



CUL-725: CAKE DECORATING

Effective Term

Fall 2026

BOT Approval Date

12/11/2025

Discipline

CUL - Culinary Arts

Course Number

725

Course Title

Cake Decorating

Short Title

Cake Decorating

Credit Status (CB 04)

D - Credit - Degree applicable

Units

Lecture Units

1.00

Lab Units

2.00

Total Units

3.00

Hours

Lecture Contact Hours

16-18

Out of Class Hours Lecture

32-36

Lab Contact Hours

96-108

Out of Class Hours Lab

0.00

Total Contact Hours

112 - 126

Total Out of Class Hours

32 - 36

Total Student Learning Hours

144 - 162

Is this an existing Extensive Lab?

No

Do you want to propose this for Extensive Lab?

Yes

Distance Education

No

Catalog Description

This course introduces students to the foundational principles and advanced techniques in cake decorating. Students will develop the fundamentals of cake decoration, including various frostings, piping methods, borders, flowers, and fondant application, to create visually appealing cakes. Proper hands-on practice of tools and design principles are emphasized along with other concepts such as cake leveling, filling, assembly, and decorative elements.

Requisites**Prerequisite(s)****Prerequisite(s) (must be taken before)**

CUL-705 (with a grade of C or better)

Codes**TOP Code (CB 03)**

1306.30* - *Culinary Arts

CIP Code

12.0503 - Culinary Arts/Chef Training.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Minimum Qualifications

Minimum Qualifications	And/Or
Culinary Arts/Food Technology	End

Learning Objectives**Learning Objectives**

Learning Objective
1. Select appropriate decorating tools and materials, including piping tips, fondant, and edible decorations, to produce professional-quality cake decorations that meet industry standards.
2. Execute fundamental decorating techniques such as piping, fondant covering, and sugar flower creation to generate aesthetically pleasing cakes suitable for various occasions.
3. Analyze and resolve common decorating challenges, such as uneven surfaces or inconsistent piping, to improve technique and enhance product quality.
4. Integrate diverse cultural and aesthetic styles into cake decorating designs, demonstrating an understanding of different artistic expressions that promote inclusivity.
5. Implement proper safety and sanitation procedures when handling decorating tools and edible materials, ensuring compliance with industry standards and health regulations.
6. Create a portfolio of decorated cakes that showcase technical proficiency, artistic creativity, and professional presentation standards.
7. Communicate design concepts, ingredient choices, and decorating procedures effectively with clients and team members, demonstrating respect and sensitivity toward diverse cultural preferences and expressions.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. Students will demonstrate a variety of cake decorating techniques to produce visually appealing and professional-quality cakes for diverse occasions.
2. Students will solve common decorating challenges by applying critical thinking and problem-solving skills.
3. Students will create a comprehensive decorating portfolio that showcases technical skills, artistic creativity, and effective communication of design concepts, demonstrating readiness for professional cake decorating environments.

Content

Course Lecture Content

1. Skills and safety
 - a. Overview of safe handling of tools, equipment, and ingredients
 - b. Proper sanitation practices and workspace organization
 - c. Tool maintenance and storage procedures
2. Cake preparation and surface finishing
 - a. Techniques for baking and cooling cakes
 - i. Leveling
 - ii. Torting
 - iii. Stacking cakes for stability and appearance
 - b. Applying crumb coats
 - c. Finishing surfaces
3. Piping techniques and pattern creation
 - a. Decorative borders and designs
 - b. Rosettes, shells, stars, and lattice patterns
 - c. Control and consistency in piping
4. Fondant covering and decoration
 - a. Rolling and handling fondant
 - b. Applying fondant
 - i. Creating textured or patterned surfaces
 - c. Flowers, bows, and figurines
5. Royal icing and buttercream decorations
 - a. Preparing royal icing
 - b. Piping intricate designs
 - c. Textured effects
 - d. Flowers and embellishments
6. Sugar work and gum paste embellishments
 - a. Sculpting sugar flowers and leaves
 - b. Gum paste
 - i. Modeling characters and figurines
 - ii. Edible metallics and gold leaf
7. Advanced decorating techniques
 - a. Airbrushing and painting
 - b. Shading and effects
 - c. Hand-painting details
 - i. Textures and images on cakes
 - d. Gradient, marbled, and other artistic effects
 - e. Hyperrealism
8. Textured effects and specialty finishes
 - a. Mats, stamps, and specialty tools
 - b. Lace, ruffles, or embossed patterns
 - c. Stencils
 - d. Spray techniques
9. Incorporating cultural motifs and themes

- a. Cultural symbols and traditional patterns
- b. Incorporating cultural elements
- c. Decoration styles for diverse celebrations and preferences
- 10. Sculpted and 3D cake construction techniques
 - a. Tiered and multi-layered cakes
 - i. Structural supports
 - ii. Stability during transportation and display
 - b. Carving cakes into specific shapes or figures
- 11. Novelty and themed cake decoration
 - a. Themed toppers and cake accessories
 - b. Birthdays, weddings, holidays, and special occasions
 - c. Personalizing cakes
 - i. Custom artwork, photos, or messages
- 12. Edible adhesives, paints, and transfers
 - a. Applying edible glue
 - b. Painting
 - i. Food-safe colors for details
 - c. Creating and applying edible images, decals, and transfers
 - d. Assembling layered decorative elements
- 13. Color theory and application
 - a. Mixing and matching food colors for visual harmony
 - b. Gels, powders, and sprays
 - c. Creating realistic, vibrant, and muted color schemes for different themes
- 14. Presentation and finishing techniques
 - a. Arranging and displaying decorated cakes attractively
 - b. Enhancing cakes with ribbons, drapes, and additional decorative items
 - c. Final cleaning and polishing for a professional appearance
- 15. Photography and portfolio preparation
 - a. Lighting and backgrounds
 - b. Techniques for capturing detailed shots of decorated cakes
 - c. Editing and organizing images for portfolios or promotional use
- 16. Final project and critique
 - a. Planning a themed cake
 - b. Executing the design with attention to detail, artistry, and technical skill
 - c. Presenting the finished cake for instructor critique

Course Lab Content

- 1. Introduction to laboratory skills and safety
 - a. Review of safety protocols and sanitation practices
 - b. Demonstration of basic tool handling and maintenance
 - c. Set up of workstation and organization of materials
- 2. Cake preparation
 - a. Baking methods
 - b. Cooling and leveling
 - c. Applying crumb coats
 - d. Final icing finishes
 - e. Techniques for smooth and textured surfaces
- 3. Piping techniques and pattern creation
 - a. Piping tips and control techniques
 - i. Borders
 - ii. Rosettes
 - iii. Decorative patterns
 - b. Troubleshooting for consistency
- 4. Fondant

- a. Roll and cover cakes with fondant
 - b. Apply fondant embellishments and textures
 - c. Create fondant flowers and figurines
5. Royal icing and Buttercream
 - a. Piping royal icing designs and intricate details
 - b. Creating shells, beads, and lattice patterns
 - c. Textured effects and flowers
6. Sugar work and gum paste embellishments
 - a. Craft sugar flowers and leaves
 - b. Modeling figures and figurines with gum paste
 - c. Incorporate edible gold and metallic accents
7. Advanced decorating techniques
 - a. Airbrushing and painting
 - i. Colors for shading and backgrounds
 - ii. Hand-painting details and artistic designs
 - iii. Creating gradient and marbled effects
8. Textured effects and specialty finishes
 - a. Creating textured surfaces with tools and mats
 - b. Applying lace, ruffles, and embossed patterns
 - c. Using stencils and spray techniques for unique effects
9. Incorporating cultural motifs and themes
 - a. Cultural symbols and traditions
 - b. Decorations for diverse celebrations
 - c. Integrating cultural elements into designs
10. Hyperrealist techniques and making your own tools
 - a. Making molds and impression mats
 - b. Edible plastic
 - c. Spray and painting techniques
 - d. Using isomalt
11. Sculpted and 3D cake construction techniques
 - a. Tiered and sculpted cakes
 - i. Structural supports
 - ii. Carving and assembling complex shapes
 - iii. Reinforcing structures for stability and safety
12. Novelty and themed cake decoration
 - a. Themed toppers and figurines
 - b. Designing cakes for specific occasions
 - i. Weddings, birthdays, holidays
 - ii. Incorporating personalized elements and custom artwork
13. Edible adhesives, paints, and transfers
 - a. Applying edible glue and paints for fine details
 - b. Creating edible image transfers and decals
 - c. Assembling multi-layered decorative elements
14. Color theory and application in cake decorating
 - a. Mixing and match colors for harmony and contrast
 - b. Color gels and powders
 - c. Realistic and vibrant color effects
15. Presentation and finishing techniques
 - a. Arranging cakes for display
 - b. Drapes, ribbons, and decorations to enhance appearance
 - c. Final touches for professional presentation
16. Photography and portfolio preparation
 - a. Proper lighting and staging for cake photos
 - b. Editing images for portfolios and social media

Methods of Instruction

Method

Lab Activities

Integration

Students will observe the instructor's demonstration of decorating techniques and then apply these methods to their own cakes. Students will create decorated cakes, focusing on techniques such as piping, fondant covering, and embellishments. At the end of class, students will present their decorated cakes for peer and instructor critique, and will have the opportunity to taste and evaluate their work in comparison to others. Activities will also include assembling themed cake displays and working collaboratively on decoration projects as a group.

Method

Lecture

Integration

The instructor will deliver lectures on a variety of topics related to cake decorating techniques, tools, ingredients, design principles, and cultural influences. Lectures will incorporate diverse instructional methods, including discussions, visual presentations, videos, and live demonstrations by the instructor. Topics will build cohesively upon foundational skills and concepts introduced in earlier courses within the program. Specific concepts covered will include: cake construction and layering, icing and frosting techniques, piping skills, fondant work, decorative embellishments, color application, themed design concepts, and presentation methods for professional cake decor.

Method

Observation and Demonstration

Integration

The instructor will demonstrate a variety of decorating techniques, with students observing each step before applying the methods to their own cakes. The instructor will perform detailed, step-by-step demonstrations and address any questions to ensure clear understanding. Techniques such as piping, fondant covering, and decorative embellishments will be showcased to illustrate proper execution and presentation. Following the demonstrations, the instructor will observe students as they replicate the techniques, providing guidance and feedback to measure individual skill development. These activities are designed to promote equitable learning outcomes by fostering growth through observation, practice, and application of decorating concepts.

Methods of Evaluation

Method

Class Participation

Integration

At each class meeting, the instructor will facilitate a discussion on the techniques, design principles, tools, and ingredient selections relevant to that week's decorating projects. Topics will also include the history and cultural significance of various decorative styles and motifs, as well as their application in contemporary cake design. Student participation will be evaluated using the Participation Rubric, which emphasizes punctuality, preparedness, active engagement in class activities, contribution to discussions, and the quality of ideas and insights shared related to decorating techniques and design concepts.

Method

Class Performance

Integration

At each class meeting, students will be evaluated on their technical skills, creativity, and the overall presentation of their decorated cakes. The instructor will assess how effectively students set up their workstations, maintain sanitation, and handle decorating tools and materials. Students will present their completed cakes for critique, focusing on aspects such as design originality, technique execution, finish quality, and aesthetic appeal. The instructor will evaluate each student's application of decorating concepts using

the Performance Rubric, which considers their time management, problem-solving abilities, professionalism, and the overall quality and craftsmanship of their work.

Method

Exams/Tests

Integration

Students will be assessed through weekly formative quizzes as well as two comprehensive summative exams designed to evaluate their understanding and application of decorating techniques and concepts covered in previous sessions. These assessments will measure a student's ability to critically interpret design principles, decorating methods, and tool usage. All exam questions will be in an open-answer or short essay format to best gauge their comprehension and interpretative skills. Students will be evaluated on the accuracy and clarity of their responses, their ability to effectively communicate their understanding of decorating techniques, and how well they integrate new ideas with their prior knowledge and creative experiences.

Method

Final Performance

Integration

Students will complete a final practical assessment in which they will design and decorate a cake that demonstrates the techniques and concepts learned throughout the course. Their final grade will be based on their creativity, technical skill, attention to detail, and overall presentation. Evaluation will focus on the craftsmanship of decorating techniques such as piping, fondant application, and embellishments, as well as the precision of execution, color harmony, cleanliness, organization, and adherence to safety and sanitation standards.

Method

Homework

Integration

Students will be assigned weekly homework that complements the topics and techniques covered in class. These assignments may include research on design concepts, practice sketches, ingredient and tool preparations, or completing small decorating projects at home. Evaluation will focus on the completeness, effort, and quality of the work, as well as the student's ability to demonstrate understanding of decorating techniques and concepts through thorough and thoughtful responses or finished practice pieces.

Method

Quizzes

Integration

Students will take weekly quizzes covering topics and techniques from the prior week, including tools and equipment, decorating methods, color theory, cake construction, fondant work, piping techniques, and design principles. Quizzes will consist of open-ended questions that require critical thinking and reflection, asking students to explain concepts, justify their choices, and demonstrate their understanding of decorating techniques. Assessment will focus on the student's ability to clearly articulate the 'why' and 'how' of each concept, as well as their application of techniques discussed in class.

Assignments**Assignment Type**

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

For the duration of this course, you will maintain a Process Journal that traces your thinking, observations, and decision-making from concept to final presentation. Your entries should be dated and aligned to major milestones—concept, bake, frost, decorate, finishing touches, and presentation—and for each milestone you should answer what you planned to do, what you actually did, why you made those decisions (or changed course), any challenges you faced, how you addressed them, and what you would adjust next time. Each milestone entry should be 300–500 words, with a concluding reflection of 150–200 words at the end of the project. Deliver all content in a single, clearly organized digital document, with photos or annotated sketches encouraged to illustrate progress. Your journal will be assessed on concept and planning, your process reasoning, problem-solving and adaptation, reflection and metacognition, and the clarity of your writing and documentation. Be specific about techniques and variables (such as icing temperatures, spatula angles, fondant thickness, textures, temperatures, timing, and equipment), link actions to outcomes, and include visual evidence with captions. Submit partial entries at milestone points to receive formative feedback, with the final submission due at project completion alongside your reflection.

Assignment Type

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

You will undertake a cake project (such as a thematically layered cake or a petit fours display) and produce a single, integrated document that blends narrative planning with detailed practice notes and visual evidence. Your Design Rationale should be 600–800 words and describe your concept, intended audience, color palette, textures, and overall aesthetic, explaining how these choices support the taste experience, impression, and feasibility within a mobile or gallery display context, including references to your inspirations and how you will handle potential constraints like time, space, and equipment. The Technique Practice Log will include 6–8 entries, each 150–250 words, detailing a specific technique (for example, buttercream frosting, ganache handling, fondant shaping, piping motifs, or floral sugar work). Each entry must state the objective, summarize your method, note any adjustments, record outcomes in terms of texture, stability, and appearance, and identify next steps to improve consistency. You must also attach up to six annotated photos or sketches that illustrate key stages, technique trials, and the final presentation, with captions connecting visuals to design decisions and outcomes. The entire submission should total approximately 2,000–3,000 words and be delivered as a single digital file with integrated visuals. An executive summary of 150–200 words should be included at the beginning, outlining the concept and key technique decisions. Your work will be assessed on the clarity and justification of design choices, alignment between the design rationale and technique practice, evidence of iterative refinement and problem-solving, the quality and relevance of visual evidence, and professional writing, grammar, and proper citation of inspirations where appropriate. You will submit mid-project drafts for formative feedback and participate in brief instructor conferences to discuss design decisions and technique progression, with a final submission receiving summative feedback focused on how well concept, technique, and presentation come together.

Assignment Type

Other

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

You will design and reflect on a cake project that centers diversity, equity, and inclusion in every stage—from concept through presentation. Your task is to develop a thematically inclusive cake concept that respects and highlights diverse cultural traditions,

dietary needs, accessibility considerations, and audience demographics. You will begin with a concise design brief (250–350 words) outlining the concept, intended audience, cultural inspirations or influences, and how you will adapt flavors, textures, and decorations to be welcoming and accessible to a broad range of guests. You will then produce a reflective practice log (4–6 entries, 150–200 words each) documenting your exploration of inclusive design decisions and practical adaptations, such as offering alternative ingredients for common allergens, ensuring legible signage with high-contrast visuals, selecting inclusive color palettes, and designing serving strategies that consider mobility and sensory accessibility. Each entry should connect a design choice to a potential guest experience, explain how feedback from diverse communities informed adjustments, and note any challenges or trade-offs you encountered. The final document should also include a short, 60–100-word conclusion that synthesizes what you learned about DEI in culinary practice and how you would apply it to future projects. Throughout the assignment, you should reference diverse cuisines, dietary restrictions (e.g., gluten-free, dairy-free, nut-free), and accessibility considerations such as signage readability, plate presentation, and service pace. Your writing should demonstrate empathy, cultural sensitivity, and a commitment to ethical, inclusive practice in a professional kitchen setting. The completed assignment will be evaluated on the clarity and sincerity of DEI intent, the practicality and safety of inclusive adaptations, the integration of community-informed feedback, and the quality of written communication and documentation.

Assignment Type

Reading

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

You will complete a focused reading assignment centered on practical creativity, technique accuracy, and professional presentation within a culinary context. I have selected a reading article: “From Concept to Display: The Professional Cake Presentation Checklist” by Anna Kim (Modern Pastry Review, 2021). The assignment asks you to read the article carefully to be discussed in class. From the reading, we will identify the central arguments about how technique choices (such as piping consistency, fondant handling, layering stability, and surface finishing) intersect with aesthetic outcomes and customer expectations. Be prepared to discuss how the article’s discussion of color theory, texture balance, and spatial design informs decisions you will make on future projects, including how to plan for structure, timing, and safety during decoration and service. Discuss potential challenges you might encounter when translating theory into practice in a student kitchen or pop-up setting, and propose concrete steps you would take to apply the reading’s guidance to an upcoming cake decorating project. This assignment is designed to strengthen your ability to connect theoretical insights to hands-on practice, enhance critical thinking about decoration strategies, and support professional presentation in cake artistry.

Assignment Type

Other

In-class and/or outside of class

In-class

Formative or Summative

Summative

Assignment

For your final course project, you will design and execute a fully developed, display-ready cake that integrates technique mastery, aesthetic intention, safety, and professional presentation. Begin with a formal concept brief (300–500 words) that outlines your cake’s theme or narrative, intended audience, color theory choices, textural goals, and logistical considerations for display, transport, and service. Develop a detailed production plan that maps each stage—baking, leveling, filling, icing or fondant work, decoration, assembly, and finishing—with critical control points for temperature, humidity, timing, and safety to ensure reliability during real-world service. The final component will be a completed cake produced in the laboratory, accompanied by a high-quality photo series (front, side, detail shots) and a concise set of supporting documents: a materials list, equipment used, troubleshooting notes, and a post-service reflection detailing what worked, what didn’t, and how you would improve in future projects. Your written narrative should justify technique choices (icing temperatures, frosting consistency, fondant thickness, piping styles, structural supports) and connect aesthetic decisions to audience perception and practical constraints. The assessment will evaluate concept clarity, technical execution, safety compliance, presentation quality, and the integration of theory with practice, guided by a rubric that assesses design rationale, technique accuracy, professional communication, and reflective insight. The final portfolio should be submitted as a single,

well-organized digital file with embedded images and accessible captions, plus a 150–200 word executive summary highlighting your concept and key techniques.

Course Materials

Textbooks

Beranbaum (2024). The Cake Bible (An. Ed.). William Morrow Cookbooks. ISBN: 0063310279

Class Size Information

Class Size

24

Class Size Category

J - Specialty lab

Diversity and Inclusion

Course Design and Materials: Course will incorporate diverse perspectives, authors, and examples that reflect a variety of cultures, identities, and lived experiences. Instructional materials will be reviewed regularly to ensure representation, inclusivity, and alignment with equity-minded practices across disciplines.

Inclusive Learning Environment: Instructors will establish classroom norms and policies that promote respect, civil discourse, and belonging in both online and face-to-face classes. Clear expectations for communication and engagement will support a learning space where all students feel valued and heard.

Accessible Instruction: Course content will be delivered using accessible design. Materials will follow accessibility guidelines within the CMS, including captioned media, readable document formats, and multiple means of engagement to support diverse learning.

Equitable Teaching Practices: Instructors will use transparent and grading criteria, varied assessment methods, and timely feedback to promote fairness and student success. Opportunities for revision, reflection, and multiple demonstrations of learning may be incorporated when appropriate to the discipline.

Culturally Responsive Pedagogies: Instructional strategies will encourage critical thinking about diverse perspectives and systems of power relevant to the course content. Faculty will foster opportunities for students to connect course material to real-world contexts.

Ongoing Reflection and Improvement: Faculty will engage in continuous professional development related to IDEAA principles and reflect on course practices using metacognition to identify opportunities for increased equity, inclusion, and accessibility.

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

The course is designed to be interactive and inclusive, fostering an environment where students feel comfortable sharing their unique perspectives. Students explore cake decorating styles and traditions from various cultures around the world, learning about their significance and contributions to the culinary arts. Collaborative projects encourage teamwork, where students are encouraged to incorporate cultural motifs, symbols, and storytelling into their cake designs. Each student's background and viewpoints enrich the creative process, fostering an appreciation for diversity. Additionally, students will take turns serving as team leaders or "design coordinators," where they guide group projects and demonstrate leadership skills. During review sessions, students share their decorated cakes, explaining the cultural inspirations, techniques used, and the personal significance behind their designs, all within a respectful and supportive environment that values diverse voices and artistic expression.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

Students in the course come with diverse backgrounds, skill levels, and learning styles. To promote equity, instruction is contextualized to meet each student's individual starting point. The course begins with foundational techniques, ensuring that all students build a solid base before advancing to more complex designs. As the course progresses, students' skill development varies, and assessments are designed to reflect personal growth over time. In the laboratory, students are evaluated weekly on their improvement and mastery of techniques, emphasizing progress rather than perfection. Instruction is delivered through a variety of methods—including demonstrations, videos, readings, discussions, and peer feedback—to accommodate different learning preferences. Assessments are personalized, requiring students to demonstrate critical understanding and reflection on techniques,

design choices, and cultural influences, making each evaluation meaningful and tailored to individual experiences and growth pathways.

Interactions

Explain how the course will incorporate student-to-student interaction.

Students will work collaboratively in small groups or pairs to complete decorating projects, share techniques, and offer peer feedback throughout the course. These group activities may include designing themed cakes, creating collaborative display pieces, or demonstrating decorating methods to one another. Students will take on leadership roles within their groups—such as project coordinator or presentation leader—responsible for delegating tasks like preparing decorating tools, organizing workspace, and providing constructive critique. This interaction fosters communication, teamwork, and the exchange of diverse ideas, enabling students to learn from each other's strengths and perspectives while building a supportive learning environment.

Explain how the course will incorporate instructor-to-student interaction.

Every student receives personalized, one-on-one instruction during laboratory sessions. The instructor demonstrates decorating techniques and methods to the entire class, as well as provides targeted guidance to individuals or small groups based on their specific needs. Throughout practical projects, the instructor offers real-time feedback on technique, design, and execution, helping students refine their skills and build confidence. In addition, the instructor reviews each student's work during assessments, providing constructive critique tailored to their progress. During lectures and discussions, students also receive individual feedback on assignments and design concepts, ensuring personalized support that addresses each learner's strengths and areas for growth.

Explain how the course will incorporate student-to-content interaction.

Students are expected to actively engage with course content by reviewing instructional materials prior to each class, including demonstration videos, reading assignments, and design principles. They will prepare by creating reference materials, such as sketching design ideas, compiling technique notes, and developing practice sheets. This preparation ensures they can apply concepts effectively during hands-on projects. Students will also analyze and interpret design styles, ingredient functions, and decorating methods throughout the course, fostering a deeper understanding and personal connection to the material.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Throughout the course, students will engage in regular self-reflection to assess their technical skills, creativity, and understanding of decorating concepts. After each project or class, students will review their work by identifying what techniques they executed well, which areas need improvement, and strategies for enhancing their future designs. This metacognitive process encourages students to set personal goals, recognize their growth, and develop a deeper awareness of their learning journey. Periodic self-assessments will be integrated into the curriculum to foster critical thinking about their progress and to promote continuous improvement in their decorating skills.

Key: 3209