



CUL-715: HEALTHY COOKING

Effective Term

Fall 2026

BOT Approval Date

12/11/2025

Discipline

CUL - Culinary Arts

Course Number

715

Course Title

Healthy Cooking

Short Title

Healthy Cooking

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

Yes

Distance Education**Distance Education Type**

Hybrid Only

What will be done in face-to-face meetings

Laboratory on various topics surrounding healthy cooking.

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 introduces students to the principles of nutritious and balanced meal preparation. Emphasizing the use of wholesome ingredients, dietary guidelines, and innovative cooking techniques, students learn to create flavorful, health-conscious dishes suitable for various dietary needs and preferences. The course covers nutrition fundamentals, ingredient substitutions, portion control, and food safety, with a focus on developing skills to promote wellness and sustain a healthy lifestyle. Through hands-on practice and recipe development, students will gain confidence in preparing meals that prioritize health without sacrificing flavor or presentation.

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

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

Codes**TOP Code (CB 03)**

1306.00* - *Nutrition, Foods, and 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	Or
Nutritional Science/Dietetics (Masters Required)	End

Learning Objectives**Learning Objectives**

Learning Objective
1. Analyze the nutritional content of various ingredients and identify how they can be modified to meet diverse dietary needs while maintaining flavor and texture.
2. Design balanced, culturally inclusive meal plans that incorporate health-conscious ingredients and reflect an understanding of different culinary traditions.
3. Evaluate the health benefits and culinary techniques used to prepare nutritious dishes, considering both traditional and modern approaches.
4. Create recipes that adapt familiar comfort foods into healthier options, ensuring they meet dietary restrictions and taste preferences.
5. Apply principles of portion control and ingredient substitution to develop meals that promote wellness without sacrificing flavor or presentation.
6. Assess safety, sanitation, and hygiene practices necessary for preparing health-focused meals in varied kitchen environments.
7. Synthesize knowledge of food science, nutrition, and culinary techniques to develop inclusive, health-promoting recipes suited for a variety of dietary needs.
8. Critique meal presentation, ingredient choices, and nutritional value, considering both aesthetic appeal and healthfulness.
9. Reflect on personal biases and cultural perspectives related to food and nutrition to foster an inclusive approach to healthy cooking practices.
10. Demonstrate teamwork and leadership skills by collaborating effectively to plan, prepare, and present healthy, well-balanced dishes.

Learning Outcome Information**Course Learning Outcomes**

Learning Outcome
1. Students will modify recipes to meet specific dietary goals while maintaining nutritional quality, flavor, and presentation.
2. Students will design nutritionally balanced meal plans that incorporate ingredient substitutions.
3. Students will present a healthy menu portfolio that includes recipes, nutritional values, and cultural considerations.

Content**Course Lecture Content**

1. Introduction to Healthy Cooking Principles
 - a. Overview of nutrition fundamentals and dietary guidelines
 - b. The role of culinary techniques in promoting health
 - c. Recognizing diverse dietary needs and cultural food practices
2. Nutritional Science and Dietary Needs
 - a. Macronutrients and micronutrients
 - i. Functions and sources
 - b. Dietary restrictions and special diets
 - i. Vegetarian, vegan, allergen-free, cultural diets
 - c. Promoting inclusive meal planning for diverse populations
3. Ingredient Selection and Substitutions

- a. Whole grains, legumes, and plant-based proteins
 - b. Reducing saturated fats, sugars, and sodium
 - c. Incorporating culturally diverse ingredients for health and flavor
4. Food Safety and Sanitation
 - a. Principles of HACCP and safe food handling
 - b. Cross-contamination prevention and hygiene standards
 - c. Cultural considerations in food safety practices
5. Sustainable Sourcing and Ethical Food Practices
 - a. Local and seasonal ingredient sourcing
 - b. Supporting diverse food producers and fair trade practices
 - c. Environmental impact of ingredient choices
6. Cooking Techniques for Health
 - a. Steaming, poaching, and boiling
 - b. Baking, roasting, and grilling with reduced fats
 - c. Techniques for preserving nutrients
7. Meal Composition and Portion Control
 - a. Building balanced meals with appropriate macronutrient ratios
 - b. Visual presentation and portioning for health and aesthetics
 - c. Addressing cultural differences in meal structure
8. Dietary and Cultural Sensitivity in Meal Planning
 - a. Adapting recipes for cultural and religious dietary restrictions
 - b. Respectful incorporation of traditional ingredients with health benefits
 - c. Engaging with diverse food customs to enhance inclusivity
9. Label Reading and Ingredient Transparency
 - a. Interpreting nutrition labels and ingredient lists
 - b. Educating consumers on additives, preservatives, and allergens
 - c. Promoting transparency and cultural understanding in ingredient use
10. Food Preparation with a Focus on Mindful Eating
 - a. Techniques to promote satiety and mindful portioning
 - b. Creating dishes that support mental and emotional well-being
 - c. Using ingredients that enhance mood and cognitive health
11. Food Presentation and Plating for Healthy Meals
 - a. Visual cues for portion control and aesthetic appeal
 - b. Use of color and garnishes to enhance nutritional perception
 - c. Communicating health benefits through presentation
12. Exploring Traditional and Modern Healthy Recipes
 - a. Investigating healthy recipes from various cuisines
 - b. Modifying dishes to improve nutritional content
 - c. Analyzing the health impact of different cooking styles
13. Food Waste Reduction and Sustainability Practices
 - a. Using whole ingredients to minimize waste
 - b. Upcycling leftovers creatively
 - c. Promoting responsible resource use
14. Technology and Digital Resources in Healthy Cooking
 - a. Utilizing apps and websites for nutritional analysis and recipe design
 - b. Digital tools for meal planning and grocery management
 - c. Ethical considerations in digital information sharing
15. Communicating Healthy Eating Principles
 - a. Explaining nutritional concepts clearly to diverse audiences
 - b. Developing effective health promotion materials
 - c. Strategies for encouraging healthy habits
16. Capstone Project and Reflection
 - a. Designing a nutritious, culturally appropriate meal plan or recipe collection
 - b. Reflecting on personal growth and technical skill development
 - c. Presenting a final project demonstrating culinary and nutritional proficiency

Course Lab Content

1. Kitchen Safety and Sanitation Practices
 - a. Demonstrate proper handwashing, sanitation procedures, and safe knife handling
 - b. Practice setting up workstations with appropriate hygiene standards
 - c. Identify and correct common safety hazards in the kitchen
2. Ingredient Preparation and Handling
 - a. Washing, peeling, chopping, and portioning vegetables and fruits with nutrient retention in mind
 - b. Prepare culturally diverse ingredients using appropriate techniques
 - c. Measure and record ingredient weights and volumes for recipe accuracy
3. Nutritious Breakfast Dishes
 - a. Adjusting ingredients for nutritional balance
 - i. Smoothies, overnight oats, and breakfast bowls
 - b. Incorporate high-fiber and high-protein ingredients reflecting diverse dietary patterns
 - c. Taste and evaluate the texture and flavor of each dish, adjusting as needed
4. Cooking Techniques that Preserve Nutrients
 - a. Cook vegetables and proteins
 - i. Steaming, boiling, stir-frying, and roasting methods
 - b. Measure nutrient retention post-cooking through visual cues and lab tests
 - c. Record cooking times and temperatures for optimal nutrient preservation
5. Preparing Plant-Based Meals
 - a. Cook and assemble dishes
 - i. Legume salads, veggie stir-fries, and plant-based burgers
 - b. Use culturally diverse ingredients, practicing proper preparation methods
 - c. Taste and assess flavor, texture, and visual appeal
6. Whole Grains and Legumes
 - a. Soak, cook, and prepare dishes
 - i. Quinoa, brown rice, millet, and beans
 - b. Adjust cooking times and methods for different grains and legumes to optimize texture and nutrition
 - c. Portion and plate dishes to promote balanced meals
7. Reducing Food Waste and Upcycling
 - a. Use vegetable scraps
 - i. Stocks and fermented condiments
 - b. Repurpose leftovers into new dishes
 - i. Grain salads and wraps
 - c. Measure and document waste reduction outcomes
8. Meal Assembly for Special Dietary Needs
 - a. Using appropriate substitutions
 - i. Gluten-free, vegan, and allergen-sensitive meals
 - b. Portion and plate meals to meet dietary guidelines and aesthetic standards
 - c. Conduct taste tests to evaluate flavor and texture adjustments
9. Traditional Healthy Dishes from Various Cultures
 - a. Prepare dishes following authentic recipes
 - i. Miso soup, tabbouleh, and ceviche
 - b. Apply health-conscious modifications during preparation
 - c. Record and compare nutritional and flavor profiles
10. Flavor Enhancement with Herbs and Spices
 - a. Experiment with fresh herbs and spices from different cuisines in recipe preparations
 - b. Taste and document flavor differences and health benefits
 - c. Adjust seasoning levels to meet flavor and health goals
11. Plant-Based Milk Alternatives
 - a. Prepare almond, soy, and oat milk from scratch using soaking and blending techniques
 - b. Incorporate homemade plant-based milks into recipes such as smoothies and porridges
 - c. Compare nutritional content and flavor profiles
12. Developing and Testing Healthy Recipes
 - a. Formulate recipes substituting ingredients for higher nutrients or lower calories
 - b. Cook and evaluate dishes

- i. Adjust for flavor, texture, and appearance
 - c. Record recipe modifications and outcomes
- 13. Plating and Presentation of Healthy Meals
 - a. Dishes with attention to color, portion size, and visual balance
 - b. Garnishes and cultural presentation styles to enhance appeal
 - c. Photographing plated dishes for portfolio documentation
- 14. Nutrition Analysis Using Digital Tools
 - a. Nutrition analysis software
 - i. Calorie and macro/micronutrient content
 - ii. Results-based analysis
 - 1. Recipe design
 - b. Nutritional profiles
- 15. Preparing a Complete Healthy Meal
 - a. Balanced meals
 - b. Appropriate portioning
 - c. Aesthetic and nutritional standards
 - d. Service
- 16. Cultural and Nutritional Meal Preparation
 - a. Designing a culturally diverse, nutritionally balanced meal
 - i. Technique
 - ii. Presentation
 - iii. Health considerations
 - b. Completing a lab report
 - i. Ingredient choices
 - ii. Techniques
 - iii. Nutritional analysis

Methods of Instruction

Method

Lab Activities

Integration

Students will observe the instructor's demonstration of techniques and processes related to healthy food preparation, ingredient substitutions, and nutritional modifications. They will then apply these principles by conducting experiments and preparing dishes that illustrate concepts such as reducing sodium and sugar, incorporating superfoods, balancing macronutrients, and using cooking methods that preserve nutrients. At the end of each session, students will present their culinary creations for peer and instructor critique, and will have the opportunity to taste and analyze their dishes in comparison to others. Activities will also include collaborative projects, developing healthier recipe formulations, and designing presentation displays that highlight nutritional and culinary principles.

DE Adaptations for MOI

The lab activities will be conducted face-to-face. Students will document their processes through photos, videos, or written reflections submitted via the CMS. Collaborative projects, recipe development, and presentation designs will be facilitated through virtual group work, shared documents, and online peer review, ensuring active engagement and practical application.

Method

Lecture

Integration

The instructor will deliver lectures on various topics related to nutrition, ingredient substitutions, healthy cooking techniques, dietary guidelines, and food safety standards. These lectures will incorporate diverse instructional methods, including interactive discussions, visual presentations, videos, and live demonstrations of healthy culinary techniques. The content will build logically upon foundational principles introduced in earlier coursework, covering key concepts such as balanced meal composition, nutrient retention, low-sodium and low-sugar cooking methods, portion control, and food label interpretation. The goal is to deepen students' understanding of the scientific and nutritional principles that support healthy eating and to foster critical thinking about sustainable and health-conscious food practices.

DE Adaptations for MOI

Lecture activities are delivered through a combination of CMS content and interactive virtual sessions. The instructor will provide pre-recorded video lectures, visual presentations, and demonstrations that students can access at their own pace via the CMS. These materials will cover topics such as nutrient retention, healthy ingredient substitutions, and cooking techniques that maximize nutritional value. Additionally, live webinars and discussion forums will be scheduled to facilitate real-time interactions, allowing students to ask questions, engage in discussions, and participate in virtual cooking demonstrations. The content will be structured to build progressively, reinforcing key concepts such as meal planning, portion control, and mindful eating, with opportunities for students to apply their knowledge through online assignments and peer collaboration.

Method

Observation and Demonstration

Integration

The instructor will demonstrate a variety of cooking techniques and preparation methods, with students observing each step to understand the principles behind healthy food choices and nutrient preservation before applying them in their own cooking. The instructor will perform clear, step-by-step demonstrations of techniques such as ingredient selection, portion control, cooking methods that retain nutrients, and mindful plating, addressing questions to ensure thorough understanding. After the demonstrations, students will have opportunities to practice these techniques in guided cooking exercises, with the instructor providing individualized feedback and support. These activities are designed to promote equitable learning outcomes by encouraging active observation, hands-on practice, and the application of healthy cooking principles to real-life culinary situations.

DE Adaptations for MOI

Most observations and demonstrations will be conducted face-to-face. Through the CMS, the instructor will provide detailed, step-by-step demonstration videos of healthy cooking techniques, ingredient selection, and nutrient-preserving methods that students can watch at their own pace. Live webinars or scheduled virtual cooking sessions will allow students to observe real-time demonstrations, ask questions, and engage with the instructor directly. Additionally, students will be encouraged to practice techniques in their own kitchens, recording and sharing videos or photos of their cooking processes for feedback. The instructor will review these submissions, offering personalized guidance and suggestions.

Method

Online Activity/Discussion

Integration

Students will participate in the CMS discussion forum where they share their meal plans, explain their ingredient choices, and suggest healthy substitutions for common ingredients to accommodate dietary restrictions or preferences. The instructor will moderate discussions, provide feedback, and highlight key principles of balanced nutrition and ingredient versatility. This activity encourages students to apply their knowledge of healthy ingredients, think critically about meal composition, and learn from peer suggestions. It also promotes active engagement and collaborative learning in the online environment, reinforcing practical skills for healthy cooking and eating habits.

DE Adaptations for MOI

Students will submit their weekly meal plans and explanations asynchronously, allowing them to engage thoughtfully at their own pace. The instructor will monitor the forum, provide feedback, and highlight important concepts related to balanced nutrition and ingredient flexibility. To foster interaction, students will be encouraged to comment on peers' meal plans, suggest healthy substitutions, and discuss alternative approaches. This collaborative activity promotes critical thinking, practical application of healthy cooking principles, and peer learning within the CMS.

Methods of Evaluation**Method**

Class Participation

Integration

The instructor will lead discussions on topics such as nutrition principles, ingredient benefits, healthy cooking techniques, and food safety. The discussions will also explore the cultural and lifestyle significance of various dietary practices and how they can be incorporated into everyday cooking. Student participation will be assessed using the Participation Rubric, which focuses on

punctuality, preparedness, active engagement in cooking activities and discussions, sharing ideas and insights related to healthy eating habits, and the ability to apply nutritional concepts to practical meal preparation.

DE Adaptations for MOE

Student participation will be evaluated through a combination of online engagement and reflective activities. Students will be expected to actively participate in the CMS discussion forum by sharing their insights on nutrition topics, cooking techniques, and healthy meal ideas. Punctuality and preparedness will be reflected in timely contributions and completion of assigned activities. The instructor will monitor participation based on the quality and consistency of students' posts, their ability to connect nutritional principles to practical cooking scenarios, and their engagement in peer discussions. Additionally, students will submit reflective journal entries or video recordings of their cooking experiences, demonstrating their understanding and application of concepts.

Method

Class Performance

Integration

Students will be evaluated on their technical cooking skills, understanding of nutritional principles, and the quality of their meal preparations. The instructor will assess how effectively students set up their workstations, follow food safety and sanitation practices, and handle ingredients and kitchen tools. Students will present their completed dishes, highlighting the nutritional benefits, ingredient choices, and cooking techniques used. The instructor will evaluate each student's performance using the Performance Rubric, which considers their time management, problem-solving abilities, professionalism, and the overall quality, presentation, and healthfulness of their dishes.

DE Adaptations for MOE

Student performance will be evaluated through a combination of virtual assessments and submitted work. They will submit photos and descriptions of their finished dishes, explaining the nutritional choices and techniques used. The instructor will review these submissions, assessing technical skills, attention to food safety, and the quality and presentation of the dishes. Additionally, students may complete self-assessment checklists and reflections on their cooking experience. This approach allows for ongoing evaluation of students' practical skills, understanding of healthy cooking principles, and professionalism, all within a remote learning environment.

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 nutrition principles, cooking techniques, and food safety practices covered in the course. These assessments will measure students' ability to critically interpret concepts related to healthy eating, ingredient choices, meal planning, and safe food handling. All exam questions will be in open-answer or short essay format to effectively gauge their comprehension, analytical thinking, and capacity to connect nutritional knowledge to practical cooking situations. Students will be evaluated on the accuracy and clarity of their responses, their ability to communicate healthful cooking concepts, and how well they integrate new information with prior knowledge and practical skills gained throughout the course.

DE Adaptations for MOE

Assessments will be conducted through online quizzes, written assignments, and virtual exams. Students will complete weekly quizzes asynchronously, using the CMS to demonstrate their understanding of nutrition concepts, cooking techniques, and food safety guidelines. For the comprehensive exams, students may be required to submit written responses or take timed online tests, ensuring they critically analyze and connect nutritional principles to practical scenarios. These assessments will be evaluated based on clarity, accuracy, critical thinking, and the ability to synthesize course concepts. This approach ensures consistent, flexible, and rigorous evaluation of students' knowledge and analytical skills within the remote learning environment.

Method

Final Performance

Integration

Students will complete a final practical assessment in which they will plan and prepare a healthy meal or series of dishes that showcase the nutritional principles and cooking techniques learned throughout the course. Their final grade will be based on their thoughtful approach to meal planning, technical execution, attention to presentation, and clarity in explaining their choices and techniques. Evaluation will focus on the nutritional balance and creativity of the dishes, the quality and accuracy of their cooking

methods, their ability to apply healthy ingredient substitutions, and their adherence to food safety and sanitation standards in the kitchen.

DE Adaptations for MOE

The final written exam will be administered online through the CMS. Students will complete the exam within a designated time frame, answering open-ended and short-answer questions that require them to demonstrate their understanding of nutritional principles, healthy cooking techniques, ingredient choices, and food safety practices. The exam will be evaluated based on accuracy, depth of understanding, clarity of communication, and the ability to synthesize knowledge from the entire course.

Method

Homework

Integration

Students will be assigned weekly homework that complements the nutrition concepts and cooking techniques covered in class. These assignments may include researching healthy ingredient substitutions, designing meal plans, analyzing the nutritional content of different dishes, or preparing reports on food safety and storage practices. Evaluation will focus on the completeness, effort, and accuracy of the work, as well as the student's ability to demonstrate an understanding of healthy cooking principles and their application through detailed responses, nutritional analyses, and reflective reports on meal preparation and ingredient choices.

DE Adaptations for MOE

Homework assignments will be submitted electronically through the CMS. Students may be required to complete research tasks, analyze recipes, or create meal plans using online resources, then upload their reports, reflections, or completed work for review. Some assignments might include recording short videos or taking photos of their meal preparations to demonstrate techniques and ingredient choices, which they will submit along with written explanations. The instructor will assess these submissions based on completeness, effort, accuracy, and their demonstration of understanding of healthy cooking principles.

Method

Homework

Integration

Students will complete weekly quizzes covering topics and techniques from the previous week, including nutrition principles, ingredient substitutions, healthy cooking methods, food safety protocols, meal planning strategies, and dietary considerations. The quizzes will consist of open-ended questions that encourage critical thinking and reflection, asking students to explain the reasoning behind their ingredient choices, justify cooking techniques for optimal health, and demonstrate their understanding of healthy eating principles. Assessment will focus on the student's ability to clearly articulate the "why" and "how" of each concept and their ability to apply healthy cooking techniques discussed in class.

DE Adaptations for MOE

Weekly quizzes will be administered online through the CMS. Students will complete these assessments asynchronously, responding to open-ended questions that require them to explain nutrition concepts, justify ingredient substitutions, and describe healthy cooking techniques. Some quizzes may include scenario-based questions or prompts to analyze meal choices and dietary strategies. Students will submit their responses electronically, and the instructor will evaluate them based on clarity, depth of understanding, and their ability to apply course concepts to practical situations.

Assignments

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Write a reflection of at least 500 words where you describe a healthy meal you'd like to prepare for yourself or your family. In your writing, explain why you chose this particular meal and how it fits with healthy eating principles, like balanced nutrients and ingredient choices. Discuss the key ingredients and cooking techniques you would use to make the meal nutritious and flavorful. Also, think about any challenges you might encounter while preparing this meal, such as ingredient availability or time constraints, and share your ideas for overcoming those obstacles. Finally, reflect on how this meal could support your personal health goals or dietary needs. This assignment is designed to help you connect what you've learned about healthy cooking to your own life and to think critically about planning nutritious meals.

How assignment will be adapted in online format

The assignment will be completed and submitted electronically. Students will write their reflections directly within the CMS, using the designated submission page before the deadline. The instructor will then review and provide feedback through the CMS, allowing for an organized and accessible way to monitor student understanding and progress.

Assignment Type

Other

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

For this assignment, you'll choose a common ingredient used in traditional recipes, like butter, sugar, or white rice, and research at least three healthy alternatives or substitutions for it. You'll need to explain how each substitution affects the nutritional value of the dish, such as reducing calories or adding fiber, and describe how it might change the flavor, texture, or cooking process. Finally, suggest a specific dish where you could use each substitution. You'll write a short report, around 200 to 300 words, sharing your findings and ideas for incorporating these healthier ingredient swaps into your cooking. This will help you think critically about how to make your recipes more nutritious while still flavorful.

How assignment will be adapted in online format

This assignment will be completed and submitted electronically in the CMS. Students will write their ingredient substitution reports directly within the online platform's submission page, allowing for easy organization and timely submission before the deadline. The instructor will then review each submission within the CMS and provide feedback directly on the assignment, focusing on the clarity of explanations, understanding of nutritional impacts, and practicality of the substitutions.

Assignment Type

Reading

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Read Chapter 4, "Nutrient-Dense Ingredients for Healthy Cooking," from the latest edition of Nutrition and Healthy Cooking by Smith & Lee (2022). As you read, take notes on the benefits of ingredients like whole grains, legumes, leafy greens, and healthy fats, focusing on their nutritional value, health benefits, and tips for adding them to your meals. This will help you better understand how these foods support a healthy diet and give you ideas for incorporating them into your cooking. You can do the reading on your own time before the next class, and be ready to discuss the main points and how you might use this information in your own recipes.

How assignment will be adapted in online format

Students will access and complete the assigned chapter—Nutrition and Healthy Cooking Chapter 4—through the online textbook portal before the next class session. They will read the material independently at their own pace, taking notes and highlighting key points on nutrient-dense ingredients. To ensure understanding, students may also be asked to complete a short online quiz or reflection questions related to the chapter content, which will be submitted electronically through the CMS.

Assignment Type

Other

In-class and/or outside of class

In-class

Formative or Summative

Summative

Assignment

For the class project, you'll plan, prepare, and present a healthy meal during the class session. You'll need to explain why you chose your ingredients and cooking methods, focusing on how they make the meal nutritious and supportive of health. After cooking and sharing your dish with the class, you'll write a short reflection of 250 words. In your reflection, discuss the nutritional reasons for your choices, any challenges you faced, how you solved them, and what you learned from the experience that you can use in future healthy cooking. Your overall grade will be based on the creativity and nutritional balance of your meal, how clearly you explain your process, your cooking skills, and your ability to reflect thoughtfully on what you learned.

How assignment will be adapted in online format

Students will submit visual documentation and a written reflection through the CMS before the deadline. The instructor will review these submissions, evaluate the clarity of their explanations, the nutritional reasoning, and the overall quality of their cooking. This adaptation allows students to demonstrate their skills and understanding remotely, ensuring they can complete the assignment independently while still receiving feedback and assessment for their learning.

Assignment Type

Other

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

You will create a digital portfolio documenting your entire healthy cooking course journey. You'll include things like your personal goals at the start, reflections on what you've learned each week, and examples of healthy recipes you developed or adapted—complete with photos and step-by-step instructions. You should also showcase specific skills you've mastered, like ingredient substitutions or cooking techniques, using videos or images with brief explanations. At the end, you'll write a reflection about how you've grown and what you found most valuable. Once finished, you'll upload your portfolio as a file or website to the CMS by the course deadline. This project is a great way to show what you've learned, your progress, and how you've applied healthy cooking principles throughout the class.

How assignment will be adapted in online format

Students will compile their digital portfolios entirely online. They will gather and upload various multimedia elements—such as photos, videos, and written reflections—using the CMS platform. Instead of physical dishes or in-person demonstrations, students can include images or video recordings of their cooking process, techniques, and completed recipes. Reflections and explanations will be submitted as written text or multimedia entries within the online portfolio. The instructor will review and assess these submissions digitally, providing feedback directly through the CMS.

Course Materials**Textbooks**

Techniques of Healthy Cooking, 4th Edition, Professional Edition (2013). Culinary Institute of America. Published by John Wiley & Sons, Inc., Hoboken, New Jersey. ISBN 978-0-470-63543-8.
Nutrient-Dense Ingredients for Healthy Cooking, Smith & Lee (2022).

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.

Diversity and inclusion are integral to the healthy cooking course, and various strategies are employed to ensure all students feel represented, respected, and valued. The course curriculum includes a wide range of recipes and cooking techniques drawn from different cultural traditions, highlighting the nutritional and cultural significance of diverse cuisines. This approach encourages students to explore and appreciate culinary practices from around the world, fostering cultural awareness and respect. Additionally, discussions around dietary restrictions, food preferences, and health considerations are inclusive of various cultural, religious, and personal needs, promoting an understanding of how different backgrounds influence eating habits and health. The course materials and case studies also reflect diverse perspectives related to gender, race, and sexuality, emphasizing the importance of equitable access to healthy foods and culinary education. Instructors actively create a welcoming environment by encouraging all students to share their culinary traditions and experiences, fostering peer learning and mutual respect.

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

In the Healthy Cooking course, all aspects—including assignments, instruction, evaluation, content, and interactions—are intentionally designed to be inclusive and responsive to the diverse backgrounds and needs of learners. Assignments are flexible and offer multiple formats (written reflections, videos, presentations) to accommodate different learning styles and access needs. Instruction incorporates culturally diverse recipes, techniques, and food traditions, allowing students to see their own cultures reflected and to explore new culinary practices from around the world. Course content emphasizes health principles that respect various dietary restrictions and cultural food practices, fostering an environment where all students feel represented and valued. Evaluation methods are designed to be equitable, providing opportunities for students to demonstrate understanding in different ways, such as through practical demonstrations, written reflections, or multimedia projects. Instructor interactions prioritize culturally responsive communication, active listening, and encouragement of student voices, creating a respectful and inclusive learning environment. Throughout the course, discussions and peer interactions are structured to promote mutual respect, cultural sharing, and understanding, helping all students feel welcomed and empowered to participate fully.

Interactions

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

The course will incorporate student-to-student interaction through various structured activities designed to foster collaboration and peer learning. These include online discussion forums where students can share recipes, cooking tips, cultural food traditions, and peer feedback on assignments like recipe adaptations and reflections. Additionally, students may participate in small group projects or virtual cooking challenges, working together to plan and prepare healthy meals, sharing their progress via videos or photos, and discussing their experiences. The course also encourages peer-to-peer discussion during live webinars or breakout sessions, where students can ask questions, exchange ideas, and provide support.

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

The course will incorporate instructor-to-student interaction through regular, intentional communication channels such as live Q&A sessions, virtual office hours, and personalized feedback on assignments and reflections. Instructors will actively monitor discussion forums and respond to student questions promptly, offering guidance, clarification, and encouragement to support individual learning needs. During live teleconferencing, instructors facilitate discussions, provide demonstrations, and address student inquiries in real-time, creating an engaging and responsive learning environment. Additionally, instructors will offer tailored feedback on practical assignments, reflections, and projects to help students deepen their understanding and improve their skills.

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

The course will incorporate student-to-content interaction through a variety of engaging activities designed to promote active learning. Students will access multimedia-rich instructional materials, including videos, interactive recipes, and digital readings, which they can explore at their own pace. They will participate in online quizzes and reflection exercises that reinforce key concepts related to nutrition and healthy cooking techniques. Additionally, students will engage with downloadable resources such as meal plans, ingredient substitution guides, and safety checklists, allowing them to apply course content directly to their own cooking practices. The course may also include scenario-based activities or virtual case studies that challenge students to analyze and solve real-world nutrition and cooking challenges.

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

The course will incorporate student-to-self interaction through reflective activities and self-assessment exercises designed to promote metacognition. Students will be encouraged to keep a digital learning journal or log where they regularly record their thoughts on what they've learned, challenges faced, and strategies for improvement. They will also complete self-reflection prompts after key lessons or cooking activities, asking questions like "What did I find most challenging?" or "How can I apply this technique to my own cooking?" Additionally, students will set personal goals at the start of the course and periodically review their progress toward achieving them.

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