



CUL-500: INTRODUCTION TO CULINARY ARTS 2

Effective Term

Fall 2026

BOT Approval Date

12/11/2025

Discipline

CUL - Culinary Arts

Course Number

500

Course Title

Introduction to Culinary Arts 2

Short Title

Intro to Culinary Arts 2

Credit Status (CB 04)

D - Credit - Degree applicable

Units

Lecture Units

0.50

Lab Units

3.50

Total Units

4.00

Hours

Lecture Contact Hours

8-9

Out of Class Hours Lecture

16-18

Lab Contact Hours

168-189

Out of Class Hours Lab

0.00

Total Contact Hours

176 - 198

Total Out of Class Hours

16 - 18

Total Student Learning Hours

191 - 216

Is this an existing Extensive Lab?

No

**Do you want to propose this for Extensive Lab?**

Yes

Distance Education

No

Catalog Description

This course continues the study of basic culinary techniques from CUL-150. Emphasis is placed on protein fabrication and the identification of primal, sub-primal, and portioned cuts. Cooking techniques for a variety of proteins, vegetables, starches, and sauces are studied and practiced. All basic preparations are taught which include many classic, international, and contemporary dishes. In addition, customer service, communication, teamwork, and time management are emphasized.

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

CUL-110 (with a grade of C or better) and CUL-150 (with a grade of C or better).

Codes**TOP Code (CB 03)**

1306.30* - *Culinary Arts

CIP Code

12.0500 - Cooking and Related Culinary Arts, General.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Minimum Qualifications

Minimum Qualifications	And/Or
Culinary Arts/Food Technology	Or
Restaurant Management	End

Learning Objectives**Learning Objectives**

Learning Objective
1. Exhibit knowledge of advanced culinary skills, ingredients, and procedures of professional kitchens.
2. Demonstrate all professional knife cuts.
3. Identify and safely use all basic kitchen equipment (stoves, mixers, ovens etc.) as well as advanced equipment (vacuum sealer, meat slicer, immersion circulator).
4. Develop the competency and awareness to safely work within a professional kitchen through the adaptation of collective culinary etiquette practices.
5. Illustrate proper plating techniques.
6. Demonstrate knowledge of cooking techniques that include American regional cuisines and international classical cuisines.
7. Exemplify professional inclusivity through an understanding of diverse culinary traditions that enhance the development of cultural awareness and sensitivity.
8. Recreate proper fabrication of various proteins.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. Students will be able to identify an assortment of primal cuts, fabricate them for use in recipes, and execute the proper cooking method required of the protein.
2. Students will use proper kitchen terminology, properly use and care for knives and equipment, and demonstrate leadership in the kitchen.
3. Students will safely produce proper knife cuts and demonstrate how to prepare and cook various vegetable and starch side dishes.

Content

Course Lecture Content

1. Fundamental concepts
 - a. Measurements and conversions
 - b. Knife cuts and dimensions
 - c. Stock methods and production
2. Poultry
 - a. Classifications
 - i. Duck
 1. Breeds for foodservice
 2. Cooking methods
 - b. Anatomy and muscle composition
 - c. Inspection and grading
 - d. Recipes
 - i. Cooking methods
 1. Dry heat and moist heat
 2. Doneness for safety
 - ii. Origins and regions
 1. Cultural impact
3. Muscle composition
 - a. Butchery
 - i. Primal, subprimal, and fabricated cut identification
 - ii. Connective tissue
 - b. Principles of meat cookery
 - i. Dry heat and moist heat
 - c. Beef
 - i. Anatomy
 1. Primal, subprimal, and fabricated cut identification
 - ii. Marbling, aging, denaturing
 - iii. Recipes
 1. Cooking methods
 2. Origins and regions
 - a. Cultural impact
 - d. Veal
 - i. What is veal?
 - ii. Primal identification
 - iii. Humane practices
 - iv. Recipes
 1. Cooking methods
 2. Origins and regions
 - a. Cultural impact
 - e. Pork
 - i. Classifications
 - ii. Primal identification
 - iii. Grading

-
- iv. Storage and handling
 - v. Recipes
 - 1. Cooking methods
 - 2. Origins and regions
 - a. Cultural impact
 - f. Lamb
 - i. Classifications
 - ii. Grading and inspection
 - iii. Storage and handling
 - iv. Primal and portion cut identification
 - v. Recipes
 - 1. Cooking methods
 - 2. Origins and regions
 - a. Cultural impact
4. Assessment
 - a. Taking a culinary practical assessment
 - i. Production scheduling
 - ii. Time management
5. Game
 - a. Furred game, ground game, and other categories
 - b. Characteristics of game meat
 - c. Purchasing
 - d. Entomophagy
 - e. Recipes
 - i. Cooking methods
 - ii. Origins and regions
 - 1. Cultural impact
6. Fish
 - a. Categories
 - i. Round fish and flat fish
 - ii. Freshwater fish and saltwater fish
 - b. Inspection and grading
 - c. Handling and storage
 - d. Purchasing
 - i. Market forms
 - ii. Determining quality and freshness
 - e. Recipes
 - i. Cooking methods
 - ii. Origins and regions
 - 1. Cultural impact
7. Shellfish
 - a. Categories
 - i. Crustaceans
 - 1. Lobster, shrimp, and crab
 - ii. Mollusks
 - 1. Gastropods
 - 2. Bivalves
 - 3. Cephalopods
 - b. Handling and storage
 - c. Recipes
 - i. Cooking methods
 - ii. Origins and regions
 - 1. Cultural impact
8. Plant-based foods
 - a. Vegetable identification
 - i. Categories
 - 1. Vegetable vs. fruit
 - 2. Botanical vs. culinary

- ii. Seasonality
 - iii. Grading
 - iv. Pigmentation
 - v. Identifying standards of quality
 - vi. Recipes
 - 1. Cooking methods
 - 2. Origins and regions
 - a. Cultural impact
 - b. Plant-based diets
 - c. Plant-based market
 - d. Innovation in plant-based foods
9. Offal
- a. What is offal?
 - b. Categories
 - i. Glandular
 - ii. Muscular
 - iii. Extremities
 - c. Purchasing
 - i. Determining quality
 - d. Recipes
 - i. Cooking methods
 - ii. Origins and regions
 - 1. Cultural impact
10. Kitchen Dynamics
- a. Menu design and development
 - i. Theme
 - ii. Cross-utilization
 - iii. Production scheduling
 - b. Roles
 - i. Back of the house (BOH) prep and service
 - ii. Front of the house (FOH) prep and service
 - c. How to set a table
 - d. Taking orders

Course Lab Content

- 1. Fundamental concepts
 - a. Skills refresher
 - i. Knife cuts and dimensions
 - ii. Chicken fabrication
 - 1. Eight piece, bone-in
 - b. Stock production
 - i. White, brown, demi glacé
- 2. Poultry
 - a. Chicken
 - i. Fabrication
 - 1. Airline breast, boneless leg/thigh, tunnel bone leg
 - ii. Cooking methods
 - 1. Braise, sauté, grill
 - iii. Service
 - 1. Balance of complementary sides, garnish, sauce, and flavors
 - iv. Cuisines
 - 1. European, American, Caribbean
 - b. Duck
 - i. Fabrication
 - 1. Boneless breast, bone-in leg/thigh, whole truss
 - ii. Cooking methods
 - 1. Pan roast, oven roast, confit
 - iii. Service

-
1. Balance of complementary sides, garnish, sauce, and flavors
 - iv. Cuisines
 1. European, Asian
 3. Meats
 - a. Beef
 - i. Butchery
 1. Subprimal to fabricated cuts
 2. Treating connective tissue
 3. Managing yield
 - ii. Cooking methods
 1. Stew, grill, pan roast, tartare, sear, oven roast
 - iii. Service
 1. Balance of complementary sides, garnish, sauce, and flavors
 - iv. Cuisines
 1. European, Asian
 - b. Veal
 - i. Butchery
 1. Fabricated cuts, pound
 - ii. Cooking methods
 1. Braise, sauté
 - iii. Service
 1. Balance of complementary sides, garnish, sauce, and flavors
 - iv. Cuisines
 1. European, American
 - c. Pork
 - i. Butchery
 1. Subprimal to fabricated cuts
 - ii. Cooking methods
 1. Braise, sauté, pan roast, sous vide
 - iii. Service
 1. Balance of complementary sides, garnish, sauce, and flavors
 - iv. Cuisines
 1. American, South American
 - d. Lamb
 - i. Butchery
 1. Fabricated cuts, grind
 - ii. Cooking methods
 1. Sear, pan roast, bake
 - iii. Service
 1. Balance of complementary sides, garnish, sauce, and flavors
 - iv. Cuisines
 1. American, South American
 4. Practical Assessment
 - a. Mise en place for assessment
 - b. Knife skills
 - i. Dice, segment, mince, tourné
 - c. Chicken fabrication
 - i. Airline breast, boneless leg/thigh
 - d. Demonstrate prep, cook, and serve
 5. Fish and Shellfish
 - a. Fish
 - i. Fabrication
 1. Round fish filet, whole fish prep
 - ii. Cooking methods
 1. Pan roast, grill, poach, deep fry
 - iii. Service
 1. Balance of complementary sides, garnish, sauce, and flavors
 - iv. Cuisines
 1. European, American

- b. Shellfish
 - i. Fabrication
 - 1. Fabricated cuts, shucking
 - ii. Cooking methods
 - 1. Pan sear, crudo, deep fry, acidification
 - iii. Service
 - 1. Balance of complementary sides, garnish, sauce, and flavors
 - iv. Cuisines
 - 1. American, South American
- 6. Game
 - a. Butchery
 - i. Fabricated cuts
 - b. Cooking methods
 - i. Grill, braise
 - c. Service
 - i. Balance of complementary sides, garnish, sauce, and flavors
 - d. Cuisines
 - i. American
- 7. Plant-based Foods
 - a. Vegetable preparation
 - i. Cooking methods
 - 1. Sauté, braise, soufflé, pan fry, blend
 - ii. Beverage preparation
 - 1. Balancing flavors
 - b. Starch preparation
 - i. Cooking methods
 - 1. Steam, boil, simmer
 - c. Service
 - i. Balance of complementary sides, garnish, sauce, and flavors
 - d. Cuisines
 - i. European, American
- 8. Offal
 - a. Preparation methods
 - b. Cooking methods
 - i. Sauté, braise, pan fry
 - c. Service
 - i. Balance of complementary sides, garnish, sauce, and flavors
- 9. Kitchen Dynamics
 - a. Menu design and development
 - i. Cross-utilization
 - ii. Production scheduling
 - 1. Mise en place for an event
 - b. Roles
 - i. Teamwork, leadership, brigade system
 - ii. Back of the house (BOH) prep and service
 - iii. Front of the house (FOH) prep and service
 - c. How to set a table
 - d. Taking orders
- 10. Final Practical Assessment
 - a. Knife skills
 - i. Dice, segment, concassé, mince, tourné
 - b. Chicken fabrication
 - i. Airline breast, boneless thigh, lollipop leg
 - c. Demonstrate prep, cook, and serve

Methods of Instruction

Method

Lab Activities

Integration

Students will prepare, execute, and present plates following the instructor's demonstration. Students will work to produce recipes and will have an opportunity to taste and compare their dishes at the end of class. Dishes will represent many cuisines across multiple cultures; students will utilize ethnocultural products and techniques throughout the course. Students will practice a variety of cooking techniques while utilizing equipment such as stoves, ovens, grill, and deep fryer. Activities will also include working in groups and designing and executing a class project menu.

Method

Lecture

Integration

Each class will begin with the instructor lecturing about the topics and recipes for that class. The lecture will include topics such as the ingredients, history of the dish, cooking technique, flavor profile, and presentation. Emphasis will be given on learning primal, subprimal, and portioned cuts from various animals and the appropriate ways to treat them during storage, preparation, cooking, and service.

Method

Observation and Demonstration

Integration

The instructor will demonstrate the dishes for the class. The students will observe the demonstration and will have the opportunity to ask questions and ask the instructor to repeat or clarify information that the instructor is presenting. The demonstration will cover the dish made from beginning to end if time permits, if the dish consists of an extended cooking time the instructor will call the class back to a demonstration for completing the dish.

Methods of Evaluation**Method**

Class Participation

Integration

At each class meeting the instructor will lead the class in a discussion. Topics will include animal butchery, regional cuisines, history, and recipe execution. The discussion will also include the importance of these recipes in today's cuisines. Through this discussion the instructor will be able to determine which students are prepared for class. The majority of this discussion will cover information from the assigned reading.

Method

Class Performance

Integration

At each class meeting, the students will be evaluated on how well they work in the kitchen and the final outcome of their recipes that class. Teamwork and professionalism will be evaluated for a student's ability to communicate and be inclusive of culturally diverse people and ideas. Dishes include classic and nouvelle cuisine from American, European, Asian, Latin, and African regions. Students will present their dishes to the instructor for a critique which will include the plate presentation, cooking method used, and seasoning. The instructor will also observe how effectively students move, work, and communicate in the kitchen.

Method

Exams/Tests

Integration

Students will be assessed in formative weekly exams as well as two summative exams to evaluate their progression of knowledge in culinary. Exams will comprehensively assess a student's ability to critically interpret concepts, theory, and methods that were

taught in the previous weeks. Concepts and theories include best practice techniques for animal butchery, regional cuisines, and artistic plate design. All exam questions are in an open-answer/essay format to best determine the student's interpretation of the material. Students will be evaluated on the accuracy of their answers, their ability to communicate their comprehension, and how they constructively connect new ideas with their personal experiences and pre-existing knowledge.

Method

Final Performance

Integration

Students will take a final practical exam. For the practical exam students will produce a multiple course meal that will cover many of the techniques taught in the class. The instructor will grade the students on how they move, work and communicate in the kitchen. The instructor will also grade the student's final products based on presentation, cooking techniques, knife skills and flavor.

The exam includes:

Chicken Fabrication

Knife Skills

Cooking Practical

Poached Chicken Breast with Tarragon sauce.

Chateau Potato.

Steamed Broccoli with Hollandaise

The final practical is designed to examine the proficiency in skills that are critical to a chef's repertoire: knife work, butchery, cooking, organization, cleanliness, and time management.

The practical begins with a 45-minute gathering of mise en place, followed by a 20-minute chicken fabrication that includes airline breast, and a 1-hour allotment for knife skills.

The final portion of the practical exam is to execute a composed dish that utilizes knife cuts and butchery within a one-hour timeframe.

The following is the schedule for the final practical:

45 minutes- Gather mise

20 minutes- Chicken fabrication

60 minutes- Knife cuts

60 minutes- Cooking

75 minutes- Clean-up and review

Method

Homework

Integration

Students will be assigned homework in preparation for laboratory every week. Assignments align with topics and recipes for the upcoming week. The instructor will grade based on the preparedness of the student in regards to their written recipes, product requisition forms, and production timelines.

Method

Quizzes

Integration

Students will take a weekly quiz covering topics and information from the prior week. Quizzes will have comprehensive questions that are specific to the material covered the prior week (i.e. poultry, game, plant-based foods). Quizzes will be graded on accuracy of answers and exhibition of critical thinking. Individual feedback will be provided to each student within two weeks of the due date.

Assignments**Assignment Type**

Other



In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Demonstrate knowledge of all knife cuts: diced, matchstick, supreme, chiffonade, and tourné. Fabricate poultry to include airline breast and boneless leg for proper cooking and service.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Discuss your takeaway from our modules and your readings on game. What knowledge have you gained about game that you can apply to your culinary skillset?

Support your reflection by considering including:

- structure and composition of game
- game inspection and grading
- game storage, preparation, and cooking techniques

This writing assignment must be in APA format, a minimum of 300 words (1-2 pages), double-spaced, and must include at least once reference (textbook may be used).

Assignment Type

Other

In-class and/or outside of class

In-class

Formative or Summative

Summative

Assignment

Complete the midterm assessment. You will be assessed on your practical ability via the midterm practical. You are tasked with producing and presenting a fabricated chicken, various knife cuts, and composed plate within a given timeframe. The midterm practical is designed to measure your growth within the first half of the course. There is a rubric for the midterm practical that is available on Canvas and will be provided to you at the time of the assessment.

Assignment Type

Other

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Produce a portfolio. You will be required to maintain a digital portfolio throughout the course. Portfolios are designed to offer you a collective resource for your work from the course. Portfolios must include recipes, quizzes, writing assignments, reflections, glossary of all vocabulary words, and may include other items such as course materials (power points, articles, videos), pictures, videos, and plate-up drawings.

Assignment Type

Other

In-class and/or outside of class

In-class

Formative or Summative

Summative

Assignment

Complete a final assessment. You will be assessed on your practical ability via the final practical. The final practical is designed to measure your growth within the course. You are tasked with presenting a fabricated chicken, knife cuts, and a composed dish. There is a rubric for the final practical that is available on Canvas and will be provided to you at the time of the assessment. The rubric measures cleanliness and sanitation, preparation, organization, timeliness, and quality of work.

Assignment Type

Other

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Celebrating Culinary Diversity: A Cultural Exchange Cooking Project:

In this assignment, you will have the opportunity to explore and celebrate culinary diversity by participating in a cultural exchange cooking project. The goal of this assignment is to enhance cultural awareness, promote inclusivity, and foster appreciation for different food traditions within the culinary community.

Cultural Research:

Choose a cultural cuisine different from your own background to research and explore.

Conduct research on the history, ingredients, cooking techniques, and traditional dishes of the chosen culture.

Reflect on the cultural significance of food and culinary practices within the chosen culture.

Recipe Selection:

Select a traditional or contemporary recipe from the chosen cultural cuisine to prepare for the cooking project.

Consider the availability of ingredients and adapt the recipe if necessary to suit local resources.

Take into account any dietary restrictions or preferences of your classmates when selecting the recipe.

Cooking Demonstration:

Prepare the selected dish following the traditional cooking methods and techniques of the chosen culture.

Present an overview of the cultural context and significance of the dish during the cooking demonstration.

Document the cooking process through photos, videos, or written instructions to share with the class.

Assignment Type

Reading

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Read the article, 'Chefs Work toward a Sustainable Future' (Labensky, 2022, p. 11). Be prepared to discuss in class the primary topics it poses: What is true sustainability? What is the real impact chefs can make on our global environment; how is this accomplished? Explain edible education and how eco-education programs can transform attitudes and behaviors.

Course Materials**Textbooks**

Sarah R. Labensky (2020). On Cooking: A Textbook of Culinary Fundamentals Pearson. ISBN: 978-0134441900

Class Size Information**Class Size**

28

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 interactive and encourages students to embrace diverse viewpoints. Students make recipes that touch on cultures from around the world and are taught their significance and contributions to the discipline. Students work in teams and are encouraged to be creative among each other in the laboratory. Each student's diverse viewpoint contributes to the team's overall makeup. Each student also will be the sous chef for a given week where they are given leadership duties. Review for each lab includes all students sharing within a safe environment what they made and why.

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

Students enter the course at various skill levels, so we begin from a contextualized starting point. The course is designed to start everyone at the most fundamental concepts, and as it progresses, student progression will vary. In the laboratory, students are assessed each week on their personal improvement week over week. In lecture, students are given instruction through various means: discussion, presentations, demonstrations, videos, and readings. Students are assessed on these materials through personal critical understanding and reflection, making each assessment unique to each individual.

Interactions

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

CUL-500 will deepen student-to-student interaction by structuring ongoing, intentional collaboration beyond a single daily menu. In addition to team-based menu preparation and execution, students will rotate through various leadership roles each week, which requires them to communicate expectations, monitor progress, and provide constructive feedback to their teammates. Teams will engage in pre-lab planning meetings to assign tasks, review task deadlines, and synchronize equipment and space usage, fostering accountability and mutual dependence. Peer-mentoring pairs will be formed to support one another in mastering intermediate techniques, troubleshooting on-the-fly issues, and practicing safe knife skills or equipment handling. During lab, teams will conduct short, structured debriefs with other teams to share best practices, cross-verify safety procedures, and propose process improvements, promoting inter-team learning and collective responsibility for quality and safety. The course will also include collaborative projects where teams coordinate to manage shared resources, expand their communication networks, and practice professional interactions. Finally, reflective peer evaluations will capture individual contributions, communication effectiveness, and teamwork dynamics, ensuring that student interactions are purposeful, inclusive, and aligned with professional kitchen expectations.

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

CUL-500 will incorporate instructor-to-student interaction through structured, multi-layered guidance that extends beyond a single lab session. In the laboratory, each student receives individualized coaching during hands-on practice, with the instructor circulating to offer real-time correction, scaffolded demonstrations, and differential prompts tailored to each learner's level. Techniques and methods will be demonstrated to the whole class, then reinforced in small groups and one-on-one coaching as students attempt the tasks, ensuring immediate feedback and opportunities for guided practice. The instructor will provide targeted feedback during practical assessments to individuals and groups, highlighting strengths, identifying areas for improvement in safety or technique, and outlining specific steps for improvement. For the lecture component, the instructor will provide personalized feedback on written assignments, offer guided commentaries on rubrics, and conduct optional one-on-one consultation sessions to clarify concepts, discuss performance, and align on remediation plans as needed. Additionally, weekly office hours and scheduled check-ins will be available to address questions, adjust learning plans, and support skill progression, ensuring ongoing, meaningful instructor interaction throughout the course.

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

CUL-500 will deepen student-to-content interaction by actively engaging learners with dynamic, hands-on materials that bridge theory and practice. In addition to preparing for class by reviewing the menu and daily tasks, students will complete and continuously refine a living packet of content artifacts, including digital and printed recipe cards, production schedules, cost and yield calculations, and requisition/order forms. These materials will be used not only as a reference but also as evolving documents that students annotate with observations, substitutions, and safety notes, turning content into a collaborative and iterative resource. Students will engage with diverse content formats—such as technical manuals, HACCP guidelines, equipment operation videos, supplier catalogs, and standard operating procedures—through guided note-taking, concept maps, and reflective prompts that require applying the content to upcoming lab days. Regular activities such as quizzes, requisition lists, and scenario-based exercises will prompt students to extract, compare, and apply critical information under time constraints. Finally, content will be organized into a digital portfolio, where students can access, critique, and contribute to evolving best practices, enabling ongoing interaction with the material and promoting a deeper comprehension of intermediate culinary operations.

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

CUL-500 will deepen student-to-self interaction by embedding structured metacognitive practices across the course. In addition to class, group, and individual reflections after assessments, students will maintain a reflective learning journal that tracks goals, self-efficacy, and evolving strategies for intermediate techniques, time management, and safety practices. Weekly prompts will guide students in identifying the specific methods that were successful, the factors contributing to any shortcomings, and making concrete adjustments for future labs. Students will set personal learning targets at the start of each module and revisit them during mid-course check-ins, calibrating goals based on feedback and performance data. End-of-course self-assessments will require students to rate their progress against specific criteria, justify their decisions with evidence from practice and metrics (e.g., yield, waste, sanitation), and outline a personalized action plan to close any remaining gaps. Optional one-on-one metacognitive coaching sessions will help students articulate thinking processes, monitor growth, and transfer self-regulation strategies to new contexts within culinary operations.