



Atlantic Technical College

Professional Culinary Arts & Hospitality

Program Syllabus

2023-2024



Instructor Name: Tiffany Bowling Department Name: Professional Culinary Arts & Hospitality Office/Classroom Location: Bldg. 4, Room 142A Phone Number: 754-321-5110 Email Address: tiffany.bowling@browardschools.com	Instructor Office Hours: M-F: 1:50 p.m. – 2:30 p.m.
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Student Hours: <p style="text-align: center;">Monday – Friday</p> <p style="text-align: center;">Morning Class Hours: 7:05 a.m. – 10:05 a.m. Break: 10:05 a.m. – 10:20 a.m. Lunch: 10:20 a.m. – 10:50 a.m. Afternoon Class Hours: 10:50 a.m. – 1:50 p.m.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="3" style="padding: 5px;">Program Name: Professional Culinary Arts & Hospitality</td> </tr> <tr> <td style="width: 30%; padding: 5px;">OCPs</td> <td style="width: 60%; padding: 5px;">Course Names</td> <td style="width: 10%; padding: 5px;">Hours</td> </tr> <tr> <td style="text-align: center; padding: 5px;">A</td> <td style="padding: 5px;">HMV0100, Food Preparation</td> <td style="text-align: center; padding: 5px;">300</td> </tr> <tr> <td colspan="3" style="padding: 5px;">American Culinary Federation Educational Foundation:</td> </tr> <tr> <td style="padding: 5px;">ACF Standards</td> <td style="padding: 5px;"> Basic Baking Beverage Management Business and Math Skills Dining Room Service Food Preparation Human Relations Management Introduction to the Hospitality Industry Menu Planning Purchasing and Receiving Sanitation </td> <td style="padding: 5px;"></td> </tr> </table>	Program Name: Professional Culinary Arts & Hospitality			OCPs	Course Names	Hours	A	HMV0100, Food Preparation	300	American Culinary Federation Educational Foundation:			ACF Standards	Basic Baking Beverage Management Business and Math Skills Dining Room Service Food Preparation Human Relations Management Introduction to the Hospitality Industry Menu Planning Purchasing and Receiving Sanitation	
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Course Description:
 The course is designed to instruct the student in the fundamentals of Food Safety and Sanitation, Buffet Presentation and Food Preparation. Students will be able to identify Direct Contamination, Cross Contamination and the causes of Food borne illnesses, enabling them to handle foods in a safe manner. They will be able to explain and follow a HACCP plan and have an understanding of the basic principles of plate and buffet presentation, using a variety of techniques for visual appeal.

Technical College Policy/Adult Student Attendance:

- A student must be withdrawn after being absent for six (6) consecutive days.
- Two (2) additional absences may be allowed under certain circumstance with appropriate documentation.
- Please refer to the Student Handbook for postsecondary students.
<http://www.atlantictechicalcollege.edu/atc-student-handbook>

Magnet High School/Attendance Policy:
 A student who has had at least five unexcused absences, or absences for which the reasons are unknown, within a calendar month, or 10 unexcused absences, or absences for which the reasons are unknown, within a 90-calendar-day period, may be exhibiting a pattern of non-attendance according to (F.S.1003.26 (1) (b)) and the School Board of Broward County, Policy 5.5.

Required Book(s) and/or Online Access: <ul style="list-style-type: none"> • <i>On Cooking</i> textbook, 6th Edition • <i>ServSafe Coursebook</i>, 8th Edition 	Required Materials/Supplies: <ul style="list-style-type: none"> • Professional knife kit • Bimetallic Pocket Thermometer • Chef pants, chef coat, apron and chef hat. Notebook and writing utensils including pens, pencils and permanent marker. • Black, Non-slip, non-skid closed-toe shoes
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*All required books and most materials/supplies can be purchased from the ATC bookstore.
 Stop by during operational hours for pricing and purchasing information.*

Grading System: A 90 - 100% B 80 - 89% C 70 - 79% D 60 - 69% F 0 - 59% I Incomplete	Additional Program Specific Grading Information: Attendance 10% Final Exam 10% Pearson Online/D2L Quizzes 20% Kitchen Lab 35% Practical Exam 15% E-Portfolio & Written Assignments <u>10%</u> Total 100%
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Online Course Grading Policy:
Late submission of online work will result in one full letter grade reduction.

View Your Grades:
Grades can be viewed online by following the directions below:

1. Go to Clever SSO Website link: <https://bit.ly/workforce-ss0> and login:
 - a. Username: 10-digit student ID number @my.browardschools.com
 - b. Password: PMM/DD/YYYY
2. Click on the FOCUS Workforce app.
(You may need to scroll-down the page to see the FOCUS app.)

Classroom/Lab Rules:
Refer to classroom management handout.

Industry Certification & State Credential Exam Cost: <ul style="list-style-type: none"> • ServSafe Manager - \$110.00 <p><i>You may qualify for certification reimbursement of your exam cost(s) upon passing. Credential fees are subject to change</i></p>	Outstanding Student Recognition Information: A gold seal will be applied to a Program Completion Certificate or an Applied Technology Diploma if the student has earned a 3.5 GPA or higher in their Career and Technical Education (CTE) classes.
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Program Name: Commercial Foods and Culinary Arts/Professional Culinary Arts & Hospitality

Course Number: HMV0100
Course Name: Food Preparation
Occupational Completion Point: A
Intended Outcomes: (From FL DOE Curriculum Framework)
The student will be able to:

- 01.0 Identify career and employment opportunities.
- 02.0 Exhibit the ability to follow state mandated guidelines for food service.
- 03.0 Demonstrate and incorporate workplace safety procedures.
- 04.0 Demonstrate personal productivity.
- 05.0 Utilize operational systems.
- 06.0 Use and care for commercial tools and equipment.
- 07.0 Describe the principles of basic food science.
- 08.0 Demonstrate how to read, follow, and prepare recipes.

Intended Outcomes from American Culinary Federation Education Foundation:

Introduction to Food Service The student will be able to:

1. Define the philosophy of the hospitality industry and its role in providing customer service.
2. Trace the growth and development of the hospitality and tourism industry from its birth to its present day. Include names of restaurateurs, chefs, and hospitality entrepreneurs that helped to shape our industry in the past and present day.
3. Discuss and evaluate the importance of professional ethics as it applies to the foodservice industry.
4. Outline the organization, structure and functional areas in various hospitality organizations as they pertain to the functions of menu planning, purchasing, food production and service, food and beverage controls, management, etc. and give a short description for each.
5. Identify and describe professional organizations associated with the hospitality and foodservice profession and discuss these organizations' roles in preparing and advancing one's career in the industry.
6. Evaluate the types of professional career opportunities in the hospitality and foodservice industry with support of guest speakers, field trips and stages.
7. Discuss/evaluate industry trends as they relate to the various segments of the foodservice and hospitality industry.
8. Discuss and evaluate industry trade periodicals, books, and journals that can contribute to individual growth and learning as they pertain to technical skills.

Intended Outcomes from American Culinary Federation Education Foundation:

Sanitation The student will be able to:

1. Identify microorganisms, which are related to food spoilage and food-borne illnesses; describe their requirements and methods for growth.
2. Demonstrate acceptable procedures when preparing potentially hazardous foods to include time/temperature principles.
3. Demonstrate good personal hygiene and health habits in a laboratory setting to include hand washing.
4. Outline the requirements for proper receiving and storage of both raw and prepared foods.
5. Identify the Hazard Analysis Critical Control Point (HAACP) during all food handling processes as a method for minimizing the risk of food borne illness.
6. List the major reasons for and recognize signs of food spoilage and contamination.
7. Recognize sanitary and safety design and construction features of food production equipment and facilities. (i.e., NSF, UL, OSHA ADA, etc.).
8. Review Safety Data Sheets (SDS) and explain their requirements in handling hazardous materials. Discuss right-to-know laws.
9. Identify proper methods of waste disposal and recycling.
10. Demonstrate appropriate emergency policies for kitchen and dining room injuries.
11. Describe appropriate measures for insects, rodents and pest control eradication.
12. Describe appropriate types and use of fire extinguishers used in the foodservice area.
13. Review and apply the laws and rules of the regulatory agencies governing sanitation and safety in a foodservice operation.

Intended Outcomes from American Culinary Federation Education Foundation:

Business and Math Skills The student will be able to:

1. a. Perform basic math functions to include fractions, weights and measurements.
b. Demonstrate competency of scaling, measuring, weighing ingredients with a portion scale.
2. a. Evaluate the components and functions of a standardized recipe
b. Convert recipes using a yield formula to increase and decrease quantities.
9. Identify marketing techniques to increase sales and profitability of restaurant operations.

Intended Outcomes from American Culinary Federation Education Foundation:

Food Preparation The student will be able to:

1. Identify tools, small and large equipment used in a professional kitchen and demonstrate proper handling of these items to include safety, sanitation, and storage.

2. Demonstrate proficiency in using knives and small wares to achieve professional quality results when producing classical knife cuts used in various food preparation and cooking.
 - a. Demonstrate use of chef's knife in preparing classical cuts to include julienne, batonnet, French fry, brunoise, small, medium and large dice, paysanne, rondelle, oblique, and tourne'.
 - b. Demonstrate zesting, and segmenting fruit.
 - c. Demonstrate dicing and mincing an onion, garlic and shallots.
 - d. Demonstrate the use of a mandolin using various vegetables.
3. Identify, describe, and utilize herbs, spices, and seasonings by themselves and in a combination that exemplify national and international cooking medians.
 - a. Prepare an example of a spice rub.
 - b. Prepare an example of a dried and fresh spice blend.
 - c. Utilize a spice blend or herb blend in a culinary preparation.
 - d. Assess student's knowledge in herb and spice identification and usage.
4. Explain the factors that affect taste, how we perceive those tastes and what we can do to optimize a combination of seasonings and flavors when preparing and cooking food.
5. Define mise en place and demonstrate a combination of organizational skills, preparedness, and timing when it comes to food preparation, cooking and serving.
12. Utilize safety and sanitation practices when preparing, cooking and serving all food items in the professional kitchen.
16. In the preparation of food items, demonstrate effective techniques in presenting food that maximizes the flavor and esthetic quality of the products used.

Intended Outcomes from American Culinary Federation Education Foundation:

Garde Manger The student will be able to:

3. Explain the design principles and layout of a modern buffet, incorporating sanitation and off-premise catering challenges when feeding quantity foods.

Intended Outcomes from American Culinary Federation Education Foundation:

Beverage Management The student will be able to:

1. Identify local, state and federal laws pertaining to the purchase and service of alcoholic beverages, including the effects of the Dram Shop Act on foodservice operations that serve alcohol.
2. Discuss and explain the basic production process for distillation and fermentation.
3. Discuss and describe wines by grape and/or other fruit variety, country, growing region and production process.
4. Analyze and evaluate the importance of the on-going relationship between beverages and food and discuss that relationship in reference to menu planning.
5. Identify and discuss the presentation and service of alcoholic and non-alcoholic beverages, including coffee and tea.
6. Identify equipment and glassware used for beverage preparation and service.
7. Discuss opening and closing procedures of a beverage operation.
8. Discuss the fundamentals and importance of responsible alcohol service; identify the levels and signs of intoxication and methods to control excessive consumption by guests. (Recommendation alcohol training certification).

Intended Outcomes from American Culinary Federation Education Foundation:

Purchasing and Receiving The student will be able to:

1. Discuss the flow of goods in a foodservice operation and the role of ordering, receiving and issuing.
2. Describe purchasing methods used in foodservice operations (i.e., bids, cost+, purchase orders, phone, sales quotes, etc.).
3. Identify dry, refrigerated and frozen foods used in a commercial kitchen.
6. Discuss and analyze the importance of sanitation and HACCP procedures that affect receiving and issuing of goods in a foodservice operation.
7. Describe proper techniques of receiving and storing fresh, frozen, and dry proteins, produce, eggs, dairy and dry goods.

Intended Outcomes from American Culinary Federation Education Foundation:

Nutrition The student will be able to:

5. Identify common food allergies and determine appropriate substitutions. (i.e., gluten, sugar, lactose free).
7. Discuss contemporary nutritional issues to include specialty diets, dietary trends, and religious dietary laws (i.e., vegetarianism, veganism, heart-healthy menus, food allergies, alternative dieting, etc.).

Intended Outcomes from American Culinary Federation Education Foundation:

Dining Room Service The student will be able to:

1. Describe the mechanics of proper table service as it pertains to American, English, Russian, French, and buffet service.
2. Explain the importance of communication between the front and back of the house employees.
3. Describe the various functions of dining service personnel.
4. Perform the duties associated with a front and back server.
5. Discuss sales techniques used in increasing the guest check average.
6. Develop a guest service process when handling difficult guest situations, including accommodating the disabled.
7. Analyze and assess the training procedures required when working with the dining room personnel.
8. Explain the importance of using proper automated procedures when processing guest checks (include POS, Square, and Google).

Intended Outcomes from American Culinary Federation Education Foundation:

Menu Planning The student will be able to:

1. Identify basic menu principles when determining layout and design.
2. Describe the various types of menus available and explain when and how they are to be used.
3. Discuss the rationale for a seasonal menu and analyze how it may affect the overall menu costs, food quality and availability.
4. Create menu descriptions following established truth-in-menu guidelines.
5. Apply principles of nutrition when developing recipes and menu choices, including labeling laws that address allergies and raw food.
6. Determine food, labor cost and equipment utilization when determining menu item placement, flow of the operation, and successful manageability of the foodservice operation.
7. Determine menu prices using the percentage or factor methods in order to determine industry standard food costs.
8. Discuss menu-planning resources to include internet, professional sources, vendors, and foodservice associations.
9. Explain the importance of product mix and check average and their impact on profit contribution.
10. Develop a menu layout for a foodservice operation to include an example of a cyclical, a la carte, prix-fixe or table d' hôte, or buffet.

Student Acknowledgement for Food Preparation HMV01000

I have carefully read the syllabus for this course as well as the Broward Technical Colleges Student Handbook and the Commercial Foods and Culinary Arts/Professional Culinary Arts & Hospitality Program General Guidelines and Regulations. I understand the school, program, and course expectations as well as the consequences for not following these expectations.

Student Name (printed)

Date

Student Signature

Parent Signature
(For high school students only)