Written and Oral Communication																						
	_		A1		A1						A2		A3		A2	E2	T					
Understands grammar rules of standardized English.		.	A1						_				A3 A3									
Easily uses formatting principles of academic and professional writing		A1			A1				_		A2			_	A2	E2						
Writes in complete sentences that are intelligently formed.					A1 A1				_		A2 A2		A3	-	A2	E2 E2	_					
Constructs 5 paragraph essay in 3 different genres of writing		_									_				40							
Reads informed articles related to the profession Achieves competency in academic writing skilts.		_	A1		A1 A1				\rightarrow		A2 A2			+	A2	E2	_					
		_							\rightarrow		A2			_		EZ	_		_			
Is able to use proper tense and parallel construction.	_				A1 A1				_							_						
Connects through narrative writing Understands and uses comparison/contrast to balance ideas		_			A1						-			_		A3	_					
		+			AI			_	\rightarrow		E3			+		A3	+		_			
States clear concise argument.		_			A1			_	\rightarrow		E3		A3	+		+	+					
Uses basic research skills to support a claim.		_			A1	_			_		E3		A3		A2	F0.40		T2				A3
Connects writing to the culinary world		_			AI				\rightarrow				10	+	A2	E2-A3	_	12				- 1-2
Uses advanced research skills to support a claim. Writes in clear and concise sentence structure the develop fully.		_							\rightarrow		A2		A3	_	A2	A3	_		_			E2-A3 A3
					A1				_		E3				A2	A3 E2						A3
Develops argumentative skills and understanding of basic principles of argumentative theory.														-			_					
Is able to construct an argument based on a text. Can easily see the opposing side and recognize the validity of it.	+	+	+					+	\rightarrow		A2 E3			+		E2 A3	+	—	_	_		
			-					-	\rightarrow		E3			+		A3	+			-		E2-A3
Connects and defends the validity of writing in the culinary world											E3					JA3						EZ-M3
Quantitative Principles - Finance	_		T													7	7					
Evaluate published research to effectively interpret results and impact decision making		_	E1										E2	_	E3							
Demonstrate an understanding of the fundamental principles of cooking and how to apply them in menu writing	+-	+	-		—	A2		T2			-		E2	+	E3	+	T1-A2		-		T3	
Apply the guidelines of quality safe cooking practices	-	-					T1		A1	T3			T2	-	T3	-	-	T2			T3	
Demonstrate an effective use of mathematic concepts in real world application							T1	T2												T2	_	A3
Determine the outcomes of formulas and discuss the impacts of change methodology (food and Labor Cost)	A1								T2					-					_	T2-A2		A3
Evaluate and demonstrate purchasing and receiving principles used in food service operations									A1-T2					-		+				T2		
Analyze the effects of change to the overall outcome of operational performance										E3										T2-A2		E2-A3
Social and Behavioral Sciences - Human Resources - Management and Supervision																-						
Develop a personal philosophy of the hospitality industry		_	A1 - E1											_		E2						A3
Apply teneants of both a mission and vision statement to organizational management	A1		E1											_								
Posses an understanding of Human Resource Management							E1			E3												
Obtain Harassment Prevention Training	A1						E1															
Understand methods of Effective Workplace Communication	A1-T1						E1		\rightarrow	E3				-		A3			_			
Analyize Team Development Principles				E2					\rightarrow					-		+						
Summarize leadership styles in the professional workplace	A1	-		E2					_					-		-	-					
Demonstrate Employee Problem Solving Techniques	A1	_								E3				_								
Posses knowledge of Federal Employment Laws and Labor Regulations		-					E1		\rightarrow	E3				-		+			_			
Adapt to workplace environments and changing professional needs	A1-T1	-	A1				E1		\rightarrow					-		E2	-					
Respond appropriately to feedback	A1-T1	_							_		E3			-		1	-					
Apply academic learning to a variety of social and professional context to enhance interactions		_		E2	A1				_	E3	A2	E2	E2		E2	A3						
Apply ethical principles and logical conduct to decision making	14.74	_	14 54						_	E3				T3			_				E3	
Connect interpersonal relationships with others in a professional working environment	A1-T1	_	A1 - E1	E2					_			E2	F2 A3	-	50	+	A2		_			
Develop an understanding of the dynamic interactions of individuals, societies and groups as they influence culture Understand and interpret similarities and differences between cultures, societies and individuals	-	-	A1 - E1	E2		A2	E1	\vdash	-				E2 A3	+	E2 E2	+	AZ	-	-	-		
	_		WI-EI			AZ							LZ		14							
Humanities and Fine Arts	_																					
Assess the cultural and historical significance of art, philosophy and music to the culinary industry						A2						T1-E2	A3	_	E2-A2 E3	_	_					E1
Demonstrate an understanding of the Food Service/Hospitality Industry			A1 - E1	E2				-				T1-E2	A3	-		_	+				E3	E2
Evaluate the impacts of culture and societal advances on food systems	-	-	-					A3	\rightarrow			T1-E2	 	-	E2-A2 E3	+	+	-		-	E3	E2 E1-A1
Interpret the significance of art and the humanities on the hospitality industry	+-	+	-					T2	\rightarrow		-	T1-E2		+		+	A2	-	-	-		F0 F4
Develop and interpret an appreciation for the artistry of cooking												T1-E2	E2 A3		E3		A2					E2 E1
Natural and Physical Sciences																_						
Analyze the impacts of cooking methodologies on essential and non essential nutrients			-		\vdash	A2	T1	A3	\rightarrow	T3				-			A2					
Posses the basic skills of the scientific process and observations		A1	-		—	A2		T2	A1	T3				-		_	+		T3-A1	-		
Demonstrate an understanding of the impacts of the culinary industry on the environment			-											_	A2		1				E3	
Synthesize information from other courses and integrate the information into the scientific discipline						A2		A3	T2	T3			E2 T2	T3	E3				T3-A1			A3
Food System Sustainability														_		_	_					
Posses an understanding of food system agariculture		A1							\rightarrow					_	A2						E3	A1
Develop Environmental Resource Management critical thinking skills	_													_			1				E3	
Apply Waste Reduction methodologies in food service	1	A1	1	I	1	- 1		1 1						1	1 1	1	1	ı	1	1	F3	1
hpby waste neadedon methodologics in lood servee		_	1																	_		