

**UCC/UGC/ECCC**

Proposal for New Course

***Please attach proposed Syllabus in*** [***approved university format***](http://www4.nau.edu/avpaa/UCCForms/syllabus.doc)***.***

|  |  |  |  |
| --- | --- | --- | --- |
| 1. Course subject and number: | **HA 377** | 2. Units: | **3** |

 [**See upper and lower division undergraduate course definitions.**](http://www4.nau.edu/avpaa/UCCPolicy/Uplow.doc)

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| 3. College:  | **The W.A.Franke College of Business** | 4. Academic Unit: | **Hotel and Restaurant Management** |

5**.** Student Learning Outcomes of the new course. *(*[*Resources & Examples for Developing Course Learning Outcomes*](http://www4.nau.edu/avpaa/Assessment/CourseLearningOutcomesPDF_090712.pdf)*)*

**A. Recognize and explain the ingredients used in baking and their importance in baked goods.**

**B. Describe and use basic baking equipment and tools.**

**C. Operate the various pieces of equipment such as mixer, oven and dishwasher.**

**D. Assemble and collect ingredients for preparing the baked goods based on the recipe.**

**E. Organize their work area so they are able to work efficiently.**

**F. Demonstrate the steps necessary to create the baked goods.**

**G. Practice the use of scales and measuring cups for ingredients used in recipes.**

**H. Apply the principles of sanitation to their work in the kitchen.**

**I. Prepare sweet pastry, flaky pastry dough, puff pastry, cookie dough and tarts.**

**J. Prepare and bake breads, rolls, pan breads, flatbreads and brioche.**

**K. Prepare, bake and decorate variety of cakes.**

**L. Prepare and bake quick breads, muffins, bar cookies, brownies and cookies.**

**M. Evaluate and criticize the results of their baked goods and how to improve them.**

**N. Share the results of their baking with the class.**

**O. Calculate product cost, food cost and determine pricing of baked goods.**

**P. Develop an understanding of the role of the professional bake shop/pastry department.**

6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes. *(*[*Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes*](http://www4.nau.edu/avpaa/Assessment/ProgramLearningOutcomesPDF_090712.pdf)*).*

**In this course students learn about baking principles, equipment, and  production methods  and how to use  baking equipment and evaluate and critique the results of their baking production. This course expands on knowledge introduced in HA240 and HA243 and provides students with a better understanding of the techniques required to produce quality baked goods, which are important to the success of several restaurant chains that recruit at NAU.**

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|  7. Effective **BEGINNING** of what term and year? | **Fall 2014** |  |
|  [**See effective dates calendar**](http://www4.nau.edu/avpaa/timelines/1213Effective.xls)**.** |  |  |

|  |  |
| --- | --- |
| 8.  Long course title: | **BASICS OF BAKING**  |
|  *(max 100 characters including spaces)* |

|  |  |
| --- | --- |
| 9. Short course title: | **BASICS OF BAKING** |
|  *(max. 30 characters including spaces)* |

10. Catalog course description *(max. 60 words, excluding requisites):*

**This course offers basic recipe and baking techniques for producing various types of breads, pastry, cakes, custards, creams and cookies.**

11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)?

                                                                                                                                    Yes [x]  No [ ]

 If yes, include the appropriate plan proposal.

12. Does this course duplicate content of existing courses? Yes [ ]  No [x]

If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why NAU should establish this course.

13. Will this course impact any other academic unit’s enrollment or plan(s)?              Yes [ ]  No [x]

       If yes, include a letter of response from each impacted academic unit.

14. Grading option:      Letter grade **[x]** Pass/Fail **[ ]**Both **[ ]**

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| 15. Co-convened with: |  | 14a. UGC approval date\*: |  |
| (For example: ESE 450 and ESE 550) [See co-convening policy](http://www4.nau.edu/avpaa/UCCPolicy/crosslist.doc). \*Must be approved by UGC before UCC submission, and both course syllabi must be presented. |

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| 16. Cross-listed with: |  |  |
|  (For example: ES 450 and DIS 450) [See cross listing policy](http://www4.nau.edu/avpaa/UCCPolicy/crosslist.doc).      Please submit a single cross-listed syllabus that will be used for all cross-listed courses. |
| 17. May course be repeated for additional units? |  |  Yes [ ]     No [x]  |
|  16a. If yes, maximum units allowed? |  |  |
|  16b. If yes, may course be repeated for additional units in the same term? |  | Yes [ ]     No [ ]  |
| 18. Prerequisites: | **Completed 45 units or more and ((HRM Major or Restaurant Management (CERT) or Event Management (CERT) for HRM and Interior Design Majors or International Exchange Student Group))** |  |

 If prerequisites, include the rationale for the prerequisites.

**HA 377 can only be taken by HRM majors with almost junior status or by those students**

**that are part of an International Exchange Student Group or HRM Majors enrolled in the**

**aforementioned certificates or Interior Design Majors enrolled in the Interior Design Event**

**Management Certificate. HA 243, Foundations in Kitchen Operations, is a foundational course**

 **for HA 377. The HA 243 requirement will only be waived with permission from the instructor.**

**45 hours are required to ensure that students have sufficient college-level coursework and**

**experience (equivalent of three full semesters to be on track for a four year program) for the**

**course.  Because this course enhances the HRM and IHM degrees and the related certificates,**

 **we want to postpone student enrollment until they have had at least three semesters of**

**college-level coursework and are looking at courses for the academic content.  To allow**

**students into the courses earlier in their career risks making the courses “experimental**

**courses” to be taken for fun or for non-academic reasons.  We do not have the resources to**

**offer these courses to all students.**

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| 19. Co requisites: |  |  |

 If co requisites, include the rationale for the co requisites.

20. Does this course include combined lecture and lab components?                   Yes [ ]  No [x]

 If yes, include the units specific to each component in the course description above.

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| 21. Names of the current faculty qualified to teach this course: | **Lenka Hospodka, Mark Molinaro, Wally Rande** |

**Answer 22-23 for UCC/ECCC only:**

22. Is this course being proposed for Liberal Studies designation?             Yes [ ]  No [x]

       If yes, include a [Liberal Studies proposal](http://www2.nau.edu/~d-ugstdy/_source/docs/LS_Proposal_form.doc) and syllabus with this proposal.

23. Is this course being proposed for Diversity designation?Yes [ ]    No [x]

       If yes, include a [Diversity proposal](http://www4.nau.edu/avpaa/EthDiv/Divform2010.doc) and syllabus with this proposal.

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| **FLAGSTAFF MOUNTAIN CAMPUS** |  |
| **Scott Galland**  | **2/6/2014** |
| Reviewed by Curriculum Process Associate | Date |
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| **Approvals**: |  |
|  |  |
| Department Chair/Unit Head (if appropriate) | Date |
|  |  |
| Chair of college curriculum committee | Date |
|  |  |
| Dean of college | Date |
|  |  |
| **For Committee use only:** |  |
|  |  |
| UCC/UGC Approval | Date |

Approved as submitted: Yes [ ]  No [ ]

Approved as modified: Yes [ ]  No [ ]

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| **EXTENDED CAMPUSES** |  |
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| Reviewed by Curriculum Process Associate | Date |
|  |  |
| **Approvals:**  |  |
|  |
| Academic Unit Head | Date |
|  |
| Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning) | Date |
|  |
| Division Administrator in Extended Campuses (Yuma, Yavapai, or Personalized Learning) | Date |
|  |
| Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or Personalized Learning) | Date |
|  |
| Chief Academic Officer; Extended Campuses (or Designee) | Date |
|  |  |

Approved as submitted: Yes [ ]  No [ ]

Approved as modified: Yes [ ]  No [ ]

Approved by the SHRM area on 01/09/2013

 Accepted by the curriculum committee on 11/21//2013



*MASTER SYLLABUS*

**HA377 Basics of Baking (3 units)**

1. ***Catalog Description:***

Covers basic recipe and baking techniques for producing various types of breads, pastry, cakes, custards, creams and cookies.

1. ***Prerequisites:***

Completed 45 units or more and ((HRM Major or Restaurant Management (CERT) or Event Management (CERT) for HRM and Interior Design Majors or International Exchange Student Group))

*Justification:* HA 377 can only be taken by HRM majors with almost junior status or by those students

that are part of an International Exchange Student Group or HRM Majors enrolled in the aforementioned

certificates or Interior Design Majors enrolled in the Interior Design Event Management Certificate. HA

243, Foundations in Kitchen Operations, is a foundational course for HA 377. The HA 243

requirement will only be waived with permission from the instructor. 45 hours are required to ensure that

students have sufficient college-level coursework and experience (equivalent of three full semesters to be on

track for a four year program) for the course.  Because this course enhances the HRM and IHM degrees and

the related certificates, we want to postpone student enrollment until they have had at least three semesters of

college-level coursework and are looking at courses for the academic content.  To allow students into the

courses earlier in their career risks making the courses “experimental courses” to be taken for fun or for non-

academic reasons.  We do not have the resources to offer these courses to all students.

1. ***Course Learning Goals:*** *Upon completion of the course, students will be able to:*
2. Recognize and explain the ingredients used in baking and their importance in baked goods.
3. Describe and use basic baking equipment and tools.
4. Operate the various pieces of equipment such as mixer, oven and dishwasher.
5. Assemble and collect ingredients for preparing the baked goods based on the recipe.
6. Organize their work area so they are able to work efficiently.
7. Demonstrate the steps necessary to create the baked goods.
8. Practice the use of scales and measuring cups for ingredients used in recipes.
9. Apply the principles of sanitation to their work in the kitchen.
10. Prepare sweet pastry, flaky pastry dough, puff pastry, cookie dough and tarts.
11. Prepare and bake breads, rolls, pan breads, flatbreads and brioche.
12. Prepare, bake and decorate variety of cakes.
13. Prepare and bake quick breads, muffins, bar cookies, brownies and cookies.
14. Evaluate and criticize the results of their baked goods and how to improve them.
15. Share the results of their baking with the class.
16. Calculate product cost, food cost and determine pricing of baked goods.
17. Develop an understanding of the role of the professional bake shop/pastry department.
18. ***Course Materials:***

Required:

* A test related to baking, such as Baking and Pastry Fundamentals, 2nd edition,Labensky, Martel, & Van Damme (2009).
* Additional material provided as handouts. Supplemental material available online
1. ***Teaching Methods:***

Lecture, in-class discussion, online resources, video presentations, in class demonstration, hands on preparation of various baked goods.

1. ***Mechanisms for Feedback to Students/Interaction Between Students and Professors:***

Written comments on student assignments and exams, individual oral feedback; class discussion about assignment or exam questions, maintenance of office hours in person; evaluation of product in class and discussion of good/bad results of baked goods.

1. ***Evaluation Tools:***

Assessment of student learning outcomes:

|  |  |  |
| --- | --- | --- |
| Assessment Activities | Points | Percentage |
| Quizzes | 450 | 45 |
| Midterm Examination | 250 | 25 |
| Final Examination | 250 | 25 |
| Participation  | 50 | 50 |
| Total | 1000 | 100 |

Grading System

|  |  |
| --- | --- |
| Grade | Scale |
| A | 90-100%  |
| B | 80-89.9%  |
| C | 70-79.9%  |
| D | 60-69.9%  |
| F | 0-59.9%  |

1. ***Use of Technology and Information Systems***

The technology in the class that will be used includes instructional videos of techniques used in baking. Instructor demonstrating various baking techniques using camera/display/audio technology in the classroom.

1. ***Collaborative or Team Activities***

Group term project will be assigned to students either individually or in group to demonstrate their knowledge and baking ability at the end of the semester. The students will work in small in-class groups on assignments preparing various baked goods.

1. ***Projects***

Group term project will be assigned to students either individually or in group to demonstrate their knowledge and baking ability at the end of the semester.

1. ***University Policies and* *Statement Regarding Academic Dishonesty***

Current university required policies will be attached each term to actual syllabi. Students are responsible to inform themselves of university policies regarding *Academic Integrity*. In general, students found to be in violation of the code (e.g., cheating, fabrication, fraud, and plagiarism) are awarded a grade of F in the course. The complete policy on academic integrity is in Appendix F of NAU’s *Student Handbook*.

***XII****.* ***Course Content****:*

**A. Topics**

1. The Science Behind Baking

2. The Professional Bake Shop

3. Baking Ingredients

4. Baking Equipment and Tools

5. Mise En Place

6. Weights and Measures

7. High Altitude Baking

8. Sweet Pastry Dough and Tarts

9. Flaky Pastry Dough and Tarts

10. Cookie Dough and Tarts

11. Quick Puff Pastry

12. One-step Breads and Rolls

13. Pan Breads

14. Two-step and Whole Grains Breads

15. Flatbreads

16. Brioche

17. Danish Pastry

18. Butter Cakes

19. Oil-based Cakes

20. Pound Cakes and Coffee Cakes

21. Sponge and Meringue Layers

22. Layer and Molded Cakes

23. Baking Powder Biscuits and Scones

24. Quick Breads and Muffins

25. Bar Cookies and Brownies

26. Piped and Drop Cookies

27. Rolled and Sandwich Cookies

28. Puddings and Custards

**B. General Knowledge and Management Skills \***

|  |  |  |
| --- | --- | --- |
| Program Learning Outcome | Course Learning Outcomes(Letter corresponds to learning outcomes alphabetically listed in Section III) | Supporting Targeted Course Performance Level: I,D,or M |
| Communication Skills | N | I,D |
| Technology Skills |  |  |
| Problem Solving Skills | M,N | I,D |
| Analytical Skills | M,O | I,D |
| Conceptual Skills | P | I |
| Ethical Skills | P | I |
| Global Skills |  |  |
| Human Relation Skills |  |  |
| Career and Life Skills |  |  |
| Technical Skills | A, B,C,D,E,F,G,H,I,J,K,L, | I,D,M |

\*I = Introduced, D = Developed and Practiced with Feedback, M = Demonstrated at the Mastery Level, Blank = Not Treated in this Course

**Definitions of Student Mastery Levels (1). These set performance levels that are somewhat parallel to Bloom’s Taxonomy.**

**I =** The student can identify examples (and non-examples) of the desired outcome, name the elements involved, and answer "objective, multiple-choice, fill-in the blank" type of test questions showing awareness. (Objective tests are not necessarily simple, but they are most likely to be used at this introductory level.)

**D =** The student can describe, demonstrate or construct an example of the desired outcome but with guidance about each step. In some cases, the steps to learn the outcome may be spread among more than one course or activity within a course. Also included here is evaluation of existing examples of the outcome (pro's and con's, etc.) Essay questions and short projects would be used as evidence.

**M =** The student can demonstrate the outcome given a problem statement and appropriate data and tools. The student would need to synthesize skills learned previously in isolation. The skill demonstration would be sufficiently rigorous that an outside stakeholder (future employer) would be satisfied with it for an entry level position after graduation. Term papers, senior projects and research papers, senior portfolios, case studies, and capstone coursework would be used as evidence.

**(1) Source: http://business.uhh.hawaii.edu/documents/documents/MasterSyllabusMKT310revFeb2012.pdf.**

**PROGRAM LEARNING OUTCOME DEFINITIONS**

* **Communication Skills\***: Use oral and written communication skills necessary to function effectively in the hospitality industry.
* **Technology Skills:** Use technological tools while presenting and interacting with data and

information.

* **Problem Solving Skills:** Use leadershipand management skills when solving problems and conflicts.
* **Analytical Skills:** Use financial and accounting management knowledge when evaluating the profitability of different business decisions.
* **Conceptual Skills:** Apply strategic and conceptual principles when analyzing business decisions at the property and corporate level.
* **Ethical Skills:** Identify ethical dilemmas and are able to recognize and evaluate alternative courses of action.
* **Global Skills:** Demonstrate the ability to work collaboratively with others from different cultures and backgrounds and to identify factors affecting international hospitality businesses.
* **Human Relation Skills:** Use emotional intelligence skills when interacting with guests and employees.
* **Career and Life Skills:** Participate in personal and professional development learning activities for successful career and life planning and management.
* **Technical Skills:** Demonstrate core competencies in the hospitality field.

**\* Skill:** *the ability, coming from one's knowledge, practice, aptitude, etc., to do something well.*