



2013 - 2014

**Master Plan of Instruction**  
**Commercial Foods & Culinary Arts**  
Accredited by the American Culinary Federation

**Instructors:**

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**MISSION:** Lake Technical Center's mission is to meet the educational needs of the community by offering a variety of high quality career-technical training opportunities.

No person shall, on the basis of race, color, creed, religion, sex, age, handicap, marital status, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity under the direction of Lake Technical Center Board of Directors. Lake Technical Center is an Equal Opportunity Institution.

*charting new directions*

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[www.laketech.org](http://www.laketech.org)

# **LAKE TECHNICAL CENTER**

## **Commercial Foods and Culinary Arts**

### **INTRODUCTION**

The need for bakers and cooks is ever present. Qualified people may secure employment in bakeries, restaurants, institutions, and in other phases of the food service industry. As experience and skills develop, many fine opportunities will open in the bakery/restaurant allied trades. In every area of this industry, employees are encouraged to further their education. The head baker and the executive chef usually have sound work experience as part of their training.

The purpose of the program is to prepare students for employment in the commercial foods and culinary arts field. It is also designed to assist those students who wish to update present skills. The program focuses on student and industry needs, and training is constantly updated by the instructors and program advisory committee to keep current with technological changes.

The objectives of this program are to provide the basic skills and understanding, which will prepare the student for entry-level employment in the food service industry. The objectives are as follows:

1. Convey information.
2. Develop manipulative skills.
3. Stimulate through discussion.
4. Solve problems.
5. Promote good morale.
6. Facilitate job satisfaction.
7. Help reduce job turnover.
8. Help insure a more efficient work force.

Skills taught will allow the students to:

1. Be competent in all areas related to food service occupations upon completion of the student learning guides. These areas address such things as first aid, human communications, basic science, and entrepreneurship.
2. Demonstrate the ability to acquire and retain employment through post graduation job placement and follow-up.

After completing the Commercial Foods and Culinary Arts Program, the student has several means of making job contacts: direct application to a business employment office; instructors; the program advisory committee; friends; and through newspaper advertisements.

Once employed, there is no set route for advancement. Promotions usually are made from within an establishment. As openings occur, an employee with the desirable training and traits will probably receive the promotion.

All food service occupations pay minimum wage. The rate of earning above minimum wage depends on the factors of experience, character, education, and ability to work in more than one area of food service.

### **PROGRAM PHILOSOPHY**

We believe in an education and training program that will provide all of the knowledge and skills, occupationally and socially, that are required for a successful career in commercial foods and culinary arts. This will be accomplished by the following:

1. A program and curriculum designed to educate and train all individuals to meet or exceed the entry-level requirements of industry in this area.
2. Development of world-of-work attitudes, social responsibilities, financial planning, and self-evaluation that prepares individuals for successful employment careers and a full and meaningful life.

3. Work-based activities that will ensure actual experiences directly related to the chosen career field.
4. A continuous re-evaluation of the program based on technical changes and employment requirements.

### **ADMISSION REQUIREMENTS**

Applicants must be at least 16 years of age and should be academically, physically, and emotionally capable of meeting the demands of the chosen program. Applicants make initial application through the Admissions Office. A minimum skills evaluation is part of the admission process.

The Florida Legislature requires that prospective students be evaluated to determine levels of reading, math, and language skills. This evaluation helps staff and students in determining the career fields in which each student can be successful.

The Commercial Foods and Culinary Arts Program has the following minimum admission requirements. The Student Must:

1. Complete an LTC online application.
2. Take the TABE.
3. Meet with a counselor/career advisor.
4. Confer with the program instructor prior to actual enrollment.

### **TEST OF ADULT BASIC EDUCATION (TABE)**

All applicants for Career and Technical Education programs that are 450 hours or longer, with the exception of Law Enforcement Officer and Correctional Officer applicants, take a state mandated Test of Adult Basic Education (TABE) prior to enrollment (documented A.A., A.S., A.A.S., B.A, and B.S. degreed persons are exempt from this requirement. Documented successful completion of college-level remedial coursework may be used to meet TABE requirement).

According to Florida Department of Education rules, students who fail all or parts of the TABE may only retest using a different TABE version after 60 documented hours of remediation in the Applied Academics for Adult Education (AAAE) lab or three months if not attending AAAE. Students may not retake the same test version for six months. We, therefore, strongly recommend that students test early, especially for licensure programs, in order to allow time for remediation and retesting should the need arise.

Students who do not meet the minimum TABE scores set by the Florida Department of Education for their program must begin attending remediation classes in the AAAE lab prior to or at the time of enrollment in a Career and Technical Education class for at least one block a day and make acceptable progress as determined by the AAAE instructor. Students should meet state mandated TABE requirements by the time they have completed 50% of their program. Students who do not meet state mandated TABE scores may not receive a certificate of completion as per Florida Department of Education rules.

Applicants transferring TABE, PERT or CPT scores from other testing centers must do so by having an official score report sent directly to the Admissions Office prior to enrollment. Scores brought in by hand will not be accepted.

TABE scores are good for two years and must be valid at the time of enrollment. TABE scores that expire during continuous enrollment remain valid until the end of such enrollment. Under continuous enrollment, students must be enrolled at least 50% of one semester per school year and may miss no more than one consecutive semester. Continuous enrollment applies to attendance in a single program.

The required TABE exit scores for this program are: Reading 9; Math 9; and Language 9.

## ESSENTIAL TASKS

### Physical Requirements

Ability to:

1. Lift 50 pounds from floor level to chest high level for putting up stock and pulling it for use.
2. Stand on one's feet for at least four (4) hours at a time while working.
3. Work in all different kinds of temperature settings from 90° (on the hot line) to 0° F (in the walk-in freezer) putting up and pulling stock for use.
4. Use hand/eye dexterity for the use of small hand tools for slicing, peeling, chopping, mixing, measuring, and cleaning.
5. Stoop.
6. Crouch and/or bend.
7. See (near acuity).
8. Communicate.

### Mental and Emotional Requirements

Ability to:

1. Work with others.
2. Make decisions.
3. Cope with anger/hostility of others in a calm manner.
4. Cope with moderate to high levels of stress.
5. Cope with confrontation.
6. Cope with frustration.
7. Assist with problem resolution.
8. Demonstrate a high degree of patience.
9. Work in areas that are close and crowded.
10. Plan and organize daily activities.
11. Apply common sense understanding to carry out instructions furnished in both written and oral form.
12. Tolerate moderate noise level.
13. Perform repetitive tasks.
14. Measure accurately.
15. Work without close, direct supervision.
16. Work on multiple tasks and priorities.
17. Perform and complete tasks of relative complexity.
18. Perform basic mathematical operations.
19. Resolve conflicts with patience.

## ACCOMMODATIONS

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations plan to meet individual needs to ensure equal access. Post secondary students with disabilities must self identify, present documentation, requires accommodations if needed, and develop a plan with their postsecondary service provider. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments, and assessments, time demands, and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations request and provided should be maintained in a confidential file.

## TUITION

Tuition is charged for adult students at a reasonable rate that may vary slightly from year to year and is due prior to the first day of each semester. Current fee information is available from the Admissions Office. Tuition is waived for eligible high school dual-enrolled students. Failure to pay all fees due at the time class begins will result in the student not being able to attend class and/or clinical.

## PROGRAM SCHEDULE

Full-time students attend class from 8:00 AM to 2:30 PM Monday through Friday with a 30 minute lunch period. This schedule provides 6 hours of instruction each day for a total of 30 hours per five-day week, excluding holidays and school breaks as outlined in the current school calendar.

## ATTENDANCE POLICY

In an effort to develop appropriate work ethics, Lake Tech students are expected to attend all class sessions. As is expected in the workplace, when it is necessary to be absent due to illness or emergency situations, all students are to notify the instructor on or before the date of absence. The student attendance policy for each postsecondary program is consistent with industry standards.

Campus attendance is kept via a computerized system. It is the responsibility of the student to **log in and out** in order to receive credit for class time. This allows the school to keep accurate attendance records for the actual number of hours and minutes attended.

### **Absences**

A student who is absent for six (6) consecutive class sessions will be withdrawn from enrollment in his/her program. A student withdrawn for absenteeism must petition administration to return. Students exhibiting a pattern of consecutive absences less than six days will be subject to dismissal as determined by a School Intervention Team.

Students in non-licensure programs must have achieved a minimum of 80% attendance at the end of each quarter. Students not having met this requirement will sign an acknowledgement that they have been notified that continued absences will pose a threat to grades and program enrollment. School Intervention Team meetings will be held as necessary to attempt to alleviate issues resulting in excessive absences and to counsel the student of possible alternatives and consequences. Students who miss more than 20% of their program will not be allowed to re-enroll the next semester and must wait until the following enrollment period to re-register. Only regularly scheduled class hours will be reported for attendance.

Licensure program attendance policies are more rigid due to licensure requirements. See the individual program Master Plan of Instruction for specifics.

### **1. Tardiness**

2. Students are expected to be in their seats promptly in the morning, after break, and after lunch. Students must notify the instructor before the start of class of any anticipated tardiness.

Students may inform instructors at least a day in advance or students must call the Culinary Arts Program at 589-2250, extension 152, and leave a message for the instructor.

### **Leaving Campus During School Hours**

Adult students should notify their instructor when leaving campus early. This is for the safety of students and to allow the instructor to best utilize instructional resources.

## PLAN OF INSTRUCTIONAL PRACTICES

All students in the Commercial Foods and Culinary Arts Program are expected to complete all competencies in the Department of Education's Curriculum Frameworks. To obtain this goal, instruction will be given in the form of lectures, learning guides, demonstrations, audio-visual material, hands-on computer activities, discussions, field trips, guest speakers, and laboratory experiences.

The laboratory is divided into six stations. Students will be assigned to each of the six stations and progress through these stations according to ability. Specific lectures, learning guides, demonstrations, audio-visual material, hands-on computer activities, and discussions coincide with each station.

### **Safety**

A basic outline of safety standards and practices is covered along with a continuous implementation of safety principles

### **Work Based Activities**

Work-based learning activities play an integral part of the curriculum of Lake Technical Center's (LTC) career-technical training programs. These activities are planned with two objectives in mind. First, the activity provides students with the opportunity to develop and apply a "real world" experience using the knowledge and skills attained in the program. Second, the activity provides the instructor with objective input from potential employers or customers of program graduates. Each work-based activity has a written instructional plan outlining objectives, experiences, competencies and evaluation required during the activity.

Work-based activities are program specific and may include:

- Unpaid in-school shop/lab activities to provide customer service opportunities under the direct supervision of the program instructor(s).
- Unpaid job shadowing experiences that may include in-school or off-campus employer-based experiences under the supervision of a qualified employer representative who is working closely with the program instructor(s).
- Paid or unpaid cooperative training experiences conducted at the employer's work location under the supervision of a qualified employer representative and under the direction of the program instructor.

### **Cooperative Education**

Cooperative training is available for students and coordinated by the program instructor. Cooperative training is for students who have shown competence in program training which indicates readiness for placement in an on-the-job program. High school students participating in the cooperative job placement program must be in at least the 12<sup>th</sup> grade.

Students who do not function satisfactorily on the job may be returned to the program for additional training, or when the cooperative agreement is terminated at the request of the student, the parent, the employer, or the program instructor.

Veterans will be accepted into the program in accordance with the Department of Veterans Affairs approved program.

Additional information regarding co-op opportunities may be obtained from the program instructor.

### **Job Shadowing**

Job shadowing experiences, or volunteer experiences, are available to students who may benefit from the experience. These experiences are designed to give the student actual hands-on experience doing a variety of related tasks. Length and type of experiences will vary. The program instructor determines appropriateness of the experience. Additional information regarding job shadowing experiences may be obtained from the program instructor.

### **Program Enrollment for High School Students**

All students enrolled in Lake Technical Center are expected to function as adults. High school students will be held to the same behavioral and performance standards as adult students. Any high school student who enrolls in the program who does not adhere to the standards specified in this document and/or elsewhere in Lake Technical Center materials will be counseled by the program instructor. Failure to improve performance will result in a School Intervention Meeting (SIT) and the high school student may be returned to the home high school.

## **GRADING PROCEDURE**

Lake Technical Center is a postsecondary institution designed to provide trained individuals to industry. The grading scale for this program reflects industry standards. Dual-enrolled students will follow the grading policy of the Lake County School Board for the purposes of graduation credit. The approved postsecondary program grading requirements must be met if the student is to receive a certificate.

The grading policy for Commercial Foods and Culinary Arts is as follows:

90-100 Outstanding Progress  
77-89 Passing  
< 77 Failing

Lake Technical Center is a postsecondary institution designed to provide trained individuals to industry. The grading scale for this program reflects industry standards. The approved postsecondary program grading requirements must be met if the student is to receive a certificate.

The student performance will be evaluated through the following methods:

1. One-third of the weekly grade comes from the Work Habits Assessment Form, which includes:
  - a. **Attendance:** Completes assignments on time; takes exams at scheduled times; contributes to class discussion and involved in lab activities; uses work time appropriately.
  - b. **Character:** Displays academic integrity, trustworthiness, dependability, reliability, initiative, self-discipline, and self-responsibility.
  - c. **Teamwork:** Respects the rights of others; respects confidentiality; is a team worker; is cooperative; is assertive; demonstrates mannerly behavior in interactions with students and instructor.
  - d. **Appearance:** Displays appropriate dress, grooming, hygiene, and etiquette; wears full regulation uniform, if required by program.
  - e. **Attitude:** Displays a willingness to cooperate and accept constructive criticism; sets realistic expectations; approaches assignments with interest.
  - f. **Productivity:** Follows safety practices, conserves and maintains equipment, materials, and supplies; stays on task and utilizes time constructively.
  - g. **Organizational Skills:** Manifests skill in prioritizing and management of time and stress; demonstrates flexibility in handling change.
  - h. **Communication:** Contacts instructor to report problems; asks appropriate questions related to assignments.
  - i. **Leadership:** Displays leadership skills; appropriately handles criticism, conflicts, and complaints; demonstrates problem-solving capability; maintains appropriate relationships with supervisors and peers; follows chain of command.
  - j. **Respect:** Deals appropriately with cultural/racial diversity; does not engage in harassment of any kind in written and oral communication.
2. One-third of the weekly grade comes from a written test. Extra credit or make-up work may be arranged with the instructor.
3. One-third of the week grade comes from skill mastery. The student must perform, under supervision, all tasks listed in the Department of Education Student Performance Standards. Along with this, all written evaluations must be completed with a minimum of 77% accuracy in the Commercial Foods and Culinary Arts Program.

### **Student Performance Objectives**

Student performance objectives are based on criteria that have been identified for each of the competencies. Students are then given an overall rating for the competency. The ratings are as follows:

- 5 The student can perform this skill without supervision and with initiative and adaptability to problem situations.
- 4 The student can perform this skill satisfactorily without assistance or supervision.
- 3 The student can perform this skill satisfactorily but requires some assistance and/or supervision.
- 2 The student can perform parts of this skill satisfactorily, but requires considerable assistance and/or supervision.
- 1 The student cannot perform this skill even with constant supervision.

If a student scores below a three (3) on the Performance Test, he/she will have the opportunity to repeat the learning activities and practice the preparation again and take the Performance Test a second time or a third time, if necessary.

### **Knowledge Tests**

Knowledge tests will be given at the completion of a chapter or assignment by the instructor. The tests will be on the material covered. The average achieving student should complete one knowledge test a week to complete the program in approximately 12 months. Students must achieve a 77% or better on each test. Students earning less than 77% will be given the opportunity to re-study and re-take the knowledge test.

### **STUDENT DRESS CODE**

Students who attend Lake Tech shall dress in a manner appropriate for the job in which they are receiving training, including any special protective gear and professional uniforms. All clothing must be neither distracting nor offensive and be clean, neat, modest, in good repair and appropriately sized. Please refer to the Master Plans of Instruction for individual program dress code policies.

The director or designee has the final authority for determining whether or not a student's apparel conforms to the dress code. When it is determined that it does not, students will be required to change into clothing which will conform to this code or leave campus. Students may return to campus when they have changed into appropriate clothing.

### **Uniform Requirements**

Uniforms, which are a mark of the trade or profession, should be worn with dignity and pride. Students are required to wear a chef's coat and cook's pants. Clean socks (white, black, or neutral) and comfortable leather shoes with low rubber heels are also required. Shoes must be clean and in good repair. No street shoes, canvas shoes, or thongs will be allowed.

#### **Uniforms (to be worn daily)**

- Chef's coats (to be worn daily)
- Cooks' pants (cotton)
- Flat, closed-toed, rubber-soled, leather-upper, slip resistant shoes
- Approved head cover

Students will be required to wear their uniforms while working in food preparation areas and while on campus. Approved head cover is required in all culinary program areas.

### **Personal Hygiene**

1. Bathe and shower daily (men will be clean shaven or wear beard nets).
2. Wear clean uniforms and aprons.
3. Always wear a hat or hair net.
4. Wash hands as often as necessary during work, including:
  - a. After eating, drinking, or smoking.
  - b. After using the restroom.
  - c. After touching or handling anything that may be contaminated with bacteria.
5. Keep hands away from face, eyes, hair, and arms.
6. Fingernails will be neat, scrubbed, and free of contamination (no fingernail polish).
7. Wearing jewelry other than a wristwatch or a plain wedding band is prohibited.

### **GENERAL PROGRAM INFORMATION**

#### **Campus Safety**

Basic safety standards, which will include fire drills, weather drills, lockdowns, equipment usage, and traffic regulations, will be covered in the program orientation and within the program as applicable. These basic safety standards will be reinforced throughout the program enrollment. Students should immediately report any safety concerns to an instructor or administrator. Please refer to the school catalog for more campus safety information.

#### **Competency-based Instruction**



Any student who enters a LTC program with previous experience or educational background that would enable the student to successfully complete a test of competence in any area may, with the permission of the instructor, complete a test to measure that competence.

### **Lunch**

Adult students may leave the LTC campus during the scheduled 30-minute lunch break as long as they return to the program on time. High school students may not leave the LTC campus during the lunch break.

### **Special Events**

Activities which enhance the learning experiences for the student are not always available during the 8:00 a.m. to 2:30 p.m. school day. Special events are occasionally planned beyond the regular school day. When this occurs, schedule adjustments are made.

### **Parking Regulations**

Students may park only in the south parking lot in spaces not designated as staff or customer service parking. For safety, loitering in or around vehicles once the vehicle is parked is not allowed and a 10 mph speed limit is enforced. In consideration of the neighbors and classes in session, loud music in vehicles on campus is prohibited.

### **Smoking**

As of July 1, 2013 Lake Tech is a tobacco free institution. The use of tobacco products of any kind is not permitted at any Lake Tech location.

### **Supplies**

- One (1) 3-ring notebook with 3" rings
- Notebook paper
- #2 pencils
- Ballpoint pen

## **FINANCIAL AID**

Policies and guidelines for the administration of all financial aid are established according to federal and state law by a financial aid committee and published in the Financial Aid Policies and Procedures Manual. Applicants complete an information form, Free Application for Federal Student Aid, and furnish documentation needed to verify eligibility. More information on the application process may be obtained in the Financial Aid Office.

The Financial Aid Office will assist students, where possible, with access to financial support offered by federal agencies (U.S. Department of Education–Pell Grants, Department of Veterans' Affairs), other state and local agencies and local organizations (scholarships). Financial Aid personnel are available daily to assist students with financial aid needs and requests. The Financial Aid Coordinator is also the liaison for all local agencies.

## **JOB TITLES AND DESCRIPTIONS**

### **Commercial Foods and Culinary Arts**

Training in this program could gain a student initial employment as a:

Baker's Helper	Institutional Cook	Chef/Head Cook
Short-Order Cook	Cafeteria Cook	Food Service Management
Line Cook	Prep Cook	
Restaurant Cook	Salad Maker	

### **Apprentice Cook**

Training in this program could gain students employment as:

Line Cook	Butcher	Poissonier
Broiler Cook	Entremetier	Potager
Saucier	Garde-Manger	Rotisseur
Roundsman	Patissier	Buffetier

## ALTERNATIVE METHOD OF DELIVERY

### APPRENTICE COOK

Occupation/Trade	Term of Training in Hours	SIC Code	DOT & SOC Codes	RAIS Code
Cook (any industry)	4000	5812	DOT: 315.361-010 SOC: 35-2012.00	0090

This program is offered to students and sanctioned by the Gulf to Lakes Chefs and Cooks Association and accredited by the American Culinary Federation. Students interested in this area of study should contact the Culinary Arts Program for information and interview.

Apprentices employed under these standards shall be required to complete a minimum of 144 hours each year of supplemental instruction in technical subjects related to the occupation/trade.

In case of failure, without due cause, on the part of the apprentices to fulfill their obligations as to school attendance and conduct, the committee shall take necessary disciplinary action.

A related instruction outline will be defined by the sponsor and outlined as part of these standards on **pages 53 & 54. 38H-16.004(2)(d) FAC**

### TEXTBOOKS

For the most recent textbook list for the Commercial Foods and Culinary Arts program, visit Lake Technical Center's online [Bookstore and Marketplace](#). Dual enrolled students from public schools are loaned textbooks as per state statute and must return these books prior to withdrawal from the program.

### PROGRAM OBJECTIVES

See the attached Florida State Department of Education Curriculum Framework for program objectives and desired competencies.

**2013 – 2014  
Florida Department of Education  
Curriculum Framework**

**Program Title: Commercial Foods and Culinary Arts  
Program Type: Career Preparatory  
Career Cluster: Hospitality and Tourism**

<b>PSAV</b>	
Program Number	N100500
CIP Number	0412050312
Grade Level	30, 31
Standard Length	1200 hours
Teacher Certification	FAM CON SC 1 CULINARY 7G
CTSO	SkillsUSA
SOC Codes (all applicable)	35-2021 – Food Preparation Workers 35-2014 – Cooks, Restaurant 35-1011 – Chefs and Head Cooks 11-9051 – Food Service Managers
Facility Code	<a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>
Industry Certifications	<a href="http://www.fldoe.org/workforce/fcpea/default.asp">http://www.fldoe.org/workforce/fcpea/default.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</a>
Basic Skills Level	Mathematics: 9 Language: 9 Reading: 9

**Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Hospitality and Tourism career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Hospitality and Tourism career cluster.

The content includes but is not limited to preparation, presentation, and serving of a wide variety of foods; leadership, communication skills, employability skills, and safe/efficient work practices are also covered. This coursework prepares students for employment in the food service/hospitality industry.

**Program Structure**

This program is a planned sequence of instruction consisting of four occupational completion points.

When offered at the post secondary adult career and technical level, this program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	HMV0100	Food Preparation	300 hours	35-2021
B	HMV0170	Cook - Restaurant	300 hours	35-2014
C	HMV0171	Chef/Head Cook	300 hours	35-1011
D	HMV0126	Food Service Management	300 hours	11-9051

### **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

It is strongly recommended that teachers obtain Employee Foodhandler Training Certification (<http://www.myfloridalicense.com/dbpr/hr/food-lodging/employee-training.html>) as well as food safety manager training/certification (<http://www.myfloridalicense.com/dbpr/hr/food-lodging/ManagerCertification.html>).

Information on Department of Health rules that affect culinary programs is available at <https://www.flrules.org/gateway/chapterhome.asp?chapter=64E-11>.

### **Career and Technical Student Organization (CTSO)**

SkillsUSA is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### **Cooperative Training – OJT**

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

### **Essential Skills**

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website ([http://www.fldoe.org/workforce/dwdframe/essential\\_skills.asp](http://www.fldoe.org/workforce/dwdframe/essential_skills.asp)).

### **Basic Skills**

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics 9, Language 9, and Reading 9. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school

district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an Individual Educational Plan (IEP) served in Exceptional Student Education or ESE) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note postsecondary curriculum cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number (for eligible students with disabilities).

### **Articulation**

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

NOTE: Prior to the 2010-11 school year there was an articulation agreement in effect for the (old) Commercial Foods and Culinary Arts program. Refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame\\_psav2aas.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame_psav2aas.asp) for additional information.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

### **Standards**

After successfully completing this program, the student will be able to perform the following:

- 01.0 Identify career and job opportunities.
- 02.0 Demonstrate language arts knowledge and skills.
- 03.0 Demonstrate mathematics knowledge and skills.
- 04.0 Demonstrate science knowledge and skills.
- 05.0 Exhibit the ability to follow state mandated guidelines for food service.
- 06.0 Demonstrate and incorporate workplace safety procedures.

- 07.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
- 08.0 Demonstrate personal productivity.
- 09.0 Explain the importance of employability skills and entrepreneurship skills.
- 10.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- 11.0 Utilize operational systems.
- 12.0 Use and care for commercial tools and equipment.
- 13.0 Describe the principles of basic food science.
- 14.0 Demonstrate how to read, follow, and prepare recipes.
- 15.0 Describe the basic principles of nutrition.
- 16.0 Identify and explain front-of-the-house and back-of-the-house duties
- 17.0 Prepare and present food and beverage items to meet creativity aspects as well as quality standards.
- 18.0 Exhibit and utilize safe, secure, and sanitary work procedures.
- 19.0 Apply principles of food science in cooking and baking techniques.
- 20.0 Apply principles of nutrition in menu planning, cooking, and baking.
- 21.0 Perform front-of-the-house duties.
- 22.0 Perform back-of-the-house and inventory duties.
- 23.0 Research career and advancement opportunities in professional cooking and baking.
- 24.0 Follow food identification, selection, and purchasing, receiving, storing, and inventory guidelines.
- 25.0 Practice advanced cooking and baking techniques.
- 26.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.
- 27.0 Apply scientific principles in cooking and baking.
- 28.0 Demonstrate fruit and vegetable preparation skills.
- 29.0 Demonstrate buffet food preparation skills.
- 30.0 Demonstrate dairy, egg, and starchy products preparation skills.
- 31.0 Demonstrate stock, soup, and sauce preparation skills.
- 32.0 Demonstrate meat, poultry, fish and seafood preparation skills.
- 33.0 Demonstrate bakery goods and dessert preparation skills.
- 34.0 Demonstrate management skills.
- 35.0 Describe the importance of professional ethics and legal responsibilities.
- 36.0 Comply with laws and regulations specific to the food service and hospitality industry.
- 37.0 Develop a business plan.
- 38.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
- 39.0 Use information technology tools.
- 40.0 Create and prepare menus for various nutritional needs.
- 41.0 Utilize cost-control techniques to maximize profitability.
- 42.0 Interpret and incorporate guidelines and policies for food service establishments.
- 43.0 Compare and analyze the relationship of nutrition to wellness.
- 44.0 Develop and prepare menus for customers on special diets.
- 45.0 Compare and analyze menus of food establishments.
- 46.0 Demonstrate personal money-management concepts, procedures, and strategies.