COURSE OUTLINE

Course Number                Course Title                Credits
HOS 247                     Restaurant Desserts         3 (1/4)

Hours:                      Co- or Pre-requisite:  Implementation
lecture/Lab/Other           HOS 218                     Revised Spring 2013
15/60/0                     HOS 219

Catalog description (2011-2013 Catalog):

How to produce and merchandise restaurant-style desserts. Along with an emphasis on dessert menu planning, production techniques are practiced involving plate-up, garnish, and component-style desserts.

Required texts/other materials:
Textbook: Grand Finales A Neoclassic View of Desserts

Instructor:

Course Competencies/Goals:

The student will be able to:
1. Prepare a variety of desserts using proper preparation techniques and sanitation techniques with special emphasis on plate presentation.
2. Prepare desserts utilizing production schedules and quantities associated with the demands of the American Regional Cuisine Restaurant.
3. Demonstrate a working knowledge of menu design to reflect station set-up and production requirements.
4. Prepare a variety of products utilizing specialty and seasonal ingredients for individual desserts including pies, crisps, frozen dessert, panna cotta and crème brulee.
5. Demonstrate a working knowledge for the development of production sheets including portion size, serving temperatures, quantities, garnish, and timing.
6. Evaluate and create menu specials that meet the parameters of the class utilizing several components (sauce, ice cream, cookies, and sugar) and present contrasts in texture and flavor.
7. Determine and evaluate dessert menus and merchandising strategies and their relationship to profit and budgeting requirements.
8. Demonstrate a working knowledge of the development of production sheets including portion size, serving temperatures, quantities, garnish, and timing.

Units of study in detail.

Unit I Menu considerations
The student will be able to...

• Create an appropriate dessert menu that fits within the parameters given. (Course competencies 3,6,7: Gen Ed Goal 1,7: MCCC core skills A, B, D)

• Evaluate dessert menu for class based upon parameters given including budget, product availability, and student abilities. (Course competencies 2: Gen Ed Goal 1: MCCC core skills B)

• Dessert menu development taking into account historical and cultural aspect of American Regional Cuisine. (Course competencies 1: Gen Ed Goal 1,7: MCCC core skills A, B)

• Evaluate stations required for menu and delegate work to station and implementation of task analysis for each station based upon menu items. (Course competencies 5,8: Gen Ed Goal 1: MCCC core skills C, F)

• Demonstrate a working knowledge of plate design and flavor profiles for menu items. (Course competencies 2: MCCC core skills B, F)

• Prepare various hot and cold desserts and develop seasonal specials. (Course competencies 4,6: Gen Ed Goal 1: MCCC core skills A, F)

Unit II Bakeshop production requirements
The student will be able to...

• Demonstrate the ability to have proper mise en place completed in a timely manner. (Course competencies 1,2,3,4,6: Gen Ed Goal 1: MCCC core skills A, B, F)

• Demonstrate ability to prepare dessert items (Course competencies 1,2,6,8: MCCC core skills A, B, F)

• Demonstrate ability to prepare complex recipes with emphasis on presentation. (Course competencies 4,6: Gen Ed Goal 1: MCCC core skills B)

• Evaluate job analysis for each station refining it as the position is fully developed. (Course competencies 1,9: Gen Ed Goal 1: MCCC core skills A, B)

• Prepare and utilize production sheets to maximize efficiency and minimize waste. (Course competencies 9: Gen Ed Goal 1,2: MCCC core skills A, B, F)

Unit III Service standards
The student will be able to...

• Demonstrate high food safety and sanitation standards throughout service (Course competencies 1: MCCC core skills C)

• Demonstrate a working knowledge of service standards for a la cart service including ethical standards for “moment of truth” situations (Course competencies 4,6: Gen Ed Goal 1: MCCC core skills A, B)

• Demonstrate an understanding of merchandising as it relates to individual menu items and overall set up of dining room (Course competencies 7,8: MCCC core skills F)

• Conduct analysis of receipts to determine food cost and compare these results to the budget prepared (Course competencies 6,7,8: Gen Ed Goal 2: MCCC core skills D, F)

• Demonstrate the ability to work as a team member and communicate effectively from set up through service and clean up (Course competencies 8: Gen Ed Goal 1: MCCC core skills F)

Evaluation of student learning:

Performance in laboratory sessions and restaurant dessert production 60%
Practical Tests 10%
Homework and Quizzes 10%
Dessert menu project 20%
Hands-on portion of the course will determine 60% of the students’ grade and will include the criteria on the attached Lab/Kitchen Performance Rubric.

a) Professional Ethics & Conduct  
b) Professional Appearance  
c) Safety & Sanitation  
d) Tools & Equipment  
e) Recipe & Menu Understanding  
f) Mise en Place  
g) Knowledge & Skills

Weekly homework:
- During production weeks for the restaurant the students will prepare timelines, production sheets and costing sheets for the following week and plate diagram for each dessert.  
- Students will each research and prepare a 5 to 8 minute presentation on an influential pastry chef. This will be assigned week one.

Attendance:

All classes are mandatory. Any student who misses three classes will not complete the course with a passing grade and will not be allowed to continue with the class. All classes will start on time. Three late arrivals will count for one missed class.

Proper Uniform:
- All students must be in full uniform by the second class.  
- If a student is not in proper uniform they will not be allowed in the instructor  
- Students must be in uniform for both lecture and laboratory sessions.

Laboratory Notice:
Personal hygiene is extremely important in the culinary environment; therefore, all students:
- Will be required to wear a clean uniform  
- Will be personally odor-free  
- Will have clean fingernails – no nail polish or acrylics  
- Will have hair tied back and under a cap  
- Will not wear jewelry on the hands or wrists except for a wedding band.  
- Will not come to class ill.

Any student with open sores or wounds must wear bandages and plastic protective gloves throughout the entire lab session.  
Courtesy and respect will be required at all times.

Laboratory Supplies:
- Each student is required to bring a plastic-coated binder or folder to hold recipes, handouts, notes, and other information that is required to complete assignments.  
- Required uniform for all lecture and lab sessions:
o White chef jacket
o White, black or checked pants
o Bimetal pocket thermometer or digital thermometer
o White chef hat or bakers cap
o White bib apron
o Two side towels
o Non-slip sole shoes (no sandals)
o Kitchen timer

Please remember to be in uniform by the second scheduled class of the semester, that you must be in uniform for every class, and to bring required text to all classes.

**Courtesy and Common Sense**

Please make every attempt to come to all class sessions, to come on time and stay until the end of the class unless you have notified the instructor you are leaving early. There may be a time when you are unavoidably late for class or leave early. If that is the case, please choose a seat near the room entrance. Once the class session has begun, please do not leave the room and re-enter unless it is an emergency. If you must miss a class, it is you are still responsible for all material covered, for announcements made in your absence and for acquiring any materials that may have been distributed in class. It is important to stay focused on the class discussion. For this reason, only one person at a time in the class should be speaking. Side conversations are distracting for surrounding students and the instructor. Please also remember to turn off any pager or cell phone, or set it to vibrate so you do not distract the class.

**Academic Integrity Statement:**

Any student who a) knowingly represents work of others as his/her own. b) uses or obtains unauthorized assistance in the execution of any academic work, c) or gives fraudulent assistance to another student is guilty of cheating. Violators will be penalized in accordance with established college policies and procedures.

**Reasonable Accommodations for Students with Documented Disabilities**

Mercer County Community College is committed to supporting all students in their academic and co-curricular endeavors. Each semester, a significant number of students document disabilities, which may require learning, sight, hearing, manual, speech, or mobility accommodations to ensure access to academic and co-curricular activities. The college provides services and reasonable accommodations to all students who need and have a legal entitlement to such accommodations.

For more information regarding accommodations, you may visit the Office of Academic Support Services in LB 218, or contact the office at (609) 570-3422 / stinsona@mccc.edu.
Mercer County Community College  
HRIM Department  
Lab/Kitchen Performance Rubric

Student:______________________ Date(s):____________________

The instructor completes this for each student for each lab session. If the topic covers two class periods one Lab/Kitchen Performance Rubric may be completed instead of two forms (instructor's choice).

**Class Topic:** Needs to be entered in the last box on bottom of form for each lab session.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points Awarded According to these Performance Parameters</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional Ethics &amp; Conduct</strong></td>
<td>Uncooperative; fails to successfully follow instructions 0-3</td>
<td>Works well with others during most opportunities; follows most instructions 4-6</td>
</tr>
<tr>
<td>Professional Appearance</td>
<td>No uniform (or no designated clothing) 1</td>
<td>Two or more areas (hair, uniform, or shoes) below standards 2-3</td>
</tr>
<tr>
<td>Safety &amp; Sanitation</td>
<td>Two or more significant safety and/or sanitation standards violated 1-3</td>
<td>One significant or two minor safety or sanitation standards violated 4-6</td>
</tr>
<tr>
<td>Tools &amp; Equipment</td>
<td>Needs assistance ≥70% of the time in operating equipment and/or tools 1-3</td>
<td>Operates all equipment or tools correctly, but requires assistance about 33% of the time 4-6</td>
</tr>
<tr>
<td>Recipe &amp; Menu Understanding</td>
<td>Minimal knowledge of relevant recipes, ingredients &amp; menus (if applicable) 1-3</td>
<td>Understands at least 60% of the information about relevant recipes, ingredients &amp; menus (if applicable) 4-6</td>
</tr>
<tr>
<td>Mise en Place</td>
<td>Unprepared to work; maintenance of work area below standards</td>
<td>Preparation of work area or maintenance of area below standards</td>
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<td>-----------------------------------</td>
<td>-------------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
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<tr>
<td>1-3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge &amp; Skills</td>
<td>Minimal knowledge and skills</td>
<td>Knowledgeable of at least 50% of this topic's information and can demonstrate at least 50% of the relevant skills</td>
</tr>
<tr>
<td>0-10</td>
<td></td>
<td>11-20</td>
</tr>
<tr>
<td><strong>Class Topic:__________________________</strong></td>
<td><strong>Total Points Possible: 100</strong></td>
<td><strong>Total Points Earned:</strong></td>
</tr>
</tbody>
</table>

**Capstone Project: Restaurant Menu Project: 20% of Final Grade**
Teams will design a menu featuring seven different categories of plated desserts listed below. The menu will be presented by the team will include hard copy presentation with appropriate descriptions. The menu must be costed out and selling price listed on the hard copy of the menu. Costing sheets must be presented upon submission of the project. The final class meeting students will prepare a tasting menu featuring their dessert selections. Student grade will be based upon final presentation and accompanying documentation of the menu and costing sheets. Students will have to prior week of class for practice and preparation. Each team will present a portion to the chef and five additional servings to a tasting panel. The instructor will inform the teams of how many and which of the items will be included as part of the tasting menu.

**Menu: ............ 20%**
Dessert selections including originality and variety, hard copy, merchandising and descriptions

**Cost sheets: ....... 15%**
All supporting documentation including labor costs

**Tasting menu: ...... 65%**
Execution of dessert menu selections for presentation, appropriate flavor profiles, textures, garnish, sanitation, plate presentation merchandising and appropriate temperatures.

**Dessert Categories must include:**
• Fruit dessert
• Spoon dessert
• Regional dessert
• Frozen dessert
• Cake
• Tart
• Gluten free dessert

Schedule for HOS247
Fall 2011

Week 1  Introduction to class

Week 2  Fruit Desserts

Week 3  Spoon Desserts

Week 4  Tarts and Pies cakes

Week 5  American Regional Desserts: students to research

    Practical Exam

Week 6  Specialty and Gluten Free Desserts / Garnish and Plate Presentation
        Capstone Teams Assigned

Week 7  Production for restaurant class
        Frozen Desserts

Week 8  Production for restaurant class
        Healthy desserts

Draft due: Draft to include menu items, ingredient lists, team member timelines for production

Week 9  Production for restaurant class
        Merchandising Desserts

Week 10 Production for restaurant class
        Costing Exercise
Week 11  Production for restaurant class  
**Practical exam**

Week 12  Production for restaurant class  
Menu Project Review

**NO CLASS  **  **NOVEMBER  23rd  **  **NO CLASS  **

Week 13  Project development  
**Practical Exam Dessert grab bag**

Week 14  Menu project development / practice

Week 15  **Menu project menu tasting and presentation**

**Intro class:**

Bring in some desserts to be sampled and rated using a taste panel that duplicates the one to be used on the final menu project presentation  
The other idea would be to break the class into teams and have them develop a dessert item during class and judge that using the taste panel. Give the class 90 minutes to prepare a dessert based upon ingredients supplied. The dessert is to be a featured dessert for an upscale banquet service that can be easily produced in quantity and still be a high quality item. They must come up with a name and appropriate menu description for their dessert. This would be a pressure filled sample of what they are in for with their recipe projects

**Pantry items** could include but not be limited to: (instructors’ prerogative)

<table>
<thead>
<tr>
<th>Semi Sweet chocolate</th>
<th>Heavy cream</th>
</tr>
</thead>
<tbody>
<tr>
<td>Butter</td>
<td>Sugar</td>
</tr>
<tr>
<td>Flour</td>
<td>Eggs</td>
</tr>
</tbody>
</table>
Vanilla  
Strawberries  
Salt  
Baking Soda  
Cream cheese  
Salt  
Brown sugar  
Baking powder  
Peanuts  
Etc.

**Mercer County Community College**  
**Hotel, Restaurant and Institution Management**

<table>
<thead>
<tr>
<th>Course Outline</th>
<th>HOS 217</th>
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</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>Baking 1</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Division</td>
<td>Business/Technology</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>None</td>
</tr>
</tbody>
</table>
| Instructor              | Rita Marie Bohlumbohm  
| Contact information     | 609-477-8167  
|                         | ritabohl@aol.com |
| Room/Office             | ES110 for laboratory |
| Required Texts          | On Baking – a textbook of baking and pastry fundamentals  
|                         | –3rd edition Pearson Prentice Hall With Study Guide |

**Course Description**  
The fundamental principles and procedures for the preparation of baked goods and desserts will be the focus of this class. Emphasis will be on producing quality-baked goods through our development of manual skills and equipment use. This is a valuable asset for working in a small pastry shop and a larger commercial bakery. This class is an excellent foundation for further study and training in the pastry arts.

**Outcome Competencies**  
Use of safe and sanitary methods for bake shop production  
Understanding the fundamentals for industry standards of baked goods  
An understanding of the selection of ingredients necessary to produce quality products, an understanding of the formulas used in commercial bakeshops and an understanding of proper mixing methods, baking techniques, assembly and presentation of baked goods.  
Demonstrate the ability to evaluate products in terms of flavor, aroma, appearance and texture.  
Demonstrate proficiency permitting advancement to Baking II, HOS 218.

**Method of Instruction**  
Two components will make up the instruction of this class. The first, lecture, will be one 50 minute session per week. During this time, we will discuss information that is pertinent to the production of baked goods for that class, as well as other issues pertaining to pastry and baking. The second, laboratory, will consist of one 3½ hour session per week. During this time, we will use the formulas and ingredients to prepare the weekly assignment.

**Students will be required to read assigned periodicals that will be discussed by the instructors, an**
example would be *The New York Times*, Wednesday edition, articles pertaining to food and wine.

**Student Evaluations**
Class participation 10%
Quizzes 10%
Projects 10%
Lab 40%
Midterm written and practical exams 15%
Final written and practical exams 15%

**Attendance**
All classes are mandatory. Ten points will be deducted for each class missed up to thirty points or three classes. Any student who misses three classes will not complete the class.

**Proper Uniform**
All students must be in full uniform by the second class.
If a student is not in complete uniform by the second class or at any time when required, to be in uniform, the student would have five points deducted for each occurrence.
Students must be in uniform for both lecture and laboratory sessions.

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Personal hygiene is extremely important in the culinary environment; therefore all students:
Will be required to wear a clean uniform
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White chef hat or bakers cap
White bib apron
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Two side towels

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Session 1: Introduction to HOS 217

Lecture:
- Course requirements
- Safety and Sanitation
- Bake Shop Equipment
- Discussion of projects to be completed during semester

Laboratory:
- Lab: Demonstration / Cornet
- Review of equipment
- Identify Ingredients - flours, sugars, and dairy
- Sample (taste) demo
- Clean up
- First Project Assigned

Session 2: Creams and Custards

Lecture:
- Process for making creams and custards

Assignment:
- Read Chapter 1: Professionalism
- Read Chapter 2: Tools and Equipment for the Bakeshop
- Read Chapter 3: Principles of Baking
- Read Chapter 4: Bakeshop Ingredients
- Read Chapter 5: Mise en Place
- Read Chapter 14: Custards, Creams and Sauces

Laboratory:
- Use recipes in textbook to prepare creams and custards

Quiz:
- Quiz #1

Session 3: Sugars and Meringues

Lecture:
- Process for sugars and meringues

Assignment:
- Read Chapter 12: Pastry Elements
- Review Chapter 14: Custards, Creams and Sauces

Laboratory:
- Use recipes in textbook to prepare sugar syrups, syrups, caramels, and meringues

Quiz:
- Quiz #2
- First Project Due
**Session 4: Pate a Choux, Crepes and Strudel**

**Lecture:**
- Process for Pate a Choux, Crepes, and Strudel

**Assignment:**
- Review Chapter 12: Pastry Elements
- Review Chapter 14: Custards, Creams and Sauces
- First Project Due

**Laboratory:**
- Use recipes in textbook and baking primer to prepare éclairs, cream puffs, crepes, napoleons and strudels

**Quiz:**
- Quiz #3
- Second Project Assigned

**Session 5: Yeast Breads**

**Lecture:**
- Process for yeast breads

**Assignment**
- Read Chapter 7: Yeast Breads
- Second project assigned

**Laboratory:**
- Use recipes in textbooks to prepare yeast breads.
- Second project Due

**Session 6: Quick Breads**

**Lecture:**
- Process for quick breads

**Assignment**
- Read Chapter 6: Quick Breads

**Laboratory:**
- Use recipes in textbook to prepare quick breads and muffins

**Quiz:**
- Quiz #4

**Session 7: Pies**

**Lecture:**
- Process for pastry dough and pie fillings

**Assignment**
- Read Chapter 11: Pies and tarts
- Review Chapter 4: Bakeshop Ingredients

**Laboratory:**
- Use recipes in textbook to prepare pie fillings and pie crusts

**Quiz:**
- Quiz # 5

**Session 8: Tarts**

**Lecture:**
- Process for tarts
- Review for midterm exam
  Assignment
- Review Chapter 11: Pies and tarts
- Review Chapter 4: Bakeshop Ingredients
  Laboratory:
- Use recipes in textbook to prepare tarts

**Session 9:** Midterm: Written and Practical Examination

**Session 10:** Cookies

- Lecture:
  Assignment
- Read Chapter 10: Cookies and Brownies
- Third project assigned - final practical
  Laboratory:
- Use recipes in textbook to bake an assortment of cookies

**Session 11:** Cookies and Bars

- Lecture:
  Assignment
- Review Chapter 10: Bakeshop Ingredients
  Laboratory:
- Use recipes in textbook and baking primer to prepare cookies and bars

  **Quiz:**
  - Quiz #6

**Session 12:** Cakes

- Lecture:
  Assignment
- Read Chapter 13: Cakes and Icings
  Laboratory:
- Use recipes in textbook and baking primer to prepare cakes

**Session 13:** Cake Assembly

- Lecture:
  Assignment
- Review Chapter 13: Cakes and Icings
- Discussion and review of final project
  Laboratory:
- Use recipes in textbook and baking primer to prepare icings and cakes. Practice assembling and finishing cakes.
- REVIEW FOR EXAM
- FINAL PROJECT DUE

**Session 14: Final Written Examination**

- **Lecture:**
  - Review of all material
- **Assignment**
  - Review text and baking primer for final

- **Laboratory:**
  - Use recipes in textbook and baking primer to prepare icings and cakes

**Session 15: Final: Practical Examination**

The instructor reserves the right to amend this syllabus as necessary during the course of the semester due to class cancellations, class needs, etc. Unless otherwise announced, the class activities listed above will be carried out in accordance with this syllabus.
Class 2 Custards and Creams
Chapter 14

Crème Anglaise page 490, 1/2 Recipe per team
Pastry Cream page 492, 1/2 recipe per person
Crème Brûlée page 497, 1 recipe per team
Cheese Cake page 498, 1 recipe per tea
Bread Pudding page 423, 1/2 recipe per team

Class 3 Sugars, Meringues and Syrups
Chapters 4, 12 and 14

Simple Syrup page 73 X
Pavlova page 410, 1 recipe per team
Ganache page 458, 1/2 recipe per team
Caramel Sauce page 512, 1/2 recipe per team
Chocolate Sauces page 538, 1/4 recipe per team
Raspberry Sauce page 545, 1/2 recipe per team
Fruit Coulis page 533, 1/4 per team

Class 4 Pâte À Choux, Crêpes and Strudel
Chapter 12

Choux Paste Handout 1 full recipe per team
Éclairs page 424 X
Profiteroles page 424 X
Paris-Brest page 425 X
Popovers page 421, 1 recipe per team
Apple Strudel page 427, 1 recipe per team

Class 5 Bread
Chapter 7

Basic Bread green primer
Focaccia page 225
Pizza Dough page 226

Class 6 Quick Breads
Chapter 6

Country Biscuits page 141, 1/2 recipe per team
Blueberry Muffins page 143, 1/2 recipe per team
Chocolate Cherry Scones page 150, 1/2 recipe per team
Morning Glory Muffins page 153, full recipe per team
Sour Cream Coffee Cake page 165, full recipe per team
Class 7 Pies and Tarts
Chapter 11

Peanut Butter Pie  page 387, 1 per team
Apple Crumb Pie  page 392, 1 per team
Pecan Pie  page 393, 1 per team (note makes 4)

Class 8 Pies and Tarts
Chapter 11
French Apple Tart  page 400, 1 per person
Frangipane  page 295, 1/4 recipe per team

Class 10 Cookies and Brownies
Chapter 10
Chocolate Chunk cookies  page 313, 1/2 recipe per team
Works Butter Cookies (Linzer)  Hand-out
Swedish Yule logs  page 345 1 recipe per team
Spritz Cookies  page 347, 1 recipe per team
Biscotti  page 356, 1 recipe per team

Class 11 Cookies and Brownies
Chapter 10
Fudgy Brownies  Green Primer,
On the Fence Brownie  Green Primer,
Cakey Brownie  Green Primer
Magic Bars  Green Primer, 1 per team
Hungarian Shortbread  Green Primer, 1 per team

Class 12 Cakes and Icings
Chapter 13
Pound Cake  page 446, 1 recipe per team
Angel Food Cake  page 444, 1 recipe per team
Orange Chiffon Cake  page 445, 1 recipe per team

Class 13 and 14 Cakes and Icings
Chapter 13
Chocolate Cake  Green Primer 1 recipe per person
Rich Yellow Cake  Green Primer, 1 recipe per person
Faux French Butter Cream  Green Primer, 1 recipe per person
American Butter Cream  Green Primer, 1 recipe per person
Swiss Meringue Butter Cream  Green Primer1 recipe per person