

# University of Hawaii Maui College

## CULN 155 - Intermediate Baking

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.

155

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

Intermediate Baking

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)

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

Includes the study of international culinary terms, ingredient identification, and safety and sanitation practices. Examines the science of lean and rich yeast dough products, flat breads, breakfast goods and a wide variety of yeast breads, along with the application in the production of laminated dough products such as classical French puff pastry dough, croissants and Danish pastries. Introduces the theory of chocolate and emphasizes skills involved in chocolate tempering, bon bons and decor. Provides instruction and demonstrations in beginning petits fours and confections.

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

CULN 150 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.**

The rationale for the programmatic changes are:

1. The program was originally developed based on 3 cohorts of students with at least 15 students in each cohort. Over the years, consistently the program had low enrolled classes for each of the 3 beginning skills classes. Therefore, to improve the Culinary Arts program's efficiency and effectiveness, the programmatic redesign decreases the number to 2 cohorts. This results in hiring 1 less full-time lecturer and higher class enrollments.
2. To enhance student completion/graduation we redesigned all of the courses to 8-week modules. As a result, students are able to successfully navigate the program's course offerings and develop a schedule of classes to graduate in a timely manner.
3. Through the Live-Text student assessment process, baking faculty were able to see the need for an additional baking course. As a result, the new course (CULN 155) maintains the ACF competency rigor and strengthens its relevance. The class reinforces the student learning outcomes of the overall baking program, along with abiding by the certification requirement from the American Culinary Federation Education Foundation Accrediting Commission (ACFEFAC). By establishing reinforced standards in the bakeshop, and adding more overall competencies, the baking degree will be able to meet the current and future industry needs. The class is also being currently taught at Kapiolani Community College.

**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.**

Competency/ Course SLO	1. Identify and safely demonstrate individual culinary skills and practices necessary in the professional bakery with an emphasis on function and ID of ingredients and the different mixing methods involved in the process, utilizing equipment and tools of the culinary trade	2. Identify, produce, and evaluate bakery products with emphasis on balancing proper flavors, seasoning, textures and using baking terminology, and pleasing visual presentation	3. Identify and employ the use of standardized recipes, formulas and conversions, measurements, food cost formulas and baker's percentage.	4. Define and demonstrate professionalism and teamwork and develop proper work habits and ethical behavior in the culinary workplace.	5. Demonstrate ability to create decorated specialties using advanced techniques.	6. Demonstrate the ability to plan, prepare and analyze bakery showpieces for display and buffet
Define baking terms.	<input checked="" type="checkbox"/>					<input checked="" type="checkbox"/>
Identify equipment and utensils used in baking and discuss proper use and care.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
Demonstrate proper selection of equipment and utensils for specific application.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Identify ingredients used in baking.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
Demonstrate proper scaling and measurement techniques.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Apply basic math skill to recipe conversions.			<input checked="" type="checkbox"/>			
Describe properties and list function of various ingredients.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
Define and Describe the steps in the production of yeast-leavened breads.		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
Prepare a variety of yeast-leavened breads.		<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>
Evaluate the quality of yeast-leavened breads.		<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>
Define and describe the variety of cookie types and the mixing methods utilized to produce them.		<input checked="" type="checkbox"/>				
Produce a variety of types of cookies.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	
Evaluate the quality of prepared cookies.		<input checked="" type="checkbox"/>				

Define and describe the variety of laminated dough's.		<input checked="" type="checkbox"/>				
Explain the process of lamination as it applies to dough's.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
Prepare a variety of laminated dough products.		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	
Evaluate the quality of prepared laminated dough products.		<input checked="" type="checkbox"/>				
Define and describe pate choux, its uses, method of preparation, baking and finishing.		<input checked="" type="checkbox"/>				
Prepare a variety of pate choux products.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	
Evaluate the quality of prepared pate choux products.		<input checked="" type="checkbox"/>				
Define and describe meringues, its various types, uses, and methods of preparation.		<input checked="" type="checkbox"/>				
Prepare a variety of meringues.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	
Evaluate the quality of prepared meringues.		<input checked="" type="checkbox"/>				
Prepare a variety of creams, custards, puddings and related sauces.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	
Evaluate the quality of prepared creams, custards, puddings and related sauces.		<input checked="" type="checkbox"/>				
Demonstrate the presentations of baked goods and desserts.		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	
Evaluate the quality of presentations of baked goods and desserts.		<input checked="" type="checkbox"/>				
Discuss recipe modification to create more nutritionally beneficial baked goods and desserts.			<input checked="" type="checkbox"/>			
Define and describe the various types of chocolate.		<input checked="" type="checkbox"/>				
Temper chocolate.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	

Evaluate the quality of chocolate, chocolate confections, and chocolate display pieces.		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	
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Course SLO/PSLO	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.
1. Identify and safely demonstrate individual culinary skills and practices necessary in the professional bakery with an emphasis on function and ID of ingredients and the different mixing methods involved in the process, utilizing equipment and tools of the culinary trade	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
2. Identify, produce, and evaluate bakery products with emphasis on balancing proper flavors, seasoning, textures and using baking terminology, and pleasing visual presentation	<input checked="" type="checkbox"/>			
3. Identify and employ the use of standardized recipes, formulas and conversions, measurements, food cost formulas and baker's percentage.	<input checked="" type="checkbox"/>			
4. Define and demonstrate professionalism and teamwork and develop proper work habits and ethical behavior in the culinary workplace.		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
5. Demonstrate ability to create decorated specialities using advanced techniques.	<input checked="" type="checkbox"/>			
6. Demonstrate the ability to plan, prepare and analyze bakery showpieces for display and buffet	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		

**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
Define baking terms.
Identify equipment and utensils used in baking and discuss proper use and care.
Demonstrate proper selection of equipment and utensils for specific application.
Identify ingredients used in baking.
Demonstrate proper scaling and measurement techniques.
Apply basic math skill to recipe conversions.
Describe properties and list function of various ingredients.
Define and Describe the steps in the production of yeast-leavened breads.
Prepare a variety of yeast-leavened breads.
Evaluate the quality of yeast-leavened breads.
Define and describe the variety of cookie types and the mixing methods utilized to produce them.

Produce a variety of types of cookies.
Evaluate the quality of prepared cookies.
Define and describe the variety of laminated dough's.
Explain the process of lamination as it applies to dough's.
Prepare a variety of laminated dough products.
Evaluate the quality of prepared laminated dough products.
Define and describe pate choux, its uses, method of preparation, baking and finishing.
Prepare a variety of pate choux products.
Evaluate the quality of prepared pate choux products.
Define and describe meringues, its various types, uses, and methods of preparation.
Prepare a variety of meringues.
Evaluate the quality of prepared meringues.
Prepare a variety of creams, custards, puddings and related sauces.
Evaluate the quality of prepared creams, custards, puddings and related sauces.
Demonstrate the presentations of baked goods and desserts.
Evaluate the quality of presentations of baked goods and desserts.
Discuss recipe modification to create more nutritionally beneficial baked goods and desserts.
Define and describe the various types of chocolate.
Temper chocolate.
Evaluate the quality of chocolate, chocolate confections, and chocolate display pieces.

**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: Advanced Artisan Bread
  - Mixing Methods
    - Improved, Intensive, Short
  - Fermentation
    - Natural and Commercial Yeast
  - Baking
    - Procedures and Processes
- Week II: Continued Artisan Bread Making
  - Short Doughs
  - Intensive Mixes
  - Preferments
  - Sourdoughs
- Week III: Bread Sculptures
  - Live Dough Sculpture
  - Dead Dough Sculpture
- Week IV: Laminated Dough
  - Puff Pastry
  - Croissant Doughs and Danish
- Week V: Pate a Choux
  - Cream Puffs
  - Eclairs
  - Paris Brest
  - Gateau St Honore
  - Pithivier
- Week VI: Fancy Cookies and Petits Fours
  - Petits Fours Sec
  - Petits Fours Frais
  - Petits Fours
- Week VII: Chocolate
  - Chocolate Harvest

- Fermentation and Production
- Beginning Tempering
- Bon Bons
- Week VIII: Chocolate Continued
  - Small Showpiece
  - Chocolate Decor
  - Final 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.**

<b>Program SLO</b>
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"/>	<b>Creativity</b> - Able to express originality through a variety of forms. <input checked="" type="checkbox"/> Level 2
<input checked="" type="checkbox"/>	<b>Critical Thinking</b> - Apply critical thinking skills to effectively address the challenges and solve problems. <input checked="" type="checkbox"/> Level 1
<input checked="" type="checkbox"/>	<b>Information Retrieval and Technology</b> - Access, evaluate, and utilize information effectively, ethically, and responsibly. <input checked="" type="checkbox"/> Level 1
<input checked="" type="checkbox"/>	<b>Oral Communication</b> - Practice ethical and responsible oral communications appropriately to a variety of audiences and purposes. <input checked="" type="checkbox"/> Level 1
<input checked="" type="checkbox"/>	<b>Quantitative Reasoning</b> - Synthesize and articulate information using appropriate mathematical methods to solve problems of quantitative reasoning accurately and appropriately. <input checked="" type="checkbox"/> Level 1
<input checked="" type="checkbox"/>	<b>Written Communication</b> - Write effectively to convey ideas that meet the needs of specific audiences and purposes. <input checked="" type="checkbox"/> Level 1

**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.**

Advanced Bread and Pastry: Michel Suas

Chocolates and Confections: Peter Greweling

- Michel Suas. Advanced Bread and Pastry. first. Delmar Centage Learning, 2008, 978-1-4180-1169-7.
- Peter P. Greweling. Chocolate & Confections. second edition. John Wiley & Sons, INC., 2013, 978-0-470-42441-4.

**23. Maximum enrollment.**

15 Safety issues, and room constraints.

**24. Particular room type requirement. Is this course restricted to particular room type?**

YES

Bakeshop Lab

**25. Special scheduling considerations. Are there special scheduling considerations for this course?**

YES

Summer course only.

**26. Are special or additional resources needed for this course?**

N/A

**27. Does this course require special fees to be paid for by students?**

YES

N/A

**28. Does this course change the number of required credit hours in a degree or certificate?**

No. It is an additional class added to the baking program, but overall Baking Program has decreased in credits.

**29. Course designation(s) for the Liberal Arts A.A. degree and/or for the college's other associate degrees.**



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.**

Kapiolani Community College CULN 155 Intermediate Baking

**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.**

**32. College-wide Academic Student Learner Outcomes (CASLOs).**

<b>Standard 1 - Written Communication</b>	
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.	1
Outcome 1.3 - Choose language, style, and organization appropriate to particular purposes and audiences.	2
Outcome 1.4 - Gather information and document sources appropriately.	1
Outcome 1.5 - Express a main idea as a thesis, hypothesis, or other appropriate statement.	1
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
<b>Standard 2 - Quantitative Reasoning</b>	
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.	2
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.	2
<b>Standard 3 - Information Retrieval and Technology.</b>	
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.	2

<b>Outcome 3.4 - Access and retrieve information through print and electronic media, evaluating the accuracy and authenticity of that information.</b>	2
<b>Outcome 3.5 - Create, manage, organize, and communicate information through electronic media.</b>	
<b>Outcome 3.6 - Recognize changing technologies and make informed choices about their appropriateness and use.</b>	2
<b>Standard 4 - Oral Communication</b> <b>Practice ethical and responsible oral communications appropriately to a variety of audiences and purposes.</b>	
<b>Outcome 4.1 - Identify and analyze the audience and purpose of any intended communication.</b>	2
<b>Outcome 4.2 - Gather, evaluate, select, and organize information for the communication.</b>	2
<b>Outcome 4.3 - Use language, techniques, and strategies appropriate to the audience and occasion.</b>	2
<b>Outcome 4.4 - Speak clearly and confidently, using the voice, volume, tone, and articulation appropriate to the audience and occasion.</b>	2
<b>Outcome 4.5 - Summarize, analyze, and evaluate oral communications and ask coherent questions as needed.</b>	2
<b>Outcome 4.6 - Use competent oral expression to initiate and sustain discussions.</b>	2
<b>Standard 5 - Critical Thinking</b> <b>Apply critical thinking skills to effectively address the challenges and solve problems.</b>	
<b>Outcome 5.1 - Identify and state problems, issues, arguments, and questions contained in a body of information.</b>	2
<b>Outcome 5.2 - Identify and analyze assumptions and underlying points of view relating to an issue or problem.</b>	2
<b>Outcome 5.3 - Formulate research questions that require descriptive and explanatory analyses.</b>	2
<b>Outcome 5.4 - Recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis.</b>	2
<b>Outcome 5.5 - Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence.</b>	3
<b>Outcome 5.6 - Apply problem-solving techniques and skills, including the rules of logic and logical sequence.</b>	2
<b>Outcome 5.7 - Synthesize information from various sources, drawing appropriate conclusions.</b>	
<b>Outcome 5.8 - Communicate clearly and concisely the methods and results of logical reasoning.</b>	2
<b>Outcome 5.9 - Reflect upon and evaluate their thought processes, value system, and world views in comparison to those of others.</b>	3
<b>Standard 6 - Creativity</b> <b>Able to express originality through a variety of forms.</b>	
<b>Outcome 6.1: Generate responses to problems and challenges through intuition and non-linear thinking.</b>	3
<b>Outcome 6.2: Explore diverse approaches to solving a problem or addressing a challenge.</b>	2
<b>Outcome 6.3: Sustain engagement in activities without a preconceived purpose.</b>	2
<b>Outcome 6.4: Apply creative principles to discover and express new ideas.</b>	3
<b>Outcome 6.5: Demonstrate the ability to trust and follow one's instincts in the absence of external direction</b>	2
<b>Outcome 6.6: Build upon or adapt the ideas of others to create novel expressions or new solutions.</b>	3

### 33. Additional Information