

**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.

4

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

- Hour lecture (2)
- Hour other; explain (8)

4cr. 2 hour lect. 8 hrs. shop per week

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

Studies 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 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 100 and 150 both 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.

Changing this 5 credit "Lab" course into a 4 credit "Shop" course will essentially keep the hours spent in class the same being that 1 credit = 3 hours of "lab" while 1 credit = 4 hours of "shop". Keeping this course at 5 credits would result in an increase in contact hours for the instructor resulting in necessary "overload" pay. This course is evenly based on both hands-on skill development as well as knowledge based concept delivered through lecture. Students in it will benefit from an equal ratio of shop (2 cr.) to lecture (2 cr.) time. This change will maintain the lecture portion of this course at 2 hours while decreasing the "shop" time minimally by one hour.

Due to the nature and amount of the formulas and conversions used in this course, **CULN 100 (culinary math) will be added as a prerequisite** while ENG 100 will be removed as a prerequisite.

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 2015

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	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	
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"/>	<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"/>	
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"/>	<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"/>	<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"/>
3. Identify and employ the use of standardized recipes, formulas and conversions, measurements, food cost formulas and baker's percentage.					<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>																				<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"/>																											
5. Demonstrate ability to create decorated specialties 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"/>	
6. Demonstrate the ability to plan, prepare and analyze bakery showpieces for display and buffet	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>																						

LEGEND

- A. Define baking terms.

- B. Identify equipment and utensils used in baking and discuss proper use and care.
- C. Demonstrate proper selection of equipment and utensils for specific application.
- D. Identify ingredients used in baking.
- E. Demonstrate proper scaling and measurement techniques.
- F. Apply basic math skill to recipe conversions.
- G. Describe properties and list function of various ingredients.
- H. Define and Describe the steps in the production of yeast-leavened breads.
- I. Prepare a variety of yeast-leavened breads.
- J. Evaluate the quality of yeast-leavened breads.
- K. Define and describe the variety of cookie types and the mixing methods utilized to produce them.
- L. Produce a variety of types of cookies.
- M. Evaluate the quality of prepared cookies.
- N. Define and describe the variety of laminated dough's.
- O. Explain the process of lamination as it applies to dough's.
- P. Prepare a variety of laminated dough products.
- Q. Evaluate the quality of prepared laminated dough products.
- R. Define and describe pate choux, its uses, method of preparation, baking and finishing.
- S. Prepare a variety of pate choux products.
- T. Evaluate the quality of prepared pate choux products.
- U. Define and describe meringues, its various types, uses, and methods of preparation.
- V. Prepare a variety of meringues.
- W. Evaluate the quality of prepared meringues.
- X. Prepare a variety of creams, custards, puddings and related sauces.
- Y. Evaluate the quality of prepared creams, custards, puddings and related sauces.
- Z. Demonstrate the presentations of baked goods and desserts.
- AA. Evaluate the quality of presentations of baked goods and desserts.
- AB. Discuss recipe modification to create more nutritionally beneficial baked goods and desserts.
- AC. Define and describe the various types of chocolate.
- AD. Temper chocolate.
- AE. Evaluate the quality of chocolate, chocolate confections, and chocolate display pieces.

Course SLO/PSLO	A	B	C	D
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"/>		

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
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.

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"/> Level 1
<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"/> Level 1
<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

quantative 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.**

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. Please click on the ? to the right for help.**

15 Safety issues, and room constraints.

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.**

YES

Summer course only.

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

N/A

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.**

Yes, this change will decrease the credits for the pastry cook CO.

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.

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.

General Catalog 2014-2015 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.		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
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.		3
Outcome 3.2 - Demonstrate knowledge of basic vocabulary, concepts, and operations of information retrieval and		2

technology.		
Outcome 3.3 - Recognize, identify, and define an information need.		2
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.		2
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.		3
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.		2
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.		2
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