



*American Culinary Federation  
Education Foundation*

*Programmatic Certification for  
Secondary/Vocational Culinary Arts Programs*

**REQUIRED KNOWLEDGE & SKILL COMPETENCIES**

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**ACFEF SECONDARY CERTIFICATION  
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<b>KNOWLEDGE AREA: INTRODUCTION TO THE HOSPITALITY AND FOODSERVICE INDUSTRY</b>	
<i>PURPOSE: To develop an understanding of the hospitality industry and career opportunities in the field. To investigate trade publications and professional organizations appropriate for continuing education. To become familiar with the organizational structure and basic functions of departments within hospitality and foodservice establishments.</i>	
<b>Competencies ( 7) – Students will be able to:</b>	<b>The Culinary Professional©2017</b>
1. Define hospitality and the importance of quality customer service within the hospitality industry.	6, 12–14, 47–48, 57, 739–743, 748–753, 756–757
2. Trace growth and development of the hospitality and tourism industry.	5–6, 17–21, 25, 29–30, 31–41
3. Describe the various cuisines and their relationship to history and cultural development.	31–41
4. Outline the organization, structure and functional areas in various organizations.	17–29, 43–48, 50–51, 739–740
5. Identify career opportunities and the personal traits for a variety of jobs in the industry.	53–63, 69–71, 72–73, 75–76, 82–85, 92–93
6. Identify professional organizations and explain their purposes and benefits to the industry.	22, 64, 66, 70, 72–73
7. Compare and contrast industry trade periodicals and other industry resources.	66, 68, 170, 219, 685

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<b>KNOWLEDGE AREA: SANITATION AND SAFETY</b>	
<i>PURPOSE: To develop an understanding of the basic principles of sanitation and safety and be able to apply them in the foodservice operations. To reinforce personal hygiene habits and food handling practices that protect the health of the consumer.</i>	
<b>Competencies (18) – Students will be able to:</b>	<b>The Culinary Professional©2017</b>
1. Identify microorganisms which are related to food spoilage and food-borne illnesses; describe their requirements and methods for growth.	98–107, 110–111, 132–133, 286
2. Describe symptoms common to food borne illnesses and how these illnesses can be prevented.	98–107, 110–111
3. Describe cross contamination and use of acceptable procedures when preparing and storing potentially hazardous foods.	114–121, 177, 511–512, 520, 565–566, 574–575, 603–605
4. Demonstrate good hygiene and health habits.	60–62, 73, 125–128, 132–133
5. List the major reasons for and recognize signs of food spoilage and contamination.	102–111, 117–119, 124–130, 132–133, 137, 177, 343, 349, 511–512, 579
6. Outline the requirements for proper receiving and storage of both raw and prepared foods.	63, 149, 217, 283, 415–441, 457–458, 469–471, 565–566, 574, 603–605, 759–762, 770–771
7. Describe disposal and storage of types of cleaners and sanitizers and their proper use.	107–108, 110, 119–125, 132–133, 158, 171
8. Develop cleaning and sanitizing schedule and procedures for equipment and facilities.	119–125, 132–133, 160, 230–233
9. Identify proper methods of waste disposal and recycling.	9, 129, 153, 164–168, 170–171, 315
10. Describe appropriate measures for insects, rodents and pest control.	128–129, 132, 156, 159, 168, 329, 343, 439, 457

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11. Recognize sanitary and safety design and construction features of food production equipment and facilities (i.e. NSF, UL, OSHA, ADA, etc).	149, 159, 220, 232–233
12. Review Material Safety Data Sheets (MSDS) and explain their requirements in handling hazardous materials.	108, 110
13. Conduct a sanitation self-inspection and identify modifications necessary for compliance with standards.	114, 125, 133
14. Identify the critical control points during all food handling processes as a method for minimizing the risk of food borne illness (HACCP system).	129–130, 132–133, 242
15. List common causes of typical accidents and injuries in the foodservice industry and outline a safety management program.	137–144, 149–151
16. Discuss appropriate emergency policies for kitchen and dining room injuries.	142–144, 149–151
17. Describe appropriate types and use of fire extinguishers used in the foodservice area.	144–151
18. Describe the role of the regulatory agencies governing sanitation and safety and protecting food safety.	113–114, 120, 132–133, 135–136, 319–320, 491–492, 508, 555, 592

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<b>KNOWLEDGE AREA: BUSINESS AND MATH SKILLS</b>	
<i>PURPOSE: To perform mathematical functions related to foodservice operations.</i>	
<b>Competencies (6) – Students will be able to:</b>	<b>The Culinary Professional©2017</b>
1. Perform basic math functions used in foodservice operations.	10, 14, 28, 40, 41, 50, 72, 92, 103, 110, 132, 138, 150, 170, 179, 186, 198, 206, 216, 233, 235–238, 244–246, 247, 260, 282, 283, 294, 310, 316, 340, 356, 370, 384, 400, 412, 440, 452, 470, 484, 508, 509, 520, 530, 540, 556, 574, 588, 604, 618, 632, 654, 664, 674, 684, 696, 708, 709, 722, 734, 756, 757, 765–770, 790, 791, 796–797, 800, 801, 834, 844,
2. Calculate food, beverage and labor costs and percentages.	768–770
3. Demonstrate the process of costing for recipes.	763–767, 770
4. Demonstrate the process of costing for recipe yield adjustment.	245–247, 763–767, 770
5. Determine selling price of menu items.	796–798, 800–801
6. Describe the preparation of a guest check using current technology (i.e. computers, calculators, POS, etc)	750, 752–753, 756

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<b>KNOWLEDGE AREA: FOOD PREPARATION</b>	
<i>PURPOSE: To develop skills in knife, tool and equipment handling and apply principles of food preparation to produce a variety of foods. To operate equipment safely and correctly.</i>	
<b>Competencies (17) – Students will be able to:</b>	<b>The Culinary Professional©2017</b>
1. Demonstrate knife skills and proper cuts (i.e. Julienne, Batonette, Brunoise, Paysanne, Small Dice, Large Dice, etc;) emphasizing proper safety techniques.	189–199, 250–257, 260–261
2. Identify and demonstrate proper and safe use of food processing and cooking equipment.	173–187, 201–217, 220–233, 647–655
3. Demonstrate how to read and follow a standard recipe.	41, 132, 238–247, 261
4. Utilize standard weights and measures to demonstrate proper scaling and measurement techniques.	235–240, 244–247
5. Demonstrate a variety of cooking methods including roasting, baking, broiling, grilling, griddling, sautéing, frying, deep frying, braising, stewing, boiling, blanching, poaching and steaming.	288–295, 449–452, 523–531, 533–541, 566–575,
6. Identify and use herbs, spices, oils and vinegar's.	263–283, 308, 310–314, 316–317
7. Identify and prepare various meats, seafood, poultry.	487–509, 511–521, 523–531, 533–541, 543–557, 559–575
8. Identify and prepare various stocks, soups and sauces.	373–385, 387–401, 403–413
9. Identify and prepare fruits, vegetables and starches.	319–341, 343–357, 415–441, 443–452, 455–471, 473–485

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10. Identify and prepare salads, dressings and marinades.	272, 275, 282, 299–317, 489,
11. Identify and prepare a variety of sandwiches.	359–371, 577–589
12. Identify and prepare a variety of types of appetizers.	360–361, 371
13. Identify and prepare breakfast batters, meats, eggs, and cereals.	600–605, 607–619
14. Demonstrate food presentation techniques.	621–633
15. Discuss the applicability of convenience, value added, further processed or par-cooked food items.	7, 243, 311, 316, 319–320, 338–341, 357, 416, 429, 434, 439–441, 445–448, 450–453, 458–461, 463, 470–471, 475, 554, 556, 600–603, 605, 617, 639, 647, 654, 675, 786, 799
16. Write written food requisitions for production requirements.	67, 243–244, 247, 487, 760, 762–763
17. Prepare standardized recipes for menu production.	238–247, 249–250, 312, 313, 355, 364, 379, 394, 395, 405, 410, 449, 479, 536, 568, 584, 634, 659, 670, 681, 689, 692, 704, 717, 727, 731

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<b>KNOWLEDGE AREA: GARDE MANGER</b>	
<i>PURPOSE: To develop skills in producing a variety of cold food products. To prepare items appropriate for buffet presentation, including decorative pieces.</i>	
<b>Competencies (6) – Students will be able to:</b>	<b>The Culinary Professional©2017</b>
1. Identify tools and equipment used in garde manger, emphasizing safety and sanitation procedures.	173–187, 189, 194, 201–217
2. Demonstrate basic garnishes.	253, 255, 343, 349–353, 356, 365–366, 371, 409–410, 413, 509, 623, 625, 628–632
3. Preparation of cold items to include soups, salads, sauces, dressings, marinades, relishes, sandwiches, canapés and hors d’oeuvres.	272, 299–314, 317, 343–357, 359–366, 370–371, 409–410
4. Prepare mousses and gelatins.	643, 718–720, 723
5. Demonstrate food presentation techniques (i.e. platters, bowls and plates, etc).	621–633
6. Produce decorative pieces to include fruit, vegetable carvings and accompaniments.	349–354, 356–357, 628–633

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<b>KNOWLEDGE AREA: BASIC BAKING</b>	
<i>PURPOSE: To apply the fundamentals of baking science to the preparation of a variety of products. To use and care for equipment normally found in the bakeshop or baking area.</i>	
<b>Competencies (12) – Students will be able to:</b>	<b>The Culinary Professional©2017</b>
1. Define baking terms.	637–647, 654, 657–665, 667–675, 677–685, 687–697, 699–709, 711–723, 725–735
2. Identify equipment and utensils unique to baking and discuss proper use and care.	647–655
3. Identify ingredients used in baking, describe their properties and list the functions of various ingredients.	638–647, 654–655
4. Demonstrate proper scaling and measurement techniques unique to baking.	208, 235–239, 246–247, 637–638
5. Participate in the production of crusty, soft and specialty yeast products.	677–685
6. Participate in the production of quick-breads.	657–665
7. Participate in the production of a variety of pies and tarts.	687–697
8. Participate in the production of a variety of types of cookies.	667–675
9. Participate in the production of creams, custards, puddings and related sauces.	711–723, 725–735
10. Participate in the production of cakes and icings.	699–709, 714–716, 720–721
11. Discuss the application of commercial mixes and other labor saving products.	647, 654–655
12. Prepare a variety of fillings and toppings for pastries and baked goods.	711–723, 725–728, 734–735

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<b>KNOWLEDGE AREA: PURCHASING, RECEIVING, INVENTORY AND STORAGE</b>	
<i>PURPOSE: To understand purchasing and receiving practices in quality foodservice operations. To receive, inventory and store food and non-food items properly.</i>	
<b>Competencies (10) – Students will be able to:</b>	<b>The Culinary Professional©2017</b>
1. Describe HACCP critical control points managed by the purchasing and receiving functions.	129–130, 132–133
2. List factors that effect food prices and quality, which may include market fluctuation and product cost.	59, 154–155, 299, 306, 319, 439, 520, 555–557, 593, 647, 654, 760
3. Describe purchasing methods (i.e. bids, purchase orders, phone, sales quotes, etc).	760, 770
4. Explain regulations for inspecting and grading of meats, poultry, seafood, eggs, dairy products, fruits and vegetables.	319–320, 340–341, 439–440, 491–492, 508, 555, 601–603
5. Examine written specifications for a variety of food products and describe their importance on food and labor controls.	49, 243–244, 247, 759–760, 763–768
6. Describe proper techniques of receiving and storing fresh, frozen, refrigerated and staple goods.	117, 208, 265, 272, 282–283, 323, 329, 333, 337, 340–341, 415–419, 425, 433–439, 446, 457, 469–470, 511–512, 520, 565–566, 574–575, 600, 603–605, 642–643
7. Examine various inventory systems including perpetual and physical inventories and requisition systems for controlling costs.	760–763, 769–771
8. Describe current computerized systems for purchasing and inventory control.	750, 756, 769–771
9. Explain proper receiving and storing of cleaning supplies, chemicals and non-food products.	107–108, 149, 771
10. Discuss ethical issues as they relate to purchasing.	760, 770–771

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<b>KNOWLEDGE AREA: NUTRITION</b>	
<i>PURPOSE: To describe the characteristics, functions and food sources of major nutrients and how to maximize nutrient retention in food preparation and storage.</i>	
<b>Competencies (5) – Students will be able to:</b>	<b>The Culinary Professional©2017</b>
1. List food groups and recommended servings in USDA Food Guide Pyramid.	782–785, 790
2. Discuss dietary guidelines and recommended dietary allowances.	781–782, 790
3. Interpret food labels in terms of the portion size, ingredients and nutritional value.	784–785, 790–791
4. Describe primary functions and major food sources of major nutrients.	773–780, 790–791
5. Discuss various diets (i.e. food allergies, alternative dieting, vegetarian, etc).	787–789, 791

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<b>KNOWLEDGE AREA: DINING ROOM SERVICE</b>	
<i>PURPOSE: To perform dining room service functions using a variety of types of service. To demonstrate an understanding of quality customer service.</i>	
<b>Competencies (8) – Students will be able to:</b>	<b>The Culinary Professional©2017</b>
1. Demonstrate the general rules of table settings and service.	745–748, 756–757
2. Describe the rules and responsibilities of personnel at dining service.	739–740, 748–753, 757–758
3. Describe the various types of service delivery, such as quick service, cafeteria, buffet and table service.	18–20, 28, 744–748, 756–757
4. Discuss various procedures for processing guest checks.	752–753, 757
5. Discuss sales techniques for service personnel including menu knowledge and suggestive selling.	749, 756, 788–789
6. Explain inter-relationships and work flow between dining room and kitchen operations.	46–48, 50, 739–740, 742–743, 749–751, 756–757
7. Develop an awareness of special customer needs including dietary needs and food allergies.	109–111, 143, 742, 788–789
8. Demonstrate an understanding of guest service and customer relations, including handling of difficult situations and accommodations for the disabled.	6, 13–14, 742–744, 748–753, 756–757

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<b>KNOWLEDGE AREA: MENU PLANNING</b>	
<i>PURPOSE: To develop an understanding of the basic principles of menu planning and layout.</i>	
<b>Competencies (5) – Students will be able to:</b>	<b>The Culinary Professional©2017</b>
1. List basic menu planning principles.	796–797, 800–801
2. Create menu item descriptions following established truth-in-menu guidelines.	62, 798, 801
3. Develop an understanding of basic menu planning and layout principles.	796–799, 800–801
4. Apply principles of nutrition to menu development.	11, 62–63, 798–799, 800
5. Describe the importance of proper menu planning to the overall operation of the foodservice facility.	24, 796–797, 801

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<b>KNOWLEDGE AREA: HUMAN RELATIONS SKILLS</b>	
<i>PURPOSE: To develop skills in human relations.</i>	
<b>Competencies (13) – Students will be able to:</b>	<b>The Culinary Professional©2017</b>
1. Demonstrate effective communication skills and interpersonal relationships.	56, 57, 66–67, 72–73, 295, 741–743
2. Work as a member of a diverse team.	51, 57, 73, 91, 169, 808
3. Read, Write and speak effectively.	14, 48, 56, 57, 66–67, 72–73, 93, 295, 605, 740–741, 743, 757
4. Demonstrate professionalism and a strong work ethic.	57–58, 73, 85, 92–93, 136, 250,
5. Discuss employment applications.	80–82, 92
6. Demonstrate interviewing skills.	14–15, 50, 82–83, 87–88, 92–93
7. Conduct self performance evaluation.	58, 76, 83, 384, 521, 697
8. Discuss methods of conflict resolution.	60–61, 68, 73
9. Describe procedure to progressive discipline.	88–89
10. Discuss techniques for motivating employees.	13, 27, 53–54, 57–58, 66
11. Discuss methods of dealing with stress in the workplace.	13, 60–61, 72–73
12. Demonstrate information technology communications (i.e. emails, internet searches, e- letters, etc;).	8, 29, 51, 55, 67–68, 77, 79–80, 93, 111, 171, 741,
13. Outline current federal and state employment laws (i.e. Equal Opportunity, Harassment, Affirmative Action, Wage an Hour, etc).	9–10, 90–92, 768

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<b>KNOWLEDGE AREA: SUSTAINABILITY</b>	
<i>PURPOSE: To foster awareness of sustainability issues impacting the culinary industry.</i>	
<b>Competencies (13) – Students will be able to:</b>	<b>The Culinary Professional©2017</b>
1. Define recyclable, reusable and biodegradable.	129, 166–168, 170–171
2. Identify environmentally friendly cleaning products that could be utilized in place of current products used. Keeping in mind comparable cost comparisons	158, 170
3. List products being used in your kitchen/lab that could be recycled	166–168, 170–171
4. Compare different types of composting	165–167, 170
5. Identify products appropriate for composting	129, 165–167, 170–171
6. Research recycling and composting policies in your municipality	162–163, 171
7. Survey all faucets to identify any leaks	162–164, 171
8. Identify simple steps to conserve water	154, 161–164, 170–171
9. Identify a variety of areas where waste control can be utilized in the kitchen	129, 164–168, 171
10. Define “energy efficient”	153, 154, 157, 159–162, 233
11. Define and understand the concept of “food miles”	153, 156–157
12. Identify the pros and cons of purchasing locally	156–157, 171
13. Discuss the pros and cons of menuing seasonal products	156, 439, 441, 728, 760, 786, 795, 801

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