

University of Hawaii Maui College

CULN 250 - Advanced Baking I



- 1. Course Alpha. Please click on the ? to the right for help.**

CULN

- 2. Course Number. Please click on the ? to the right for help.**

250

- 3. Course Title/Catalog Title. Please click on the ? to the right for help.**

Advanced Baking I

- 4. Number of Credits. Please click on the ? to the right for help.**

5

- 5. Contact Hours/Type. Please click on the ? to the right for help.**

- Hour lab (9)
- Hour lecture (2)

per week.



- 6. Course Description. Please click on the ? to the right for help.**

Develops skills used in the production of more advanced baked pastry and confectionery products: especially chocolates, candies and decorated specialties which include, specialty cakes, wedding cakes, pastillage, gum paste, royal icing and chocolate decor. Define, describe and prepare various types of meringues and filling, along with developing advanced decorating and finishing techniques for cakes.

- 7. Pre-Requisites. Please click on the ? to the right for help.**

CULN 155 with grade C or better, and ENG 100 with grade C or better, or consent.

- 8. Co-requisites.**

N/A

- 9. Recommended Preparation.**

N/A



- 10. Is this a cross-listed course? Please click on the ? to the right for help.**

NO

- 11. Reason for Proposal. Why is this course being proposed or modified? This question requires**

specific information as part of the explanation. Please click on the ? to the right for help.

To realign this course in terms of the American Culinary Foundation Education Foundation Accrediting Commission (ACFEFAC) competencies for degree programs.

The course description was modified to better reflect the content already being taught. The prerequisite is modified to CULN 155 and ENG 100. CULN 155 Intermediate Baking is a new course that was added into the baking curriculum, to reinforce industry standards by adding repetition to the competencies and overall student learning outcomes. Students are expected to write research papers and cite references. Therefore, ENG 100 is also added to the prerequisite per the CASLO Committee's recommendation.

12. Effective Semester and Year. For new or modified courses, the effective year is one year from the semester proposed. For example, if proposed in Spring 2012, the effective semester is Spring 2013. Please click on the ? to the right for help.

Fall 2014

13. Grading Method. What grading methods may be used for this course? Please click on the ? to the right for help.

- Standard (Letter,Cr/NCr,Audit) (0)

14. Is this course repeatable for credit? How often can this course be counted toward a degree or certificate? Please click on the ? to the right for help.

NO

15. Course Student Learning Outcomes (SLOs). DO NOT ENTER TEXT IN THE TEXT BOX BELOW. Click on the yellow button "COURSE LEARNING OUTCOMES" and enter in that screen. Please click on the ? to the right for help.

Course SLO/Competency	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S
Prepare a variety of advanced baking products, wedding cakes and chocolates.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>			
Demonstrate ability to create decorated specialities using advanced techniques.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Analyze and compare all products using industry standards in order to assess and evaluate cost control issues in the bakeshop.		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>				
Demonstrate proficiency in specialized bakery equipment and tools.	<input checked="" type="checkbox"/>							<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>							
Classify, evaluate and discuss the more advanced techniques and complex preparations of pastry, confections and dessert products.		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						<input checked="" type="checkbox"/>					<input checked="" type="checkbox"/>				

LEGEND

- A. Develop advanced decorating and finishing techniques for cakes.
- B. Assemble, plan and design a wedding or specialty cake using flower making techniques, basic airbrush, color combinations, and simple design approaches.
- C. Evaluate the quality of decorated cakes.
- D. Discuss methods of preparation for pastillage and royal icing.
- E. Compose a pastillage showpiece using hand-painting techniques illustrated in class to finish off a piece for buffet presentation.
- F. Define and describe the various types of chocolate.
- G. Temper chocolate.
- H. Prepare and identify chocolate confections and chocolate display pieces.
- I. Prepare and describe the production of advanced cookies common and fancy, petit fours, and confections.
- J. Evaluate the quality of production of advanced cookies, petit fours and confections.
- K. Discuss the importance of proper work habits, attitudes, teamwork and professionalism within the food service operation.
- L. Demonstrate good personal hygiene, safety, sanitation, and health habits in a laboratory setting.
- M. Define and describe meringues, its various types, uses, and methods of preparation.
- N. Prepare a variety of meringues.
- O. Evaluate the quality of prepared meringues.
- P. Define and describe creams, custards, puddings and related sauces.
- Q. Describe the various types of uses of and preparation methods of various creams, custards, puddings and related sauces.
- R. Prepare a variety of creams, custards, puddings and related sauces.
- S. Evaluate the quality of prepared creams, custards, puddings and related sauces.

Course SLO/PSLO	A	B	C	D
Prepare a variety of advanced baking products, wedding cakes and chocolates.	<input checked="" type="checkbox"/>			
Demonstrate ability to create decorated specialities using advanced techniques.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Analyze and compare all products using industry standards in order to assess and evaluate cost control issues in the bakeshop.		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Demonstrate proficiency in specialized bakery equipment and tools.	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
Classify, evaluate and discuss the more advanced techniques and complex preparations of pastry, confections and dessert products.	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>

LEGEND

- A. Explain, examine and demonstrate principles and concepts of quality food procurement and identification, food and baking preparation and cost controls, service, and proper use of tools and equipment to produce and serve a variety of professional food items.
- B. Demonstrate skills in various areas of the culinary hierarchy: human relations, leadership and personnel management, ethical decision making.
- C. Practice standards in behavior, ethics, grooming and dress appropriate to culinary industry professionals.
- D. Discuss the standards of restaurant regulations involving liquor protocol and health and safety regulations.

- 16. Course Competencies. DO NOT ENTER TEXT IN THE TEXT BOX BELOW. Click on the yellow button "COURSE COMPETENCIES/ISSUES/SKILLS" and enter text in that screen. Course competencies are smaller, simpler tasks that connect to and facilitate the SLOs.**

Competency
Develop advanced decorating and finishing techniques for cakes.

Assemble, plan and design a wedding or specialty cake using flower making techniques, basic airbrush, color combinations, and simple design approaches.
Evaluate the quality of decorated cakes.
Discuss methods of preparation for pastillage and royal icing.
Compose a pastillage showpiece using hand-painting techniques illustrated in class to finish off a piece for buffet presentation.
Define and describe the various types of chocolate.
Temper chocolate.
Prepare and identify chocolate confections and chocolate display pieces.
Prepare and describe the production of advanced cookies common and fancy, petit fours, and confections.
Evaluate the quality of production of advanced cookies, petit fours and confections.
Discuss the importance of proper work habits, attitudes, teamwork and professionalism within the food service operation.
Demonstrate good personal hygiene, safety, sanitation, and health habits in a laboratory setting.
Define and describe meringues, its various types, uses, and methods of preparation.
Prepare a variety of meringues.
Evaluate the quality of prepared meringues.
Define and describe creams, custards, puddings and related sauces.
Describe the various types of uses of and preparation methods of various creams, custards, puddings and related sauces.
Prepare a variety of creams, custards, puddings and related sauces.
Evaluate the quality of prepared creams, custards, puddings and related sauces.

17. Recommended Course Content and Timeline. The course content facilitates the course competencies. Course content may be organized by weeks, units, topics or the like.

- Week I: Review of Artisan Breads and Bread Production
- Week II: Review of Puff Pastry and Laminated Doughs
- Week III: Classic Pastries, Meringues
- Week IV: Cake Bases
 - Cheesecake, french Tortes
- Week V : Cake Bases Cont.
 - Cake Mixing Methods, Sponge, Biscuit, Jaconde
 - Icing and Decor, Italian Meringue Buttercream
- Week VI: Cakes Cont.
 - French Entremets
 - Mousse: Creme Anglaise, Pate a Bombe
- Week VII: Finishing and Cake Decor
 - Glazes and Spray Finish
- Week VIII: Wedding Cakes
 - Rolled Fondant
 - Gum Paste
 - Royal Icing
- Week IX: Wedding Cakes Cont.
 - Airbrushing
 - Hand Painting
 - Flowers

- Week X: Wedding Cakes Cont.
 - Finishing Techniques
 - Pastillage
 - Evaluation Period for Individual Cakes
- Week XI: Chocolate
 - Tempering
 - Bon Bons
- Week XII: Chocolate Cont.
 - Continuation of Chocolate decor
 - History and Production of Cacao
- Week XIII: Chocolate Continued
 - Chocolate Showpiece
 - Modeling Chocolate, Cocoa Spray and Colors
- Week XIV
 - Practical on Chocolate and decor
- Week XV
 - History Project and Presentation

18. Program Learning Outcomes. DO NOT ENTER TEXT IN THE TEXT BOX BELOW. Click on the yellow button "PLOs" and enter text in that screen. Program Student Learning Outcomes (PLOs) supported by this course. If you are not a "program" use the Liberal Arts PLOs, view them by clicking on ? icon to the right.

Program SLO
Explain, examine and demonstrate principles and concepts of quality food procurement and identification, food and baking preparation and cost controls, service, and proper use of tools and equipment to produce and serve a variety of professional food items.
Demonstrate skills in various areas of the culinary hierarchy: human relations, leadership and personnel management, ethical decision making.
Practice standards in behavior, ethics, grooming and dress appropriate to culinary industry professionals.
Discuss the standards of restaurant regulations involving liquor protocol and health and safety regulations.

19. College-wide Academic Student Learning Outcomes (CASLOs). FIRST, fill out the CASLO grid located in the UHMC tab above. Click on the HELP icon for tips on determining support for the CASLOs and indicate your choices below by clicking on the box in front of each supported CASLO. NOTE: Our campus does not use the Preparatory Level, Level 1 and Level 2 designations in the chart below.

<input checked="" type="checkbox"/>	Creativity - Able to express originality through a variety of forms. <input checked="" type="checkbox"/> Level 2
<input checked="" type="checkbox"/>	Critical Thinking - Apply critical thinking skills to effectively address the challenges and solve problems. <input checked="" type="checkbox"/> Preparatory Level
<input checked="" type="checkbox"/>	Information Retrieval and Technology - Access, evaluate, and utilize information effectively, ethically, and responsibly. <input checked="" type="checkbox"/> Level 1
<input checked="" type="checkbox"/>	Oral Communication - Practice ethical and responsible oral communications appropriately to a variety of audiences and purposes.

	<input checked="" type="checkbox"/> Level 1
<input checked="" type="checkbox"/>	Quantitative Reasoning - Synthesize and articulate information using appropriate mathematical methods to solve problems of quantitative reasoning accurately and appropriately. <input checked="" type="checkbox"/> Preparatory Level
<input checked="" type="checkbox"/>	Written Communication - Write effectively to convey ideas that meet the needs of specific audiences and purposes. <input checked="" type="checkbox"/> Level 1

GenED SLO
Creativity - Able to express originality through a variety of forms.
Critical Thinking - Apply critical thinking skills to effectively address the challenges and solve problems.
Information Retrieval and Technology - Access, evaluate, and utilize information effectively, ethically, and responsibly.
Oral Communication - Practice ethical and responsible oral communications appropriately to a variety of audiences and purposes.
Quantitative Reasoning - Synthesize and articulate information using appropriate mathematical methods to solve problems of quantitative reasoning accurately and appropriately.
Written Communication - Write effectively to convey ideas that meet the needs of specific audiences and purposes.

20. Linking. CLICK ON CHAIN LINK ICON IN UPPER RIGHT HAND CORNER TO BEGIN LINKING. Please click on the ? to the right for help.

21. Method(s) of delivery appropriate for this course. Please click on the ? to the right for help.

- Classroom/Lab (0)

22. Text and Materials, Reference Materials, and Auxiliary Materials. Please click on the ? to the right for help.

DVD's

Lecture Lab Production

Guest Lecture

- Michel Suas. Advanced Bread and Pastry. Delmar Cengage Learning, 2008, 978-1-4180-1169-7.
- Paula Figoni. How Baking Works. Third. John Wiley and Sons INC, 2011, 978-0-470-39814-2.

23. Maximum enrollment. Please click on the ? to the right for help.

15 Max Space constraints, Safety Issues

24. Particular room type requirement. Is this course restricted to particular room type? Please click on the ? to the right for help.

YES

Bakeshop Lab

25. Special scheduling considerations. Are there special scheduling considerations for this course? Please click on the ? to the right for help.

NO

26. Are special or additional resources needed for this course? Please click on the ? to the right for help.

N/A

27. Does this course require special fees to be paid for by students? Please click on the ? to the right for help.

NO

28. Does this course change the number of required credit hours in a degree or certificate? Please click on the ? to the right for help.

No

29. Course designation(s) for the Liberal Arts A.A. degree and/or for the college's other associate degrees. Please click on the ? to the right for help.

Degree	Program	Category
Associate in Arts:	Liberal Arts	LE - Elective
AS:		
AAS:	Culinary Arts - Baking	PR - Program Requirement
BAS:		
Developmental/ Remedial:		

30. Course designation(s) for other colleges in the UH system.

CULN 250 Leeward CC

31. Indicate the year and page # of UHMC catalog referred to. For new or modified courses, please indicate the catalog pages that need to be modified and provide a sheet outlining those changes.

2013-2014 Catalog pages, 40, 41, 105

32. College-wide Academic Student Learner Outcomes (CASLOs). Please click on the HELP icon for more information.

Standard 1 - Written Communication Write effectively to convey ideas that meet the needs of specific audiences and purposes.		
Outcome 1.1 - Use writing to discover and articulate ideas.		2
Outcome 1.2 - Identify and analyze the audience and purpose for any intended communication.		2
Outcome 1.3 - Choose language, style, and organization appropriate to particular purposes and audiences.		2
Outcome 1.4 - Gather information and document sources appropriately.		2
Outcome 1.5 - Express a main idea as a thesis, hypothesis, or other appropriate statement.		2
Outcome 1.6 - Develop a main idea clearly and concisely with appropriate content.		2
Outcome 1.7 - Demonstrate a mastery of the conventions of writing, including grammar, spelling, and mechanics.		2
Outcome 1.8 - Demonstrate proficiency in revision and editing.		2
Outcome 1.9 - Develop a personal voice in written communication.		2
Standard 2 - Quantitative Reasoning Synthesize and articulate information using appropriate mathematical methods to solve problems of quantitative reasoning accurately and appropriately.		
Outcome 2.1 - Apply numeric, graphic, and symbolic skills and other forms of quantitative reasoning accurately and appropriately.		2
Outcome 2.2 - Demonstrate mastery of mathematical concepts, skills, and applications, using technology when appropriate.		2
Outcome 2.3 - Communicate clearly and concisely the methods and results of quantitative problem solving.		2
Outcome 2.4 - Formulate and test hypotheses using numerical experimentation.		1
Outcome 2.5 - Define quantitative issues and problems, gather relevant information, analyze that information, and present results.		2
Outcome 2.6 - Assess the validity of statistical conclusions.		1
Standard 3 - Information Retrieval and Technology. Access, evaluate, and utilize information effectively, ethically, and responsibly.		
Outcome 3.1 - Use print and electronic information technology ethically and responsibly.		2

Outcome 3.2 - Demonstrate knowledge of basic vocabulary, concepts, and operations of information retrieval and technology.	2
Outcome 3.3 - Recognize, identify, and define an information need.	3
Outcome 3.4 - Access and retrieve information through print and electronic media, evaluating the accuracy and authenticity of that information.	2
Outcome 3.5 - Create, manage, organize, and communicate information through electronic media.	2
Outcome 3.6 - Recognize changing technologies and make informed choices about their appropriateness and use.	2
Standard 4 - Oral Communication Practice ethical and responsible oral communications appropriately to a variety of audiences and purposes.	
Outcome 4.1 - Identify and analyze the audience and purpose of any intended communication.	2
Outcome 4.2 - Gather, evaluate, select, and organize information for the communication.	3
Outcome 4.3 - Use language, techniques, and strategies appropriate to the audience and occasion.	2
Outcome 4.4 - Speak clearly and confidently, using the voice, volume, tone, and articulation appropriate to the audience and occasion.	2
Outcome 4.5 - Summarize, analyze, and evaluate oral communications and ask coherent questions as needed.	2
Outcome 4.6 - Use competent oral expression to initiate and sustain discussions.	2
Standard 5 - Critical Thinking Apply critical thinking skills to effectively address the challenges and solve problems.	
Outcome 5.1 - Identify and state problems, issues, arguments, and questions contained in a body of information.	2
Outcome 5.2 - Identify and analyze assumptions and underlying points of view relating to an issue or problem.	3
Outcome 5.3 - Formulate research questions that require descriptive and explanatory analyses.	2
Outcome 5.4 - Recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis.	3
Outcome 5.5 - Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence.	2
Outcome 5.6 - Apply problem-solving techniques and skills, including the rules of logic and logical sequence.	2
Outcome 5.7 - Synthesize information from various sources, drawing appropriate conclusions.	2
Outcome 5.8 - Communicate clearly and concisely the methods and results of logical reasoning.	2
Outcome 5.9 - Reflect upon and evaluate their thought processes, value system, and world views in comparison to those of others.	2

Standard 6 - Creativity Able to express originality through a variety of forms.		
Outcome 6.1: Generate responses to problems and challenges through intuition and non-linear thinking.		3
Outcome 6.2: Explore diverse approaches to solving a problem or addressing a challenge.		3
Outcome 6.3: Sustain engagement in activities without a preconceived purpose.		3
Outcome 6.4: Apply creative principles to discover and express new ideas.		3
Outcome 6.5: Demonstrate the ability to trust and follow one's instincts in the absence of external direction		3
Outcome 6.6: Build upon or adapt the ideas of others to create novel expressions or new solutions.		3

33. Additional Information

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