

Cerro Coso College  
**Course Outline of Record Report**  
10/11/2021

## HCRSC121 : Nutrition

### General Information

Author:	<ul style="list-style-type: none"><li>Jaime Broussard</li></ul>
Course Code (CB01) :	HCRSC121
Course Title (CB02) :	Nutrition
Department:	Allied Health
Proposal Start:	Fall 2013
TOP Code (CB03) :	(1306.00) Nutrition, Foods, and Culinary Arts
SAM Code (CB09) :	Possibly Occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000556666
Curriculum Committee Approval Date:	11/15/2013
Board of Trustees Approval Date:	12/19/2013
External Review Approval Date:	07/10/2014
Course Description:	This course is designed to develop an understanding of the principles of human nutrition, including historical development, underlying physical, mental and emotional health, current world nutrition problems, nutrients and their utilization by the body, and nutritional needs throughout the life cycle. Recent developments in nutrition, food fads and fallacies, and informational nutritional resources are discussed.
Submission Type:	Change to Content Correcting GenEd pattern.
Author:	No value

### Faculty Minimum Qualifications

Master Discipline Preferred:	<ul style="list-style-type: none"><li>Nutritional Science/ Dietetics</li><li>Nursing</li></ul>
Alternate Master Discipline Preferred:	<ul style="list-style-type: none"><li>Family and Consumer and Studies/Home Economics:</li><li>Health</li><li>Nursing</li></ul>
Bachelors or Associates Discipline Preferred:	<ul style="list-style-type: none"><li>Health Care Ancillaries (Medical assisting, hospice worker, home care aide, certified nurse aide, health aide, ward clerk, central service technology, childbirth educator, primary care associate, massage therapy)</li></ul>
Additional Bachelors or Associates Discipline Preferred:	No value

### Course Development Options

**Basic Skills Status (CB08)**

Course is not a basic skills course.

 Allow Students to Gain Credit by Exam/Challenge**Rationale For Credit By Exam/Challenge**

No value

**Course Support Course Status (CB26)**

No value

**Course Special Class Status (CB13)**

Course is not a special class.

**Allowed Number of Retakes**

0

**Retake Policy Description**

Type:|Non-Repeatable Credit

**Grade Options**

- Letter Grade Methods
- Pass/No Pass

**Course Prior To College Level (CB21)**

Not applicable.

 Allow Students To Audit Course**Associated Programs** Course is part of a program (CB24)**Associated Program****Award Type****Active**

Nutrition and Dietetics Associate in Science Degree for Transfer (AS-T)

A.S. Degree for Transfer

Fall 2019 to Spring 2020

**Transferability & Gen. Ed. Options****Course General Education Status (CB25)**

No value

**Transferability**

Transferable to both UC and CSU

**Transferability Status**

Approved

**Cerro Coso General Education Requirements****Categories****Status****Approval Date****Comparable Course**

Area 7.1

Health & Wellness  
Wellness

Approved

No value

No Comparable Course defined.

**Units and Hours****Summary****Minimum Credit Units (CB07)** 3**Maximum Credit Units (CB06)** 3**Total Course In-Class (Contact) Hours** 54

**Total Course Out-of-Class Hours** 108

**Total Student Learning Hours** 162

**Faculty Load** 0

### Credit / Non-Credit Options

**Course Credit Status (CB04)**

Credit - Degree Applicable

**Course Non Credit Category (CB22)**

Credit Course.

**Non-Credit Characteristic**

No Value

**Course Classification Status (CB11)**

Credit Course.

Variable Credit Course

**Funding Agency Category (CB23)**

Not Applicable.

Cooperative Work Experience Education Status (CB10)

### Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
Activity Hours	0	0

### Course Student Hours

**Course Duration (Weeks)** 18

**Hours per unit divisor** 54

**Course In-Class (Contact) Hours**

Lecture 54

Laboratory 0

Activity 0

**Total** 54

**Course Out-of-Class Hours**

Lecture 108

Laboratory 0

Activity 0

**Total** 108

### Time Commitment Notes for Students

No value

### Faculty Load

**Extra Duties:** 0

**Faculty Load:** 0

### Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
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No Value

No Value

No Value

No Value

## Pre-requisites, Co-requisites, Anti-requisites and Advisories

### Prerequisite

ENGLC040 - Improving Basic Writing Skills

## Entrance Skills

Entrance Skills

Description

No value

No value

## Limitations on Enrollment

Limitations on Enrollment

Description

No value

No value

## Specifications

### Methods of Instruction

Methods of Instruction

Discussion

Rationale

No value

Methods of Instruction

Other

Rationale

No value

Methods of Instruction

In-class writing

Rationale

No value

Methods of Instruction

Lecture

Rationale

No value

<b>Methods of Instruction</b>	Peer-to-peer instruction			
<b>Rationale</b>	No value			
<b>Methods of Instruction</b>	Discussion			
<b>Rationale</b>	No value			
<b>Methods of Instruction</b>	Group Work			
<b>Rationale</b>	No value			
<b>Methods of Instruction</b>	Case Study			
<b>Rationale</b>	No value			
<b>Assignments</b>				
<p>A. Additional mass media readings: example, read articles about nutritional changes and report on findings.</p> <p>B. Written report on research completed on web sites related to the latest information on the World Health Organization and undernutrition in other countries.</p> <p>C. Reading assignments in textbook. D. Weekly food Journal.</p>				
<b>Methods of Evaluation</b>	<b>Rationale</b>			
Research Paper	A 500 word research paper on a subject discussed in the textbook, graded by a rubric. e.g., the nutritional aspects of breastfeeding.			
Tests	Quizzes and/or tests related to the subject presented using multiple choice, true-false, and short answer questions. Example: How is fat digested?			
Participation	Class participation on the nutritional aspects of different foods, graded by a rubric.			
Other	Peer to peer teaching and group projects, graded by a rubric. Example, individual groups present a teaching project on various nutritions such as 'fats.'			
<b>Equipment</b>				
No Value				
<b>Textbooks</b>				
<b>Author</b>	<b>Title</b>	<b>Publisher</b>	<b>Date</b>	<b>ISBN</b>
	Wardlaw, G. M. & Smith, A.M. . (2012) Contemporary Nutrition, 9th, McGraw-Hill			
<b>Other Instructional Materials</b>				

No Value

### Materials Fee

No

## Learning Outcomes and Objectives

### Course Objectives

No value

### CSLOs

Examine the major nutrient groups and their main sources and functions in the human body.	Expected SLO Performance: 70.0
Define major vitamins and minerals, their main sources, functions, and signs of toxicity and deficiency.	Expected SLO Performance: 70.0
Investigate the importance and relevance of proper nutrition at various stages of the lifecycle.	Expected SLO Performance: 70.0
Evaluate the importance and relevance of nutrient excess to recognize signs of nutritional deficiencies.	Expected SLO Performance: 70.0
Critique contemporary nutrition issues: causes and ramifications.	Expected SLO Performance: 70.0

## Outline

### Course Outline

- A. Nutrition: A Key to Health
  - 1. What You Eat and Why
  - 2. Tools for Healthy Dieting
  - 3. Sorting Nutritional Advice: Facts and Fallacies
- B. Nutrients: The Heart of Nutrition
  - 1. The Human Body: A Nutrition Perspective
  - 2. Carbohydrates
  - 3. Lipids: Fats and Oils
  - 4. Proteins
  - 5. Vitamins
  - 6. Water and Minerals
- C. Energy: Balance and Imbalance
  - 1. Weight Control
  - 2. Nutrition: Athletics and Fitness
  - 3. Anorexia Nervosa and Bulimia
- D. Nutrition: A Focus on Life Stages
  - 1. Pregnancy and Breast Feeding
  - 2. Nutrition from Infancy through Adolescence
  - 3. Nutrition During Adulthood

E. Nutrition: Beyond the Nutrients

1. Taking Charge of Your Diet
2. Food Safety
3. Malnutrition throughout the World

## Delivery Methods and Distance Education

**Delivery Method:** Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other

Face 2 Face  
Online  
Hybrid  
Interactive

**Rigor Statement:** Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section?

iTV

**Effective Student-Instructor Contact:** Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Moodle Message -Other Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV -Interactive Video -Other (specify)

contact\_moodle\_forums  
contact\_moodle\_message  
contact\_chat  
contact\_email  
contact\_face2face  
contact\_phone  
contact\_itv

**Software and Equipment:** What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

Computer with internet connection, CD, DVD, audio playback, and printer.

**Accessibility:** Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.

s508\_itv

s508\_moodle  
s508\_publisher

**Class Size:** Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

iTV