



CEP-981: INTRODUCTION TO CULINARY ARTS 2

Effective Term

Fall 2026

BOT Approval Date

06/12/2025

Discipline

CEP - Career Enhancement Program

Course Number

981

Course Title

Introduction to Culinary Arts 2

Short Title

Intro to Culinary Arts 2

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 basic skills needed for an entry-level role in a commercial kitchen. Students will further develop their knowledge of cooking methods and techniques, proper use and maintenance of culinary tools and equipment, and best practices for kitchen safety and sanitation. Emphasis is placed on professionalism, employability skills, and effective kitchen operations, including menu planning, task prioritization, and time management.

Requisites

Prerequisite(s)

Prerequisite(s) (must be taken before)

CEP-980 with a grade of P.

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. Formulate career pathways and job search techniques in the culinary industry.
2. Demonstrate employability skills, including leadership, teamwork, and cross-cultural communication, in professional culinary settings.
3. Develop advanced cooking methods by demonstrating precision and efficiency.
4. Evaluate the qualities, properties, and cultural significance of ingredients, incorporating sustainability and global food systems.
5. Organize food preparation and service strategies, with a focus on inclusive restaurant management, customer experience, and industry best practices.
6. Conduct comprehensive cost analyses for recipes and menus, factoring in ethical sourcing, sustainability, and profit margins for diverse dining establishments.
7. Prepare food products by applying correct techniques and procedures specified in recipes and formulas.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. Students will apply proper measurement techniques and scaling methods to ensure accurate recipe execution.
2. Students will modify recipes to meet the dietary needs of individuals with different cultural, religious, or health-related dietary restrictions, ensuring inclusivity in food preparation.
3. Students will practice proper food storage, handling, and sanitation, including techniques for vacuum sealing, fermentation, and curing.
4. Students will analyze and implement sustainable and waste-reduction practices within a culinary operation, including the sourcing of local and sustainable ingredients.
5. Students will recognize the cultural significance of global ingredients and cooking traditions, demonstrating respect for diverse food cultures in their culinary practices.
6. Students will utilize mise en place principles to organize and manage time effectively in a professional kitchen environment.

Content

Non-Credit Content

1. Advanced Food Preparation
 - a. Ingredient Knowledge/Selection
 - i. Identify and Sourcing Ingredients
 - ii. Understanding Seasonal, Sustainable and Ethically Sources Choices
 - iii. Exploring Cultural Significant Global Ingredients
 - b. Measurement and Weight
 - i. Scaling/Portioning
 - ii. Ingredient Ratios
 - iii. Inclusive Measurements Techniques
 - c. Recipe Execution
 - i. Interpreting Recipe(s)
 - ii. Modifying Standard Recipe(s)
 - iii. Recipe Development
 - iv. Dietary Restrictions
 1. Religious Observances
 2. Cultural Preference
 - d. Storage and Preparation
 - i. Proper Handling/Storage
 1. Perishable
 2. Non-Perishable
 - ii. Vacuum Sealing
 - iii. Fermentation
 - iv. Curing Methods
 - e. Professional Kitchens
 - i. Workstation Organization
 - ii. Time Management
 1. Multicourse Preparation
 - iii. Skills for a Diverse Workforce
2. Cooking Techniques and Methods
 - a. Meat/Seafood
 - i. Butchery Techniques
 - ii. Dry-aging
 - iii. Brining/Marinating Methods
 - b. Stocks, Sauces and Soups
 - i. Emulsifications
 - ii. Reductions
 - iii. Gastriques
 - c. Fruit/Vegetables

- i. Pickling
 - ii. Fermentation
 - iii. Dehydration
 - d. Potatoes, Grains and Legumes
 - i. Risottos
 - ii. Pilafs
 - iii. Porridges
 - iv. Indigenous Grains
 - e. Baking and Pastry
 - i. Laminated Doughs
 - ii. Bread Making
 - iii. Sugar Work
 - iv. Tempering Chocolate
 - v. Dessert Presentation
 - vi. Diverse Baking Traditions
 - 1. Latin American Pan Dulce
 - 2. Middle Eastern Baklava
 - 3. African Injera
 - 4. Indian Paratha
 - vii. Dry Heat Cooking
 - viii. Moist Heat Cooking
 - ix. Combination Cooking Methods
- 3. Restaurant and Operations
 - a. Inventory
 - i. Sourcing local and sustainable ingredients
 - ii. FIFO (first in, first out)
 - iii. Ethical Sourcing
 - b. Menu Development
 - i. Creativity
 - ii. Food Models
 - iii. Representation in Cuisine Selection
 - c. Sustainability and Waste Reduction
- 4. Growth and Career
 - a. Skills for Culinary Professionals
 - i. Communication/Teamwork
 - b. Job Search/Career Planning
 - i. Barriers to Advancement for Underrepresented
 - c. Resume/Cover Letter
 - d. Job Application Process
 - e. Interview Skills

Methods of Instruction

Method

Discussion

Integration

Discussion can be used to dive deeper into culinary concepts. An example of this can be an discussion of exploring various ingredients and have students share cultural significance from their background and its uses in traditional dishes. Discussion will adhere to all accessibility standards.

DE Adaptations for MOI

Students can access the a discussion board that was posted by the instructor using CMS tools. If the course is synchronous, discussion can happen live using accessible video conferencing software.

Method

Lecture

Integration

Lectures can be used to introduce core concepts, demonstrate techniques and share professional and industry knowledge. An example would be to help students with career growth by guiding the on job search strategies, resume writing and overcoming barriers in the industry. Lecture will adhere to all accessibility standards.

DE Adaptations for MOI

Instructors can post lectures using CMS tools, where students can access the materials. Students can also participate in lectures through accessible video conferencing software.

Method

Observation and Demonstration

Integration

Observation and demonstration can be used to demonstrate techniques and have students replicate those techniques. An example of this would be techniques like butchery, filleting, dry-aging, brining and marinating. Observation and demonstrations will adhere to all accessibility standards.

DE Adaptations for MOI

In an online environment, students can view accessible video uploaded by the instructor through the CMS. They can also upload videos demonstrating the techniques for the instructor to view and access.

Methods of Evaluation**Method**

Class Performance

Integration

Class performance can be used to evaluate students' skills across various areas. For example, during the preparation and execution of a dish, the instructor can observe the student's ability to follow recipes, apply proper techniques, and manage time efficiently. Feedback on specific skills can be provided either during the process or upon its completion. Class performance will adhere to all accessibility standards.

DE Adaptations for MOE

In an online environment, CMS tools, accessible recorded videos or photos of the dish uploaded to the CMS or accessibly video conferencing software can be used to "perform" their task. Instructors can review the students submission and provide feedback within a week of submission.

Method

Exams/Tests

Integration

Exams/Tests can be used to assess the students culinary knowledge and understanding of cooking techniques, ingredients, food science and safety standards. An example would be a written exam asking the student to modify a recipe to accommodate a dietary restriction or preference. Instructors can provide feedback within a week of submissions of the exams/tests. Exams/tests will adhere to all accessibility standards.

DE Adaptations for MOE

Exams/Tests can be posted by the instructor through the CMS. Students can access and complete their exam/tests using CMS tools. Depending on how the exam/test is set up feedback may be given immediately or after the instructor reviews the submission.

Method

Class Participation

Integration

Class participation can be used to evaluate students' contributions to teamwork, discussions, and critical thinking skills. For example, in an activity like creating a specific recipe, the instructor can offer immediate feedback on students' ideas, highlighting strengths such as effective communication, collaboration, and innovative thinking, while also providing constructive suggestions for improvement. Class participation will adhere to all accessibility standards.

DE Adaptations for MOE

In an online environment, the instructor can post a discussion posting using CMS tool for students to access and respond. In an synchronous course, accessible video conferencing software can be used for students to discuss in live time as a class or in small groups. Instructors can provide feedback in real time or within a week of submission.

Assignments**Assignment Type**

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

This assignment will allow you to explore how food is connected to culture, identity, and community. You will learn about the importance of diversity in culinary traditions and reflect on how inclusive cooking practices can contribute to a more equitable food experience for all.

Address the following:

Define what culinary diversity means. How does food represent different cultures, backgrounds, and identities? Discuss the importance of including diverse food traditions and flavors in cooking.

Choose one food dish from a culture different from your own. This could be a dish from another country or a regional dish within your own country. Research the history and cultural significance of this dish. Why is it important to the people who make it? What does it represent about their culture?

Reflect on how food connects people to their heritage and identity. How can the food we eat tell stories about our backgrounds, families, and communities? Share your own experiences with food that connects you to your family, culture, or community.

Explore how the culinary world can be more inclusive. Consider dietary restrictions, such as vegetarian, vegan, gluten-free, or kosher, and how restaurants and home cooks can create more inclusive menus. How can chefs and food creators ensure that everyone, regardless of their background, feels welcome in the dining experience?

Assessment Criteria- You will be evaluated on the following:

- Depth of understanding of culinary diversity and cultural significance.
- Personal reflection on food, identity, and community.
- Clear and well-organized writing.
- Thoughtful reflection on inclusive practices in cooking.

How assignment will be adapted in online format

Instructor will post assignment to the CMS. Students can access the assignment and respond using CMS tools or uploading a document to the CMS. The instructor will provide feedback within a week of submission.

Assignment Type

Reading

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

Read the following article, "Understanding Flavor Profiles" by John Weiss

Respond to the following questions:

What are the key components that make up a dish's flavor profile, and how do primary and secondary flavors contribute to the overall taste experience?

How do cultural influences and cooking techniques shape the distinct flavor profiles of ethnic cuisines? Can you provide an example from the article to illustrate this?

Why is balance important in creating a well-crafted flavor profile, and how can chefs achieve complexity while maintaining this balance?

How assignment will be adapted in online format

Students can respond to the prompt posted by the instructor on the CMS. Students can use CMS tools or upload a document to the CMS. The instructor will provide feedback within a week of submission.

Assignment Type

Other

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Measuring for Success: Precision in the Kitchen

Instructions:

Materials Needed:

- Measuring cups (dry and liquid)
- Measuring spoons
- Digital kitchen scale (if available)
- Common pantry ingredients (e.g., flour, sugar, oil, water, baking soda)
- Clear bowls for holding measured ingredients

Demonstration:

- Measure 1 cup of flour using the "scoop and level" method with a dry measuring cup.
- Measure 1 cup of water using a liquid measuring cup and demonstrate checking the measurement at eye level.
- Use measuring spoons to measure 1 tablespoon of baking soda and 1 teaspoon of salt, leveling off for accuracy.
- If a kitchen scale is available, measure 100 grams of sugar to compare the precision of weight versus volume.

Reflection and Assessment:

After completing the measuring demonstration, answer the following reflection questions:

- What challenges did you experience when measuring dry vs. liquid ingredients?
- Why is accurate measurement important in cooking and baking?
- How can incorrect measurements affect the outcome of a recipe?

Assessment Criteria:

- Accuracy in Measurement: Correct use of measuring tools and techniques.
- Understanding of Concepts: Ability to explain the importance of precision in measurement.
- Application of Skills: Proper technique demonstrated for dry, liquid, and small quantity measurements.
- Engagement: Active participation and effort in the demonstration.

How assignment will be adapted in online format

The instructor will post assignment using CMS tools. The student can upload a prerecorded video of measuring techniques using CMS tools or demonstrate live using accessible video conferencing software. Instructor can provide feedback within a week of submission.

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 advanced culinary course embraces diversity and inclusion by delving into the intersection of food, identity, and culture. Students explore the culinary traditions of underrepresented communities, examining how historical contexts like migration, colonization, and

diaspora have influenced regional cuisines. The curriculum includes hands-on experiences preparing dishes from various cultural backgrounds, emphasizing the respectful and authentic use of ingredients and techniques. The course also addresses issues related to equity in the food industry, such as the underrepresentation of marginalized chefs and the appropriation of cultural cuisines. Students engage in discussions about how gender, race, and socioeconomic status affect access to culinary education, employment, and entrepreneurship. They learn to design inclusive menus that accommodate dietary restrictions based on cultural, religious, ethical, and health-related needs, fostering an awareness of how food choices intersect with personal and community identity. Additionally, the course highlights the role of food in celebrating identity and advocating for social justice, encouraging students to consider how they can contribute to a more equitable culinary industry. Working collaboratively in diverse teams, students develop cultural competence, empathy, and effective communication skills, preparing them to thrive in a multicultural culinary environment.

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

In this culinary course, every aspect is intentionally designed to meet the needs of diverse learners and create an equitable learning environment. Assignments encourage students to research and prepare recipes from their own cultural backgrounds, fostering a sense of pride while educating peers about diverse culinary traditions. Students also engage in collaborative projects where they adapt recipes for various dietary needs, such as gluten-free, vegetarian, and culturally specific restrictions, promoting an understanding of inclusive cooking. Instruction is delivered through a variety of methods, including live accessible demonstrations, step-by-step accessible videos, written guides, and sensory-based learning to accommodate different learning styles. Language support, such as translated resources and visual aids, helps English learners grasp complex concepts. Additionally, students with varying skill levels are offered opportunities for peer mentorship, creating a supportive and interdependent learning environment. Evaluation methods are flexible, allowing students to demonstrate their knowledge and skills through practical cooking demonstrations, reflective journals, recipe development, and group presentations. Course content helps students analyze the historical and contemporary impacts of cultural appropriation, food sovereignty, and ethical sourcing, gaining a deeper understanding of the socio-political aspects of food. Class interactions are guided by respect and inclusivity, encouraging students to share their personal food narratives, collaborate on projects, and provide constructive feedback in a safe and supportive space. Cultural humility is a core value, helping students appreciate diverse perspectives and navigate sensitive conversations thoughtfully.

Interactions

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

Student-to-student interaction is an essential part of this culinary course, helping students build teamwork, develop communication skills, and learn from diverse perspectives. Throughout the course, students participate in peer-tasting panels, where they sample each other's dishes, provide constructive feedback, and discuss how flavors, techniques, and presentation can be improved. This process helps students refine their palates and become more articulate in describing culinary elements.

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

Instructor-to-student interaction plays a critical role in guiding students, supporting their growth, and ensuring they grasp the culinary skills and concepts presented. The instructor will conduct guided tastings, where they lead students through sampling various ingredients, sauces, and dishes, helping them identify flavors, textures, and aromas while encouraging thoughtful discussions about taste balance and seasoning. Additionally, the instructor will circulate through the kitchen during hands-on cooking activities, providing individualized feedback, troubleshooting challenges, and offering tailored tips to improve technique. This approach not only reinforces learning but also builds students' confidence as they apply culinary skills in real-time.

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

Student-to-content interaction is designed to immerse students in the material, encouraging them to actively apply culinary concepts and techniques. Students will engage with the content by analyzing and modifying recipes to understand the impact of ingredient substitutions, measurements, and cooking methods. This hands-on experimentation deepens their understanding of how ingredients work together and enhances problem-solving skills. In addition to practical cooking experiences, students will explore culinary concepts through reading assignments, and accessible resources. They may analyze the flavor profiles of different cuisines, research the cultural significance of traditional dishes, or study food science principles like emulsification and caramelization. Students will also have the opportunity to design their own recipes, experimenting with flavors, textures, and plating techniques. This creative process encourages them to take ownership of their learning, develop critical thinking, and apply course content in innovative ways.

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

Student-to-self interaction plays an important role in developing self-awareness and encouraging reflective thinking in culinary students. Throughout the course, students will engage in guided reflection sessions where they assess their own performance. They will be encouraged to consider questions such as: What went well in this dish? Which techniques were difficult, and how can I improve them next time? Did I work efficiently within the given time frame. Additionally, students will participate in goal-setting exercises where they identify specific skills they wish to develop further, such as knife skills, flavor balance, or presentation. These goals will be revisited periodically to assess progress and adjust their learning strategies as needed. By regularly engaging in self-assessment and goal setting, students will develop a deeper understanding of their learning styles, recognize their growth, and become proactive in refining their culinary abilities.



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