

KINGSBOROUGH COMMUNITY COLLEGE  
The City University of New York

CURRICULUM TRANSMITTAL COVER PAGE

Department: Tourism and Hospitality

Date: July 10, 2017

Title Of Course Or Degree: CA 1500 Professional Cake Decorating

Change(s) Initiated: (Please check)

- |   |   |
|---|---|
| <input type="checkbox"/> Closing of Degree        | <input type="checkbox"/> Change in Degree or Certificate Requirements         |
| <input type="checkbox"/> Closing of Certificate   | <input type="checkbox"/> Change in Degree Requirements (adding concentration) |
| <input type="checkbox"/> New Certificate Proposal | <input type="checkbox"/> Change in Pre/Co-Requisite                           |
| <input type="checkbox"/> New Degree Proposal      | <input type="checkbox"/> Change in Course Designation                         |
| <input checked="" type="checkbox"/> New Course    | <input type="checkbox"/> Change in Course Description                         |
| <input type="checkbox"/> New 82 Course            | <input type="checkbox"/> Change in Course Title, Numbers Credit and/or Hour   |
| <input type="checkbox"/> Deletion of Course       | <input type="checkbox"/> Change in Academic Policy                            |
|   | <input type="checkbox"/> Pathways Submission:                                 |
|   | <input type="checkbox"/> Life and Physical Science                            |
|   | <input type="checkbox"/> Math and Quantitative Reasoning                      |
|   | <input type="checkbox"/> A. World Cultures and Global Issues                  |
|   | <input type="checkbox"/> B. U.S. Experience in its Diversity                  |
|   | <input type="checkbox"/> C. Creative Expression                               |
|   | <input type="checkbox"/> D. Individual and Society                            |
|   | <input type="checkbox"/> E. Scientific World                                  |

Other (please describe): \_\_\_\_\_

PLEASE ATTACH MATERIAL TO ILLUSTRATE AND EXPLAIN ALL CHANGES

DEPARTMENTAL ACTION

Action by Department and/or Departmental Committee, if required:

Date Approved: \_\_\_\_\_ Signature, Committee Chairperson: \_\_\_\_\_

*ABoyl*

I have reviewed the attached material/proposal

Signature, Department Chairperson: \_\_\_\_\_

*ABoyl*

**KINGSBOROUGH COMMUNITY COLLEGE  
THE CITY UNIVERSITY OF NEW YORK**

**NEW COURSE PROPOSAL FORM**

- 1. DEPARTMENT, COURSE NUMBER, AND TITLE (SPEAK TO ACADEMIC SCHEDULING FOR NEW COURSE NUMBER ASSIGNMENT):**

Tourism and Hospitality Department  
CA: 1500  
Professional Cake Decorating

- 2. DOES THIS COURSE MEET A GENERAL EDUCATION/CUNY CORE CATEGORY?**

N/A

- Life and Physical Science
- Math and Quantitative Reasoning
- A. World Cultures and Global Issues
- B. U.S. Experience in its Diversity
- C. Creative Expression
- D. Individual and Society
- E. Scientific World

**IF YES, COMPLETE AND SUBMIT WITH THIS PROPOSAL A CUNY COMMON CORE SUBMISSION FORM.**

- 3. DESCRIBE HOW THIS COURSE TRANSFERS (REQUIRED FOR A.S. DEGREE COURSE). IF A.A.S. DEGREE COURSE AND DOES NOT TRANSFER, JUSTIFY ROLE OF COURSE, E.G. DESCRIBE OTHER LEARNING OBJECTIVES MET:**

CA 1500: Professional Cake Decorating incorporates advanced cake decorating technique with specialty cake business operations, thus augmenting Kingsborough's current suite of baking and pastry courses to better prepare students for a breadth of employment opportunities in the field.

CA 11: Baking & Pastry, CA 12: Patisserie, and CA 13: Contemporary Dessert Plating courses introduce basic baking and pastry skills for entry-level production and service in restaurants and hotels. This course, however, elevates students' skill sets and knowledge in order to emphasize the competencies most sought-after by specialty cake businesses, bakeries, and patisseries, including such skill sets as baking, leveling, filling, icing/covering, and decorating single and multi-tiered cakes; advanced piping techniques; basic and advanced fondant applications; gum paste flower creation; as well as costing and pricing, customer consultation, and cake design.

The course may also transfer to baccalaureate programs in culinary arts or food/hospitality management. It is similar to HGMT 4972 Specialty Cakes at New York City College of Technology.

**4. BULLETIN DESCRIPTION OF COURSE:**

Students will be introducing to different techniques of cake decorating. They will learn how to bake, fill and ice a cake using a variety of specialty frostings. Basic and Advanced piping techniques, royal icing flowers, brush embroidery, color flow, extension work, lace, marzipan and chocolate modeling skills, classical drapery, gumpaste flowers and more. A wedding cake workshop will provide them the basic concepts for operating a cake business such as pricing, customer consultation, cake portions and design

**5. CREDITS AND HOURS\* (PLEASE CHECK ONE APPROPRIATE BOX BELOW BASED ON CREDITS):**

1-credit:	<input type="checkbox"/> 1 hour lecture <input type="checkbox"/> 2 hours lab/field/gym
2-credits:	<input type="checkbox"/> 2 hours lecture <input type="checkbox"/> 1 hour lecture, 2 hours lab/field <input type="checkbox"/> 4 hours lab/field
3-credits:	<input type="checkbox"/> 3 hours lecture <input type="checkbox"/> 2 hours lecture, 2 hours lab/field <input checked="" type="checkbox"/> 1 hour lecture, 4 hours lab/field <input type="checkbox"/> 6 hours lab/field
4-credits:	<input type="checkbox"/> 4 hours lecture <input type="checkbox"/> 3 hours lecture, 2 hours lab/field <input type="checkbox"/> 2 hours lecture, 4 hours lab/field <input type="checkbox"/> 1 hour lecture, 6 hours lab/field <input type="checkbox"/> 8 hours lab/field
More than 4-credits:	<input type="checkbox"/> Number of credits: ____ (explain mix lecture/lab below)  ____ Lecture      ____ Lab  Explanation: _____

**\*Hours are hours per week in a typical 12-week semester**

**6. NUMBER OF EQUATED CREDITS IN ITEM #5:**

N/A

**7. COURSE PREREQUISITES AND COREQUISITES (IF NONE PLEASE INDICATE FOR EACH)**

- A. PREREQUISITE(S): CA 1100
- B. COREQUISITE(S): NONE
- C. PRE/COREQUISITE(S): NONE

**8. BRIEF RATIONALE TO JUSTIFY PROPOSED COURSE TO INCLUDE:**

**A. ENROLLMENT SUMMARY IF PREVIOUSLY OFFERED AS AN 82 (INCLUDE COMPLETE 4-DIGIT 82 COURSE NUMBER)**

The Specialty Cakes course ran as a Culinary Arts 8201 course each fall between 2011 and 2015. Due to student feedback requesting more baking and pastry courses and the development of a baking and pastry certificate program, the culinary arts faculty is confident that the course will fulfill the projected enrollment of 15 – 18 students.

<b>Course Number</b>	<b>Semester</b>	<b>Enrollment</b>
CA 8201 – 01 (50065)	Fall 2011	14
CA 8201 – 02 (14946)	Fall 2012	17
CA 8201 – 02 (1237)	Fall 2013	13
CA 8201 – 01 (1650)	Fall 2014	9
CA 8201 – 01 (21160)	Fall 2015	17

**B. PROJECTED ENROLLMENT**

15 – 18

**C. SUGGESTED CLASS LIMITS**

18 (Maximum capacity of kitchen)

**D. FREQUENCY COURSE IS LIKELY TO BE OFFERED**

The course will most likely be offered once or twice per year either in a fall/spring or winter/summer sequence.

**E. ROLE OF COURSE IN DEPARTMENT'S CURRICULUM AND COLLEGE'S MISSION**

Essential to CUNY's mission to promote student development is the drive to offer courses that advance students' continued education and immediate employment opportunities. The Specialty Cakes course prepares students for both tracks by training students in advanced decorating techniques and basic specialty cake business operations – skill sets sought out by both employers and Bachelors programs alike.

The course will serve as a required course in the Baking & Pastry Arts Concentration within the Culinary Arts program. This particular course is one of five that strengthen the students repertoire of employable skills.

**9. LIST COURSE(S), IF ANY, TO BE WITHDRAWN WHEN COURSE IS ADOPTED (NOTE THIS IS NOT THE SAME AS DELETING A COURSE):**

N/A

- 10. IF COURSE IS AN INTERNSHIP, INDEPENDENT STUDY, OR THE LIKE, PROVIDE AN EXPLANATION AS TO HOW THE STUDENT WILL EARN THE CREDITS AWARDED. THE CREDITS AWARDED SHOULD BE CONSISTENT WITH STUDENT EFFORTS REQUIRED IN A TRADITIONAL CLASSROOM SETTING:**

N/A

- 11. PROPOSED TEXT BOOK(S) AND/OR OTHER REQUIRED INSTRUCTIONAL MATERIAL(S):**

Garrett, Toba. *Professional Cake Decorating*. 2nd ed. Hoboken: John Wiley & Sons, 2012.

- 12. REQUIRED COURSE FOR MAJOR OR AREA OF CONCENTRATION? YES**

IF YES, COURSE IS REQUIRED, SUBMIT A SEPARATE CURRICULUM TRANSMITTAL COVER PAGE INDICATING A "CHANGE IN DEGREE OR CERTIFICATE REQUIREMENTS" AS WELL AS A PROPOSAL THAT MUST INCLUDE A RATIONALE AND THE FOLLOWING ADDITIONAL PAGES: A "CURRENT" DEGREE WITH ALL PROPOSED DELETIONS (STRIKEOUTS) AND ADDITIONS (BOLDED TEXT) CLEARLY INDICATED, AND A "PROPOSED" DEGREE, WHICH DISPLAYS THE DEGREE AS IT WILL APPEAR IN THE CATALOG (FOR A COPY OF THE MOST UP-TO-DATE DEGREE/CERTIFICATE REQUIREMENTS CONTACT AMANDA KALIN, EXT. 4611).

**NYSED GUIDELINES OF 45 CREDITS OF LIBERAL ARTS COURSE WORK FOR AN ASSOCIATE OF ARTS DEGREE (A.A.), 30 CREDITS FOR AN ASSOCIATE OF SCIENCE DEGREE (A.S.), AND 20 CREDITS FOR AN APPLIED ASSOCIATE OF SCIENCE DEGREE (A.A.S.) MUST BE ADHERED TO FOR ALL 60 CREDIT PROGRAMS.**

- 13. IF OPEN ONLY TO SELECTED STUDENTS SPECIFY POPULATION:**

Culinary Art majors

- 14. EXPLAIN WHAT STUDENTS WILL KNOW AND BE ABLE TO DO UPON COMPLETION OF COURSE:**

Upon completion of this course, the student should be able to do the following:

1. Demonstrate the ability to bake, level, fill, ice/cover, and decorate single and multi-tiered cakes using a variety of buttercreams, icings, fondants, and glazes
2. Execute basic (shells, rosettes, zigzags, etc.) and advanced (brush embroidery, freehand embroidery, cornelli lace, etc.) piping techniques while demonstrating the proper use of pastry cones, pastry bags, and pressure control
3. Execute and assess different fondant techniques such as crimping, embossing, quilting, applique work and decorations using silicon molds
4. Create gum paste flowers and execute floral piping skills, including rosebud, half-rose, and full-blown roses
5. Demonstrate the ability to cost out and price cakes based on customer consultation, portion number and size, and cake design

**15. METHODS OF TEACHING –E.G. LECTURES, LABORATORIES, AND OTHER ASSIGNMENTS FOR STUDENTS, INCLUDING ANY OF THE FOLLOWING: DEMONSTRATIONS, GROUP WORK, WEBSITE OR E-MAIL INTERACTIONS AND/OR ASSIGNMENTS, PRACTICE IN APPLICATION OF SKILLS, ETC.:**

Lectures (one hour per session) use a variety of teaching methods to further develop skills and competencies, to connect theory to practical skills, and to test student understanding.

These include:

- Introduction of new terminology
- Large group discussion
- Supplemental handouts
- Mid-term exam
- Final exam

The kitchen laboratory (4 hours per session) provides students with an opportunity to apply theory and practical skills in a kitchen setting. Instruction will rely on multiple teaching techniques, including:

- Demonstration to introduce new techniques
- Group work for laboratory to encourage teamwork and adaptability

**16. ASSIGNMENTS TO STUDENTS:**

**Final Project:**

Students will sketch an original design for a two-tiered wedding cake utilizing all of the elements and techniques learned throughout the course. They will present their final project, which should include five techniques including but not limited to:

- Proper covering with rolled fondant
- Fondant; Molding, modeling, ruffling, classical and freehand drapery, pleating, ruching, smocking, crimping, tassels, ribbons and lace.
- Gum paste flowers (buds, blossoms and foliage)
- Royal icing: flower, pipe work and/or advanced piping techniques (brush embroidery, drop string work, Australian string work, Oriental string work, fine freehand embroidery filigree lace designs or over-pipe techniques)

**17. DESCRIBE METHOD OF EVALUATING LEARNING SPECIFIED IN #15 - INCLUDE PERCENTAGE BREAKDOWN FOR GRADING. IF A DEVELOPMENTAL COURSE INCLUDE HOW THE NEXT LEVEL COURSE IS DETERMINED AS WELL AS NEXT LEVEL PLACEMENT.**

55%	Class participation and laboratory (students will be evaluated on organization, sanitation, teamwork, communication skills, quality of production, understanding of techniques, and production analysis)
10%	Mid-term exam
25%	Final project
10%	Final exam
100%	<i>Total</i>

<b>Criteria</b>	<b>Professional</b>	<b>Experienced</b>	<b>Developing</b>	<b>Novice</b>
<b>Concept Skills</b>	<p>Student was an active and engaged participant and teammates could clearly point to student's contribution.</p> <p>Student fully understood kitchen tasks and assignments and quickly adapted to the needs of the assignment, helping other students along.</p>	<p>Student was an active and engaged participant in the team and student's contribution could be discerned.</p> <p>Student understood kitchen tasks and assignments and adapted to the needs of the assignment.</p>	<p>Student worked with team but did not show evidence of engagement with the team but did contribute.</p> <p>Student understood kitchen tasks and assignments and took direction from classmates.</p>	<p>Student did not show evidence of engagement with team and did not significantly contribute.</p> <p>Student misunderstood kitchen tasks and assignments or did not adapt to the needs of the assignment.</p>
<b>Verbal Communication and Teamwork</b>	<p>Student communicates well with teammates, chef instructor, and class at large; anticipates the needs of others.</p>	<p>Student communicates well with teammates and chef instructor.</p>	<p>Student communicates with teammates and chef instructor but does not help out beyond his/her own team.</p>	<p>Student does not communicate well with teammates or chef instructor and prefers to work as an individual.</p>
<b>Organization and Sanitation (where applicable)</b>	<p>Student used proper safety and sanitation procedures as outlined in class: correct use of 3-bays sink, properly anchored cutting board, sharp knives, full clean uniform with hair covered and restrained, clean apron, and proper use of side towels. Student demonstrated excellent organizational skills with mise en place and laboratory activity.</p>	<p>Student mostly used proper safety and sanitation procedures as outlined in class: correct use of 3-bays sink, properly anchored cutting board, sharp knives, full clean uniform with hair covered and restrained, clean apron, and proper use of side towels. Student demonstrated good organizational skills with mise en place and laboratory activity.</p>	<p>Student showed some knowledge of the proper safety and sanitation procedures as outlined in class: correct use of 3-bays sink, properly anchored cutting board, sharp knives, full clean uniform with hair covered and restrained, clean apron, and proper use of side towels. Student demonstrated fair organizational skills with mise en place and laboratory activity.</p>	<p>Student showed little to no knowledge of the proper safety and sanitation procedures as outlined in class: correct use of 3-bays sink, properly anchored cutting board, sharp knives, full clean uniform with hair covered and restrained, clean apron, and proper use of side towels. Student demonstrated poor organizational skill with mise en place and laboratory activity.</p>

**18. TOPICAL COURSE OUTLINE FOR THE 12 WEEK SEMESTER (WHICH SHOULD BE SPECIFIC REGARDING TOPICS COVERED, LEARNING ACTIVITIES, AND ASSIGNMENTS):**

MEETING	DESCRIPTION OF CONTENT	HOMEWORK ASSIGNMENT
<b>Class 1</b>	Introduction to cake decorating. Practice buttercream icing, paper cones, pastry bags, and pressure control exercises. Basic piping skills (star flower, classic shells, large shells, ballooning, rosettes, zigzag, reverse shells, fleur de lis, garlands, rope and leaves and borders).	<b>PCD Lesson 2 and 3</b> Pg. 36- 51 <b>Recipe</b> Pg.331
<b>Class 2</b>	Floral piping skills: Rosebud, half-rose, full-blown roses. Intermediate piping skills: grape, sweet pea clusters, e shells, shells with accents, flutes, ruffles, swags, bows and basket weave.	<b>PCD Lesson 3 and 4</b> Pg. 54-75
<b>Class 3</b>	Gum paste flowers: basic five petal blossom, buds, leaves, and filling flowers.	<b>PCD Lesson14</b> Pg.238- 254
<b>Class 4</b>	Decorated Cookies: sugar cookie dough, rolling and cutting. Glace iced cookies, flooding, single and double webbing, connecting hearts, fondant and cookie design.	<b>PCD Lesson 16</b> Pg. 284-291
<b>Class 5</b>	Advanced gum paste flowers: classic rose, calla lily, tiger lily and orchid.	<b>PCD Lesson15</b> Pg. 258-281
<b>Class 6</b>	Royal Icing piped flowers: apple, cherry, peach and orange blossoms, primroses, violets, pansies, sweet peas, daisies and Victorian roses. <b>Midterm- Practical piping skills</b>	<b>PCD Lesson 7</b> Pg. 122-131
<b>Class 7</b>	The art of writing and painting. Royal icing design skills, design transfers, brush embroidery , freehand embroidery, cornelli lace, sotas, Swiss dots and eyelet embroidery. <b>Sunday November 8, 2015 at the Jacob Javits Convention Center</b>	<b>PCD Lesson 6, 8 and 13</b> Pg.-108-118 /134-145/232-235
<b>Class 8</b>	Advanced royal icing piping and design skills: flooding, bridge and extension work, hailspotting, simple lace designs, filigree lace designs, lattice and floating collar.	<b>PCD Lesson 11</b> Pg. 192-212
<b>Class 9</b>	Rolled icing design skills: ruffling, classical drapery, freehand drapery, braiding, ribbon bouquet, tassels and crimping,	<b>PCD Lesson 12</b> Pg. 216-229
<b>Class 10</b>	Swiss meringue buttercream, leveling, filling, icing and decorating a cake using a buttercream design transfer technique. Working with colors and color wheel. Use of basic and advance pining techniques.	<b>PCD Lesson 1 and 10</b> Pg.-15, 4
<b>Class 11</b>	Wedding Cake Workshop, preparing fondant, cover a cake with fondant, tiers with columns or pillars.	<b>PCD Lesson 1</b> Pg. 16-31 Review techniques
<b>Class12</b>	Final project presentation	

**19. SELECTED BIBLIOGRAPHY AND SOURCE MATERIALS:**

Garrett, Toba. *Professional Cake Decorating*. 2nd ed. Hoboken: John Wiley & Sons, 2012.



Culinary Arts Program, Department of Tourism and Hospitality, Kingsborough  
Community College, City University of New York

<b>COURSE TITLE:</b>	Professional Cake Decorating		
<b>COURSE NUMBER:</b>	CA 1500	<b>SECTION:</b>	
<b>PREPARED BY:</b>	David Goldberg	<b>DATE:</b>	7/6/17
<b>FACULTY NAME AND CONTACT:</b>	<b>NAME:</b> <b>PHONE:</b> (718) 368- <b>EMAIL:</b> <b>OFFICE HOURS:</b> <b>OFFICE LOCATION:</b> <b>KITCHEN: M 245</b>	<b>SYLLABUS PREPARATION DATE:</b>	
<b>CREDIT HOURS:</b>	3 Credits		
<b>COURSE LENGTH:</b>	12 weeks (12 meeting days and final exam)		
<b>CONTACT HOURS:</b>	Lecture: 12 Lab: 48		
<b>COURSE SCHEDULE:</b>	Days: Time: Dates: Final Exam:		
<b>UNIT OF ACADEMIC MEASUREMENT:</b>	12 week session		
<b>PRE-REQUISITES:</b>	CA1100, CA 12 recommended.		
<b>CO-REQUISITES:</b>			
<b>CATALOG COURSE DESCRIPTION:</b>	<p>Students will be introducing to different techniques of cake decorating. They will learn how to bake, fill and ice a cake using a variety of specialty frostings. Basic and Advanced piping techniques, royal icing flowers, brush embroidery, color flow, extension work, lace, marzipan and chocolate modeling skills, classical drapery, gumpaste flowers and more.</p> <p>A wedding cake workshop will provide them the basic concepts for operating a cake business such as pricing, customer consultation, cake portions and design</p>		

TEXTBOOKS AND MATERIALS	
<b>TEXTBOOK (S)</b>	Toba Garrett, <i>Professional Cake Decorating</i> , John Wiley & Sons, 2012.isbn: 978-0-470-38009-3
<b>RESOURCES &amp; SUPPLIES</b>	<ul style="list-style-type: none"> <li>• Notebook</li> <li>• Writing implements including permanent marker (Sharpie)</li> <li>• Ruler</li> <li>• <b>Cake Decorating Kit</b> <ul style="list-style-type: none"> <li>✓ Piping tips #1,2, 3, 12, 18, 21, 59°, 101,104, 352 Optional.- tips # 0,16, 48, 67, 80, 102</li> <li>✓ # 9 Icing nail</li> <li>✓ 9-inch rolling pin with rings</li> <li>✓ 2 couplers</li> <li>✓ 1 paint brush</li> <li>✓ Ball tool or 10-pc. Wilton Fondant/Gumpaste Tool Set</li> </ul> </li> </ul> <p>Wilton fondant shaping foam set or cell pad</p>

**PERFORMANCE OBJECTIVES:**

**Upon completion of this course, the student should be able to do the following:**

1. Demonstrate the ability to bake, level, fill, ice/cover, and decorate single and multi-tiered cakes using a variety of buttercreams, icings, fondants, and glazes
2. Execute basic (shells, rosettes, zigzags, etc.) and advanced (brush embroidery, freehand embroidery, cornelli lace, etc.) piping techniques while demonstrating the proper use of pastry cones, pastry bags, and pressure control
3. Execute and assess different fondant techniques such as crimping, embossing, quilting, applique work and decorations using silicon molds
4. Create gum paste flowers and execute floral piping skills, including rosebud, half-rose, and full-blown roses
5. Demonstrate the ability to cost out and price cakes based on customer consultation, portion number and size, and cake design

**INSTRUCTIONAL METHODS:**

- Lecture to introduce new techniques and terminology
- Demonstration to introduce new techniques and terminology
- Laboratory for students to execute techniques and terminology
- Group work in pairs for laboratory (different pairs each week to encourage team work and adaptability)
- Writing responses to foster analysis, opinion, & communication skills
- Final project to pull all key ideas together in one cohesive final project
- Final written examination

**GRADING:**

Student performance will be evaluated based upon the following criteria:

55% You will earn 5 points totaling 55% of your grade in every class. That means, showing up, on time, ready to work, and completing all tasks to instructor's specification is the best way to succeed in the course. If you miss a class for any reason, you can't earn these points.

The five weekly points are determined as follows:

Student:

1. Arrives on time, dressed professionally and ready to work. Leaving before the class is officially dismissed or not engaging in clean-up will count as lateness.
2. Has completed written and mental mise en place: reading, homework, recipe cards, etc.
3. Completes assigned kitchen and classroom tasks successfully.
4. Works safely, cleanly and with a sense of urgency.  
Actively engages in clean-up and leaves with the class.

10% Midterm Practical exam: Students will execute basic and advanced piping techniques using buttercream.

25% Final Project: Students will sketch an original design for a two-tiered wedding cake utilizing all the elements and techniques learned throughout the course. They will present their final project which should include five techniques including but not limited to:

- Proper covering with rolled fondant
- Fondant; Molding, modeling, ruffling, classical and freehand drapery, pleating, ruching, smocking, crimping, tassels, ribbons and lace.
- Gumpaste flowers (buds, blossoms and foliage)
- Royal icing: flower, pipe work and/or advanced piping techniques (brush embroidery, drop string work, Australian string work, Oriental string work, fine freehand embroidery filigree lace designs or over-pipe techniques)

10% Final Exam

100% Total

**WEEKLY TOPICAL CLASS MEETING OUTLINE**

<b>MEETING</b>	<b>DESCRIPTION OF CONTENT</b>	<b>HOMEWORK ASSIGNMENT</b>
<b>Class 1</b>	Introduction to cake decorating. Practice buttercream icing, paper cones, pastry bags, and pressure control exercises. Basic piping skills (star flower, classic shells, large shells, ballooning, rosettes, zigzag, reverse shells, fleur de lis, garlands, rope and leaves and borders).	<b>PCD Lesson 2 and 3</b> Pg. 36- 51 <b>Recipe</b> Pg.331
<b>Class 2</b>	Floral piping skills: Rosebud, half-rose, full-blown roses. Intermediate piping skills: grape, sweet pea clusters, e shells, shells with accents, flutes, ruffles, swags, bows and basket weave.	<b>PCD Lesson 3 and 4</b> Pg. 54-75
<b>Class 3</b>	Gum paste flowers: basic five petal blossom, buds, leaves, and filling flowers.	<b>PCD Lesson14</b> Pg.238- 254
<b>Class 4</b>	Decorated Cookies: sugar cookie dough, rolling and cutting. Glace iced cookies, flooding, single and double webbing, connecting hearts, fondant and cookie design.	<b>PCD Lesson 16</b> Pg. 284-291
<b>Class 5</b>	Advanced gum paste flowers: classic rose, calla lily, tiger lily and orchid.	<b>PCD Lesson15</b> Pg. 258-281
<b>Class 6</b>	Royal Icing piped flowers: apple, cherry, peach and orange blossoms, primroses, violets, pansies, sweet peas, daisies and Victorian roses. <b>Midterm- Practical piping skills</b>	<b>PCD Lesson 7</b> Pg. 122-131
<b>Class 7</b>	The art of writing and painting. Royal icing design skills, design-transfers, brush embroidery , freehand embroidery, cornelli lace, sotas, Swiss dots and eyelet embroidery. <b>Sunday November 8, 2015 at the Jacob Javits Convention Center</b>	<b>PCD Lesson 6, 8 and 13</b> Pg.-108-118 /134-145/232-235
<b>Class 8</b>	Advanced royal icing piping and design skills: flooding, bridge and extension work, hailspotting, simple lace designs,filigree lace designs, lattice and floating collar.	<b>PCD Lesson 11</b> Pg. 192-212
<b>Class 9</b>	Rolled icing design skills: ruffling, classical drapery, freehand drapery, braiding, ribbon bouquet, tassels and crimping,	<b>PCD Lesson 12</b> Pg. 216-229
<b>Class 10</b>	Swiss meringue buttercream, leveling, filling, icing and decorating a cake using a buttercream design transfer technique. Working with colors and color wheel. Use of basic and advance pining techniques.	<b>PCD Lesson 1 and 10</b> Pg.-15, 4
<b>Class 11</b>	Wedding Cake Workshop, preparing fondant, cover a cake with fondant, tiers with columns or pillars.	<b>PCD Lesson 1</b> Pg. 16-31 Review techniques
<b>Class12</b>	Final project presentation	

**NOTE: THE ABOVE CLASS OUTLINE IS SUBJECT TO CHANGE AT THE INSTRUCTOR'S DISCRETION**

## **Tasting, Meals and Leftovers**

The culinary program at KCC is an educational enterprise, not a buffet. To be sure, smelling, touching, and tasting are key components of learning culinary arts. Tastings are often just that: tastes.

When sufficient production to meet instructional goals allows for a meal during or after class, enjoy. But know that there is no obligation or expectation that classes include a meal. You should eat something before attending class so you're not hungry when cooking.

Leftovers wherever possible should be repurposed for use in other classes or catered events. All other leftovers should be discarded or donated. Students may not take food from the kitchen unless given specific permission by the instructor.

## **Uniform**

You are required to be dressed appropriately for class each week. You will not be allowed to participate if you fail to comply in one or more key areas:

- Clean white chef coat with KCC logo (available in KCC bookstore).
- White skullcap (available in KCC bookstore). Long hair tied back above collar and covered.
- Non-skid, closed-toe work shoes. No high heels or sandals.
- No jewelry.
- Nails clean, unpolished, and trimmed. No fake nails or long nails.
- Clean white apron and side towels, laundered on your own.
- Work pants or chef pants. No shorts/skirts/dresses.

## **Attendance**

Because culinary classes are hands-on, there is no way to entirely "make up" a missed class. You can't copy notes or read the textbook and expect to succeed in culinary arts. Per KCC attendance policy, two absences (excused or unexcused) in a class that meets once weekly are allowed. The third absence marks the point where you are missing 25% or more of the course and your grade will be a WU (unofficial withdrawal). Two significant lateness marks count as an absence.

Your instructor will give you guidelines for letting her or him know when you anticipate being late or absent. Because culinary arts is a professional program preparing you for industry, you *must* let your instructor know when you will be late or absent. No call/no show is as unacceptable in this program as it is in industry.

Per KCC Student Handbook:

"What is Excessive Absence?"

A student in any course who has been absent 15% of the total number of instructional hours that a class meets during a semester or session is deemed excessively absent. Where the course includes classroom lectures plus another component such as laboratory/field placement, etc., the 15% excessive absence policy applies to either component. Excessive absences may result in the instructor assigning either a lower grade or a 'WU' for that course [Culinary Arts program faculty assign a WU]. Consistent with the college-wide policy on appealing final grades, the student may appeal such a grade.

Instructional hours per semester/Excessive absences for semester

24 hours [CA 21]/4 hours of absences

36 hours [TAH 43, 71, 73, 8174; CA 50, 60]/6 hours of absences

60 hours [CA 1, 2, 3, 11, 12, 8210, 90; TAH 72, 74]/9 hours of absences"

## **Grading**

In culinary classes at KCC, we use a competency-based approach to grading. In order to earn an "A" you must be able to do all the skills that the course requires. You will **never** be graded on getting it perfect the first time, but **will** need to perform each task in a reasonable time frame to get full credit for the activity.

Many classes use a weekly performance grade. These are not "free points" but rather are based on classroom performance. To earn these points the student:

- Arrives on time, dressed professionally (complies with uniform code) and ready to work.
- Has completed written and mental *mise en place*: reading, homework, recipe cards, etc.
- Completes assigned kitchen and classroom tasks successfully.
- Works safely, cleanly and with a sense of urgency. Sanitation or safety violations may result in forfeiture of weekly grade or expulsion from class.
- Actively engages in cleanup and leaves with the class.

## **Cell Phones**

No cell phones in class.

Texting or making calls in the kitchen is not only disrespectful to the instructor and your classmates, it invites contamination from the dirtiest item in the kitchen: your cell phone. Cell phones cannot be thoroughly cleaned, spend time along side your mouth, nose, hair and worst of all in your pants pocket. On average they carry more bacteria than a public toilet seat (which unlike phones are easily cleaned).

If you make a phone call on a break, treat your phone as the food hazard it is and wash your hands thoroughly after each use.

## **Hand-washing and Hygiene**

Wash your hands when entering the kitchen, after eating, smoking or making a phone call, after returning from the restroom, when switching from one task to another, after touching any part of your body, especially face, mouth, nose or hair, and in general more often than you are used to washing them.

Aprons and side towels should be removed before leaving the kitchen and especially before visiting the restroom.

## **Cleaning**

The kitchen should always be cleaner at the end of class than it was at the beginning. It is the obligation of the class to keep the kitchen clean. Typically, a class is divided into clean-up teams:

### *Wash*

Wash dishes using three-compartment sink and ware washer if available.  
Wash sinks and drain ware washer.

### *Dry*

Air-dry and put away dishes/pots.  
Organize equipment storage.

### *Requisition and Food*

Pack up leftover food for repurposing.  
Discard remaining leftovers.  
Prepare requisition/shopping list for next class.  
Document leftovers/production for use by other classes for instructor.

Organize fridge, freezer and dry storage.  
Bag and take out trash (last thing).

#### *Counters and Floors*

Wash all counter surfaces, fridge doors and bottom shelves.  
Wash range and clean drip pans.  
Sweep and mop floor.

#### **Linens**

The culinary program does not do student laundry.

Come to class each week with a clean chef coat, apron and side towel. It is your obligation to take these items home and wash them. If you do not have your chef coat, apron and side towel you may not participate in class.

#### **Dismissal**

Only the instructor dismisses the class. While classes are designed to finish on time, the speed of the class in production and clean up will determine dismissal time.

Students are dismissed by the instructor. Leaving before dismissal counts the same as a lateness for purposes of attendance and grading.

#### **Civility in the Classroom:**

*Kingsborough Community College is committed to the highest standards of academic and ethical integrity, acknowledging that respect for self and others is the foundation of educational excellence.*

*Civility in the classroom and respect for the opinions of others is very important in an academic environment. It is likely you may not agree with everything which is said or discussed in the classroom, yet courteous behavior and responses are expected. Therefore, in this classroom, any acts of harassment and/or discrimination based on matters of race, gender, sexual orientation, religion, and/or ability are not acceptable.*

*Whether we are students, faculty, or staff, we have a right to be in a safe environment, free of disturbance, and civil in all aspects of human relations.*