

KINGSBOROUGH COMMUNITY COLLEGE
The City University of New York

CURRICULUM DATA TRANSMITTAL SHEET

DEPARTMENT Tourism and Hospitality DATE 8/11/2015

Title of Course or Degree: Contemporary Dessert Plating CA13

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 Titles, Numbers, Credits &/or Hours |
| <input type="checkbox"/> Deletion of Course | <input type="checkbox"/> Change in Academic Policy |
| <input type="checkbox"/> Other (please describe): _____ | |

PLEASE ATTACH PERTINENT MATERIAL TO ILLUSTRATE AND EXPLAIN ALL CHANGES

I. DEPARTMENTAL ACTION

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

Date approved 7/15/15 Signature, Committee Chairperson: [Signature]

Signature, Department Chairperson: [Signature]

II. PROVOST ACTION

Provost to act within 30 days of receipt and forward to College-wide Curriculum Committee exercising one of the following options:

- A. Approved B. Returned to department with comments

Recommendations (if any): _____

Signature, Provost: _____ Date: _____

III. CURRICULUM SUB-COMMITTEE RECOMMENDATIONS:

- A. Approved B. Tabled (no action will be taken by Curriculum Committee)

Recommendations (if any): _____

Signature, Sub-Committee Chair: _____ Date: _____

IV. COLLEGE-WIDE CURRICULUM COMMITTEE ACTION

Committee to act within 30 days of receipt, exercising one of the following options:

- A. Approved (forwarded to Steering Committee)
B. Tabled (Department notified)
C. Not Approved (Department notified)

Signature, Chairperson of Curriculum Committee _____ Date: _____

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

FORMAT FOR PRESENTATION OF CURRICULUM PROPOSALS

1. DEPARTMENT, COURSE NUMBER AND TITLE:

Department of Tourism and Hospitality
CA 13
Contemporary Dessert Plating

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

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

No

3. TRANSFERABILITY OF THIS COURSE. 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, i.e., describe other learning objectives met:

The Contemporary Dessert Plating course continues the study of baking and pastry arts, launching students into advanced techniques necessary to gain entry-level employment in a pastry kitchen. Through the preparation of classic and contemporary products, students will gain advanced skills in station set-up, production techniques, sauces, plating techniques, garniture, and centerpiece design and execution necessary for buffet, banquet, and a la carte service.

4. BULLETIN DESCRIPTION OF COURSE:

Continued study of pastry arts and advanced techniques. Course work includes elaborate plating techniques, utilizing many components for classic and contemporary pastries, cakes, and cookies. Continued emphasis is placed on correct technique, product quality, and increased evaluation skills in critiquing taste, texture, and appearance. Production culminates in finished products suited for buffet or a la carte service with appropriate garniture, sauces, and presentation centerpiece. Students continue mirroring the professional pastry kitchen and learn specialized skills to begin a career of pastry arts.

5. NUMBER OF WEEKLY CLASS HOURS (please indicate the number of hours per week spent in a lab, hours spent on site doing fieldwork, hours of supervision and hours in classroom-- if applicable):

1 hour lecture and 4 hours lab each day

6. NUMBER OF CREDITS:

3

7. COURSE PREREQUISITES AND COREQUISITES

A. PREREQUISITES: CA 11 and CA 12

B. COREQUISITES: None

C. PRE OR COREQ: None

8. BRIEF RATIONALE TO JUSTIFY PROPOSED COURSE TO INCLUDE:

A. ENROLLMENT SUMMARIES, IF PREVIOUSLY OFFERED AS AN 82

N/A

B. PROJECTED ENROLLMENT

15 – 18

C. CLASS LIMITS

18 (class will meet in the kitchen each week)

D. FREQUENCY COURSE IS LIKELY TO BE OFFERED

Twice per year, most likely in winter and summer

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

Kingsborough is dedicated to promoting lifelong learning, offering opportunities to prepare students for continued education and immediate employment. The Contemporary Dessert Plating course is positioned to prepare students for both tracks. Because the course builds on the foundations of classic and contemporary pastries to introduce more advanced techniques, students will simultaneously refine their basic skills while developing new, marketable skills valued by both employers and Bachelors programs alike.

The course will serve as both an elective for the Associates Degree in Culinary Arts and as a required course in the Baking & Pastry Arts Certificate program (in development). The Certificate program will serve as an additional credential for Associates Degree students as well as a stand-alone credential for incumbent pastry cooks and students seeking training to enter the baking and pastry workforce.

9. LIST OF COURSES, IF ANY, TO BE WITHDRAWN WHEN COURSE(S) IS (ARE) ADOPTED:

N/A

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

N/A

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

Professional Baking, 5th Edition. Wayne Gisslen. Wiley, 2009.

- 12. REQUIRED COURSE FOR MAJORS AND/OR AREA OF CONCENTRATION? (If course is required, please submit a separate transmittal with a degree requirement sheet noting the proposed revisions, including where course fits into degree requirements, and what course(s) will be removed as a requirement for the degree. NYSED guidelines of 45 crs. of Liberal Arts coursework for an A.A. degree, 30 crs. for an A.S. degree and 20 crs. of Liberal Arts for an A.A.S. degree must be adhered to for all 60 cr. programs).**

This is not a required course for the AAS in culinary arts.

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

N/A

- 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:

- Demonstrate safe and sanitary practices in baking and pastry
- Identify, use safely, and correctly maintain equipment common to a pastry kitchen
- Use various mixing methods for doughs and batters for cake, cookie, pie, tart, and yeast/quick bread production
- Make paper cornets and execute basic piping skills
- Prepare ice creams, meringues, whipped creams, custards and gelatin-based items
- Prepare basic dessert sauces
- Prepare a variety of special pastries based on puff pastry, choux pastry, and meringue-type sponges
- Prepare various Bavarian, fruit mousse, and chocolate mousse fillings for cakes
- Understand traditional and modern flavor profiles and pairings
- Prepare a variety of special garnishes based on sugar, fruit, nuts, and chocolate
- Prepare a variety of centerpieces based on sugar and chocolate
- Understand concepts of contemporary dessert plating
- Ability to plate and serve attractive presentations of desserts with appropriate sauces and garnishes in a service setting
- Ability to set up station for service

- 15. METHODS OF TEACHING --EG., 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:**

- One hour 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
- Quizzes to test technique and terminology recall
- Final Binders

- Final Centerpiece
- Final Buffet Practical
- Final written examination
- Supplemental handouts

16. ASSIGNMENTS TO STUDENTS:

Final Binders

These binders are a culmination of the course. They are to be worked on every week with regular instructor feedback; the end result being a future reference for the student's own private library. These binders will help instill the following:

- Organization skills
- Recipe development and adaptation
- Reinforcement and enhancement of learning experience
- Taking written notes and translating them into more elaborate typed notes
- A sense of pride of completing a semester-long project

17. DESCRIBE METHOD OF EVALUATING LEARNING SPECIFIED IN #15:

- 40% Laboratory (students will be evaluated on organization, sanitation, teamwork with partner, communication skills, quality of production, understanding of techniques, and production analysis)
- 10% In-class writing
- 10% Quizzes (no make-up quizzes)
- 20% Final practical: recipes, execution, product evaluation
- 10% Final exam
- 10% Final binder: typed lecture notes, recipes, reflections

100% Total

The following rubric is used to assess the in-class laboratory activity:

Criteria	Professional	Experienced	Developing	Novice
Concept Skills	Student was an active and engaged participant and teammates could clearly point to student's contribution. Student fully understood kitchen tasks and assignments and quickly adapted to the needs of the assignment, helping other students along.	Student was an active and engaged participant in the team and student's contribution could be discerned. Student understood kitchen tasks and assignments and adapted to the needs of the assignment.	Student worked with team but did not show evidence of engagement with the team but did contribute. Student understood kitchen tasks and assignments and took direction from classmates.	Student did not show evidence of engagement with team and did not significantly contribute. Student misunderstood kitchen tasks and assignments or did not adapt to the needs of the assignment.

Verbal Communication and Teamwork	Student communicates well with teammates, chef instructor, and class at large; anticipates the needs of others.	Student communicates well with teammates and chef instructor.	Student communicates with teammates and chef instructor but does not help out beyond his/her own team.	Student does not communicate well with teammates or chef instructor and prefers to work as an individual.
Organization and Sanitation (where applicable)	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.	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.	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.	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.

18. TOPICAL COURSE OUTLINE (WHICH SHOULD BE AS SPECIFIC AS POSSIBLE REGARDING TOPICS COVERED, LEARNING ACTIVITIES AND ASSIGNMENTS):

MEETING	DESCRIPTION OF CONTENT	HOMEWORK ASSIGNMENT
Class 1	Course Review What accompanies a plated dessert? Mise en place preparation Baked meringue, piping Quiz 1 In-class Writing	Review Chap 16 & 17 Read Chap 18 & 23 Come to class with your own plate design for recipe "X."

Class 2	Continued preparation Four desserts Assorted sauces, cookies & garnishes - holdover for next class Ganache, piping, continued Quiz 2 In-class Writing	Review Chap 15 & 19 Read Chap 24 Write recipe cards for class. Come to class with your own plate design for recipe "X."
Class 3	Four desserts Chocolate – candies, decorations, boxes Quiz 3 In-class Writing	Read Chap 20, 21, and 22 Write recipe cards for class. Come to class with your own plate design for recipe "X."
Class 4	Four desserts Assorted sauces, cookies & garnishes - holdover for next class Chocolate – candies, decorations, boxes, continued Quiz 4 In-class Writing	Read Chap 25 Write recipe cards for class. Come to class with your own plate design for recipe "X."
Class 5	Four desserts Pastillage Quiz 5 In-class Writing	Read Chap 26 Write recipe cards for class. Come to class with your own plate design for recipe "X."
Class 6	Four desserts Assorted sauces, cookies & garnishes - holdover for next class Pastillage, continued Quiz 6 In-class Writing	Write recipe cards for class. Come to class with your own plate design for recipe "X." Begin research for final.
Class 7	Four desserts Pate a fruit, candies, nougatine In-class Writing	Write recipe cards for class. Come to class with your own plate design for recipe "X." Continue research for final.
Class 8	Four desserts Assorted sauces, cookies & garnishes - holdover for next class Pate a fruit, candies, nougatine, continued In-class Writing	Write recipe cards for class. Come to class with your own plate design for recipe "X." Draw design/schematic for final presentation

Class 9	Four desserts Assorted sauces, cookies & garnishes - holdover for next class Review expectations for final, review student ideas. In-class Writing	Write recipe cards for class. Come to class with your own plate design for recipe "X." Practice skills for final presentation
Class 10	Begin final presentation piece & plated dessert design In-class Writing	Continue to practice skills for final presentation
Class 11	Continue final presentation piece & Presentation of final presentation piece In-class Writing	Continue to practice skills for final presentation
Class12	Dessert station and service plating practical Hand in Final Binder	
Final Exam	Final Binder returned	

Final Presentation is spread over two classes:

1. One centerpiece in Chocolate, Pastillage, or Nougat – Students work individually and have entire time In-class 11 to compose centerpiece
 - Design approved by class nine
 - Size limit is between 8 and 15 inches in height, width, and length
 - Parts can be made in advance under supervision, but not assembled until final
 - Each centerpiece must incorporate piping

2. Dessert Station – Students work individually and have 3 hours In-class 12
 - Drawn design approved by class nine
 - Student will be given dessert menu in advance
 - Student must be prepared to build station & serve from menu in timely manner.
 - Composed dessert must include five components: base, filling, fruit, sauce, and complex garnish
 - Piping is expected
 - Texture, taste and visual appeal are of paramount importance
 - Components can be made in advance under supervision

19. SELECTED BIBLIOGRAPHY AND SOURCE MATERIALS:

Professional Baking, 5th Edition. Wayne Gisslen. Wiley, 2009.

Please contact your Department Chairperson or Associate Dean Stanley Bazile at the Office of Academic Affairs x5328, if you require any assistance completing a course proposal according to this format. Copies of this format are available

electronically.

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