



CEP-980: INTRODUCTION TO CULINARY ARTS 1

Effective Term

Fall 2026

BOT Approval Date

06/12/2025

Discipline

CEP - Career Enhancement Program

Course Number

980

Course Title

Introduction to Culinary Arts 1

Short Title

Intro to Culinary Arts 1

Credit Status (CB 04)

N - Noncredit

Non-Credit Hours**Minimum Contact Hours**

24

Maximum Contact Hours

54

Distance Education

Yes

Distance Education**Distance Education Type**

Both Fully Online and Hybrid Online

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional
- c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools

(such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.

- **Timely Feedback** - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- **Scheduled Meetings** – Hybrid and synchronous courses will meet at regularly scheduled times.

ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Catalog Description

This course equips students with the fundamental skills needed for an entry-level position in a commercial kitchen. Through hands-on instruction in a professional kitchen environment, students will learn essential cooking methods and techniques, proper use of culinary tools and equipment, safe and sanitary work practices, and key elements of professionalism. The course also emphasizes employability skills to prepare students for success in the culinary industry.

Requisites

Recommended Preparation

Recommended Preparation (note that students can enroll in the class even if they haven't take the recommended course)

CASAS score of 213 or above or initial interview with instructor to demonstrate English proficiency.

Codes

TOP Code (CB 03)

1306.30* - *Culinary Arts

CIP Code

12.0500 - Cooking and Related Culinary Arts, General.

Repeatability Code

Yes

Number of times course can be repeated

Unlimited

Reason for Repeatable

Non-credit

Minimum Qualifications

Minimum Qualifications	And/Or
Culinary Arts/Food Technology	End

Learning Objectives

Learning Objectives

Learning Objective
1. Analyze career planning strategies and evaluate job-searching techniques to enhance employability in the culinary field.
2. Critique food safety and sanitation protocols, while formulating inclusive practices that respect cultural food traditions and promote equitable kitchen hygiene for all.
3. Identify professional culinary tools, equipment, and materials, and assess their appropriate uses in various culinary contexts.
4. Demonstrate proficiency in the safe and effective use of professional culinary tools, equipment, and materials.
5. Assess kitchen processes and culinary terminology and apply this knowledge to daily cooking operations.
6. Synthesize a range of cooking techniques and demonstrate mastery in various cooking methods.
7. Evaluate and apply mathematical concepts in recipe construction, scaling, and conversion to accommodate diverse dietary needs, preferences, and cultural practices.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome
1. Students will research career opportunities in the culinary industry and compare various career paths.
2. Students will analyze cultural food safety practices and propose inclusive sanitation protocols for diverse kitchen environments.
3. Students will demonstrate proper handling, cleaning, and maintenance of kitchen tools and appliances.
4. Students will define key culinary terms and apply them in written and verbal communication.
5. Students will experiment with various cooking methods and analyze their effects on flavor, texture, and presentation.
6. Students will evaluate portion control and nutritional values to create balanced meal plans.

Content

Non-Credit Content

Career Exploration & Readiness

1. Exploring Culinary Careers
 - a. Skills for Foodservice Professionals
 - b. Resume Writing
 - c. Job Search
 - d. Cover Letters
 - e. Effective Job Interviewing
 - f. Interview Techniques
 - g. Workplace Professionalism
2. Food Safety & Sanitation
 - a. Maintaining Sanitary Conditions
 - b. Best Practices
 - c. Sanitation in Food Handling
 - d. Safe receiving
 - e. Storage
 - f. Preparation
 - g. Service
3. Workplace Safety & Accident Prevention
 - a. Identifying hazards
 - b. Common Kitchen Accidents
 - c. First Aid
4. Knives & Small Tools
 - a. Knife Skills & Cutting Techniques
 - b. Basic and advanced cutting methods
 - c. Knife Safety & Sharpening
 - d. Proper handling and maintenance
5. Kitchen Tools & Equipment
 - a. Identification and appropriate use of small wares
 - b. Food Preparation & Cooking Methods
 - c. Fundamental Food Preparation Skills
 - d. foundational techniques
6. Physical & Chemical Cooking Processes
 - a. Heat transfer
 - b. Emulsification
 - c. Fermentation
 - d. Cooking Methods
 - i. Dry heat
 - ii. Moist heat
 - iii. Combination techniques
7. Garnishing & Plating Techniques

- a. Presentation and aesthetic appeal
- 8. Culinary Terminology
- 9. Food Trends & Innovation
 - a. Investigating global and emerging culinary practices
- 10. Recipes & Standardization
 - a. Understanding Standardized Recipes
 - b. Consistency in food production
- 11. Recipe Interpretation
 - a. Adapting Recipes for Diverse Needs
 - b. Adjusting for dietary restrictions and preferences
- 12. Math for Recipe Construction & Costing
 - a. Measurement & Conversions
 - i. Volume
 - ii. Weight
 - iii. Ratios
 - b. Percentages & Scaling
- 13. Adjusting recipes for different yields
 - a. Unit Cost Analysis
 - i. Determining ingredient costs
 - ii. Waste reduction
 - b. Recipe Costing & Selling Price
 - i. Calculating food cost
 - ii. Setting menu prices
- 14. Diversity, Equity, & Inclusion in Culinary Arts
 - a. Cultural Awareness in Food Preparation
 - b. Global cuisines
 - c. Food traditions
 - d. Inclusive Kitchen Practices
 - e. Equity in Food Access
 - f. Understanding food insecurity
 - g. Sustainable sourcing
 - h. Representation in the Culinary Industry
 - i. Contributions in food history
- 15. Kitchen Organization & Professional Communication
 - a. Kitchen Efficiency
- 16. Organizing tasks for effective workflow
 - a. Teamwork & Collaboration
 - b. Effective communication
 - c. Menu Planning & Execution
 - i. Designing balanced, cost-effective menus
 - d. Customer Service & Front-of-House Skills
 - e. Engaging with customers in foodservice settings
- 17. Final Practical Assessment & Capstone Project
 - a. Showcase of Culinary Skills
 - b. Prepare and present a complete meal
 - c. Application of Time Management & Plating
 - d. Demonstrating efficiency and creativity
 - e. Reflection & Career Planning
 - f. Evaluating growth and identifying next career steps

Methods of Instruction

Method

Discussion

Integration

Discussion can be used to foster collaboration and deeper understanding of culinary concepts. An example of this is discussing kitchen safety scenarios and best practices for accident prevention. Discussion will adhere to all accessibility standards.

DE Adaptations for MOI

Students can access the initial post posted by the instructor and reply through the CMS. If the course is live, discussion can happen via accessible video conferencing software.

Method

Lecture

Integration

Lecture can be used to introduce foundational concepts, provide theoretical knowledge and support hands on learning. An example of this could be an accessible presentation on global food trends, sustainability and farm to table movements. Lecture will adhere to all accessibility standards.

DE Adaptations for MOI

Instructors can post lectures on the CMS, which is where the students can access these lectures. Students can also participate in live lectures through accessible video conferencing software.

Method

Field Trips

Integration

Field Trips can offer students the opportunity to apply classroom knowledge in the real world setting, providing a deeper understanding of culinary practices, industry trends and career opportunities. Field Trips will adhere to all accessibility standards.

DE Adaptations for MOI

Field trips can be accessed through CMS tools, including accessible videos and other media. Instructors can post these materials, allowing students to participate virtually or review the content at their convenience.

Methods of Evaluation**Method**

Class Participation

Integration

Class participation will evaluate student engagement, understanding and application of concepts. For example, students can identify and show the appropriate use of small wares in a kitchen setting. The instructor can provide feedback on the students understanding immediately. Class participation will adhere to all accessibility standards.

DE Adaptations for MOE

In an online environment, students can access accessible videos and materials through the CMS. The students can respond to the instructor questions and comment on peers posts through the CMS. The instructor can provide online feedback to make sure students are on track with their responses within a week of initial posts.

Method

Class Performance

Integration

Class performance will be used to evaluate students on their technical skills, but also their ability to engage, collaborate and demonstrate professionalism. For example, students can be specifically evaluated on their accuracy in following recipes and applying

correct cooking methods. The instructor can provide feedback on each dish prepared immediately in a classroom setting. Class performance will adhere to all accessibility standards.

DE Adaptations for MOE

In an online environment, students can access the class performance instructions, record a accessible video and upload it through the CMS. The instructor can provide feedback within two weeks through the CMS.

Method

Exams/Tests

Integration

Exams/Tests will be used to evaluate the students theoretical knowledge and conceptual understanding in a culinary class. An example of theoretical knowledge is to test students on food safety and sanitation. The instructor can provide feedback within a week of submitting their exam/test. Exams/tests will adhere to all accessibility standards.

DE Adaptations for MOE

In an online environment, exams/tests can be accessed and submitted through the CMS. Feedback can be given during or after the exam/test is completed based on how it is set up in the CMS or can be discussed through accessible video conferencing software. Any individual feedback can also be given by the instruction privately or using CMS tools.

Assignments

Assignment Type

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

In a well-structured response, answer the following questions:

The Science Behind Cooking:

Choose one cooking method (e.g., baking, grilling, sautéing, braising) and explain the scientific principles behind it. How do factors such as heat transfer, emulsification, or fermentation play a role in this method?

Creativity in Culinary Arts:

How do chefs use creativity to enhance dishes in terms of flavor, plating, and ingredient selection? Give an example of a dish that blends scientific precision with artistic expression.

Personal Reflection:

Have you ever experimented with a dish or recipe?

What challenges did you face, and what did you learn from the experience?

How assignment will be adapted in online format

Instructors will post the assignment and students can access and respond through the CMS by uploading their document or cutting and pasting it into a prompt. The instructor will provide feedback by the instructor within a week of submission.

Assignment Type

Reading

In-class and/or outside of class

In-class
Outside of class

Formative or Summative

Formative

Assignment

Read the following Article, "Culinary Tourism: Exploring the World Through Taste" using the following website: <https://curatatravel.com/blogs/curata-travel-blog/culinary-tourism-exploring-the-world-through-taste>

Answer the following questions in complete sentences using evidence from the article:

Defining Culinary Tourism: How does the article define culinary tourism, and what activities does it include?

Cultural Immersion: Explain how culinary tourism provides a deeper understanding of different cultures. Provide an example from the article.

Economic Impact: How does culinary tourism benefit local economies? Give two specific examples from the article.

Sustainable Practices: What are some ways culinary tourism promotes sustainability?

Social Connection: How does food help build social connections between travelers and locals?

Importance of Culinary Tourism: Why is culinary tourism valuable in today's world?

Part 2: Critical Thinking & Reflection

Respond to the following questions:

Personal Connection: Have you ever tried a dish from another culture? Describe the experience and what you learned about the culture through its food.

Global Influence: The article mentions how food is a reflection of history, geography, and traditions. Choose a specific cuisine (e.g., Mexican, Japanese, Moroccan) and explain how its ingredients and cooking techniques reflect its region's history and geography.

Ethical Considerations: How can travelers ensure they are respecting and appreciating a culture's food traditions rather than appropriating them?

Future Exploration: If you had the opportunity to travel to any country for a culinary experience, where would you go and why? What foods or traditions would you like to explore?

How assignment will be adapted in online format

Students can response to the prompt posted by the instructor on the CMS. Instructor can provide feedback within a week of submission through the CMS.

Assignment Type

Other

In-class and/or outside of class

In-class
Outside of class

Formative or Summative

Summative

Assignment

Knife Skills Demonstration-

Gather the following ingredients (carrots, onions, herbs, etc.). You will complete a hands-on assessment where they you must:

*Demonstrate Proper Knife Handling

*Correct grip and hand positioning (guiding hand & dominant hand)

*Safe knife storage and transport

*Execute Essential Cutting Techniques

-Julienne (thin matchsticks)

-Brunoise (small dice)

-Chiffonade (thin ribbons – e.g., basil, spinach)

-Rough Chop & Mince (garlic, herbs, onions)
*Safety & Sanitation Practices

How assignment will be adapted in online format

The instructor can post instructions for the students using CMS tools. The student can upload a prerecorded video of cutting techniques using CMS tools or demonstrate the techniques live via accessible video conferencing software. Instructor can provide feedback within a week of submission or in real time.

Course Materials

Textbooks

The Culinary Institute of America (CIA) (2024). The Professional Chef 10th Edition ISBN: 978-1119490951
The Culinary Institute of America (2011). The Professional Chef Wiley & Sons . ISBN: 9780470421352
Gisslen, W (2018). Professional Cooking Wiley. ISBN: 978-1119399612

Class Size Information

Class Size

30

Class Size Category

F - Individualized, skills#based instruction/field practice 30

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.

This course integrates diversity and inclusion by exploring culturally diverse cuisines, teaching students about the historical and social significance of food traditions worldwide. The curriculum incorporates a variety of ingredients and cooking methods from different regions, ensuring exposure beyond Eurocentric styles. Students also learn to accommodate dietary needs related to religious, cultural, and ethical beliefs, such as kosher, halal, vegetarian, and vegan diets, as well as food allergies and intolerances. The course also explores food access and sustainability, covering issues like food deserts, food insecurity, and the socioeconomic factors that impact access to nutritious, culturally relevant food. Students work in diverse teams, developing communication and collaboration skills while learning to appreciate different perspectives. By integrating these elements, the course not only equips students with technical culinary skills but also prepares them to thrive in an inclusive, multicultural, and equitable industry.

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

In this course, assignments, instruction, evaluation, course content, and interactions are designed to support diverse learners and promote equity. Assignments incorporate culturally diverse recipes, allowing students to explore global cuisines and their historical significance while adapting dishes to accommodate dietary restrictions and personal preferences. Instruction is differentiated by providing multilingual resources, accessible visual demonstrations, and hands-on practice to ensure accessibility for English learners and students with varying skill levels. Evaluation is conducted through multiple assessment methods, such as skill demonstrations, portfolio reviews, written reflections, and group projects, allowing students to showcase their knowledge in ways that align with their strengths. Course content reflects the contributions of chefs from diverse backgrounds, including underrepresented groups, to highlight a broad spectrum of influences in the culinary industry. Discussions on food justice, sustainability, and ethical sourcing encourage critical thinking about systemic inequities in food production and access. Interactions in the course foster an inclusive learning environment through collaborative cooking projects, peer feedback, and discussions that encourage students to share their cultural food traditions. Respectful communication is emphasized, ensuring all students feel valued and supported. By integrating these elements, the course creates an equitable learning space where students develop both culinary skills and cultural competence.

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

Student-to-student interaction can be a vital component for building teamwork, enhancing learning, and fostering communication skills. Students can be divided into small groups to prepare dishes together. This will allow them to collaborate on recipe planning, preparation, and presentation, encouraging peer-to-peer learning as they work through challenges and share techniques.

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

Instructor-to-student interaction is essential for guiding students, providing feedback, and ensuring they understand the techniques and concepts being taught. An example of this is that the instructor can model culinary techniques and methods in class. By performing live demonstrations, the instructor can show proper knife skills, cooking techniques, and plating methods, allowing students to watch and then practice the skills under their supervision.

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

Student-to-content interaction refers to how students engage with the material being taught, such as recipes, techniques, industry knowledge, and culinary principles. Students will engage directly with the content by practicing cooking techniques, following recipes, and experimenting with different ingredients and methods. By actively participating in the cooking process, students apply theoretical knowledge and develop practical skills.

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

Student-to-self interaction is crucial for helping students reflect on their learning process, develop self-awareness, and understand how they learn best. This type of interaction allows students to think critically about their strengths, areas for improvement, and how they can apply and refine their skills. An example of this is after a student completes a cooking task or project, students can engage in a self-analysis where they assess their technique, timing, and overall execution. This allows them to identify specific areas where they may need more practice or improvement, fostering a growth mindset.

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