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

HCRS C122 : Principles of Food Preparation

Author:	Jaime Broussard
Course Code (CB01) :	HCRS C122
Course Title (CB02) :	Principles of Food Preparation
Department:	Allied Health
Proposal Start:	Spring 2018
TOP Code (CB03) :	(1306.00) Nutrition, Foods, and Culinary Arts
SAM Code (CB09) :	Possibly Occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000590711
Curriculum Committee Approval Date:	10/16/2015
Board of Trustees Approval Date:	04/13/2017
External Review Approval Date:	02/23/2018
Course Description:	This course introduces concepts of food composition and selection of quality foods. Principles of professionalism in food preparation include food service sanitation, safety, and demeanor. Students learn basic culinary concepts, including moist and dry cooking or preparation of meats, eggs, dairy, fruits and vegetables, cereals and breads, desserts, and beverages. Students also learn techniques in recipe specification and food cost calculations.
Submission Type:	Change to Content
	Correcting GenEd pattern.
Author:	No value

Faculty Minimum Qualifications	
Master Discipline Preferred:	DieteticsNutritional Science/ Dietetics
Alternate Master Discipline Preferred:	No value
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline Preferred:	No value

Course Development Options

Basic Skills Status (CB08)	Course Special Class Status (CB13)	Grade Options
Course is not a basic skills course.	Course is not a special class.	Letter Grade Methods
Allow Students to Gain Credit by	Allowed Number of Retakes	Course Prior To College Level (CB21)
Exam/Challenge	0	Not applicable

Retained For Credit By Exam/Challers Retailer Policy Description Allow Students to Audit Course No value	- -	~			····
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Total Course In-Class (Contact) Hours	90
Total Course Out-of-Class Hours	72
Total Student Learning Hours	162
Faculty Load	0

Credit / Non-Credit Options

Course Credit Status (CB04)	Course Non Credit Category (CB22)	Non-Credit Characteristic
Credit - Degree Applicable	Credit Course.	No Value
Course Classification Status (CB11)	Funding Agency Category (CB23)	Cooperative Work Experience Education
Credit Course.	No value	Status (CB10)

Course Student Hours

Course Out-of-Class Hours

Lecture Laboratory

Activity

Total

72

0

0

72

Variable Credit Course

Weekly Student Hours

	In Class	Out of Classs	Course Duration (Weeks)	18
Lecture Hours	2	4	Hours per unit divisor	54
Laboratory Hours	3	0	Course In-Class (Contact) Hours	
Activity Hours	0	0	Lecture	36
			Laboratory	54
			Activity	0
			Total	90

Time Commitment Notes for Students

No value

Faculty Load

Extra Duties: 0

Faculty Load: 0

Units and Hours - Weekly Specialty Hours

Activity Name	Туре	In Class	Out of Class
No Value	No Value	No Value	No Value

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

Advisory

ENGLC070 - Introductory Composition

AND

Advisory

HCRSC121 - Nutrition

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	Audiovisual
Rationale	No value
Methods of Instruction	Computational Work
Rationale	No value

Methods of Instruction	Discussion
Rationale	No value
Methods of Instruction	Group Work
Rationale	No value
Methods of Instruction	Instruction through examination or quizzing
Rationale	No value
Methods of Instruction	Laboratory
Rationale	No value
Methods of Instruction	Lecture
Rationale	No value
Methods of Instruction	Outside reading
Rationale	No value
Methods of Instruction	Peer analysis, critique & feedback
Rationale	No value

Assignments

Reading – Textbook and other assigned readings are required outside of class. Example: Students read about what jurisdictions are assigned to the FDA versus the USDA.

Lab Reports – Students apply critical thinking skills by forming a hypothesis about the effects of ingredients, manipulation, and cooking methods upon prepared foods. Materials and methods are

described, and the results are documented. Students discuss the results and extrapolate conclusions that could be applied to the preparation of other types of foods. Students will be

required to properly cite references.

Example: Students will write a report about the oxidation of vegetables.

Term Paper – Students will write a position paper on a current issue in food safety or quality. Example: A student may write a paper about what organic certification means and what consumer and special interests have influenced current policy.

Methods of Evaluation

Rationale

Lab Reports – Students apply critical thinking skills by forming a hypothesis about the effects of ingredients, manipulation, and cooking methods upon prepared foods. Materials and methods are described, and the results are documented. Students discuss the results and extrapolate

Other

	conclusions that could be applied to the preparation of other types of foods. Students will be required to properly cite references. Example: Students will write a report about the oxidation of vegetables.
Research Paper	Term Paper – Students will write a position paper on a current issue in food safety or quality. Example: A student may write a paper about what organic certification means and what consumer and special interests have influenced current policy.
Tests	Examination - Multiple choice Example: Students will complete a multiple choice examination on concepts and principles covered in the class.

Equipment

No Value

Textbooks Author	Title	Publisher	Date	ISBN
Brown, A.	Understanding Food Principles and Preparation , 5th,	Cengage Learning	2015	
Brown, A	Understanding Food Principles and Preparation - Lab Manual, 5th	Cengage Learning	2015	
Other Instructional Materials No Value				
Materials Fee				

No value

Learning Outcomes and Objectives

Course Objectives

Prepare and present a variety of products from each major category of food (e.g., dairy, grains, meat, etc.)

Apply basic food science principles

Describe and utilize accepted food safety and sanitation procedures

Identify and compare preparation methods to optimize nutrient content

Demonstrate basic knowledge of food preparation terminology and techniques

Demonstrate basic knowledge of weights, measures and conversions

Demonstrate the ability to follow a standardized recipe

Evaluate sensory attributes of food

Select, use and maintain laboratory equipment and utensils appropriately

CSLOs

Apply safety and sanitation procedures in the preparation and preservation of foods.	Expected SLO Performance: 70.0			
Evaluate the sensory attributes of foods.	Expected SLO Performance: 70.0			
Identify food preparation terminology and techniques.	Expected SLO Performance: 70.0			
Compare preparation and preservation methods for a variety of foods to optimize nutrient content.	Expected SLO Performance: 70.0			
Apply knowledge of weights, measures, and conversions to the use of a standardized recipe.	Expected SLO Performance: 70.0			
Apply basic food science principles in the preparation and presentation of a variety of products from each food category.				

Expected SLO Performance: 70.0

Outline

Course Outline

A. Basic food science principles, terminology and techniques

a.Heat Transfer
b.Egg Structure and Uses
c.Effects of Heat on Starches & Sugars
d.Denaturing Proteins
e.Function of Cooking Fats
f.States and Function of Water in Cooking
g.Forming Emulsions
h.Weights, measures, and unit conversions
i.Following a standardized recipe

B. Ingredient functions and interactions

a.Fats

b.Starches/sugars

c.Proteins d.Leavening agents e.Seasonings f.Probiotics

C.Product standards and sensory evaluation a.Government regulation of foods and certifications b.Determining ripeness/freshness c.Sweet, salty, bitter, sour, pungent, and umami sensory evaluation

D. Equipment and utensils

a.Appliances b.Measuring utensils c.Mixing utensils d.Cooking/baking utensils e.Aluminum, Stainless Steel, Ceramic, Glass f.Cutlery

E.Storage standards

a.Food preservation methods b.Storing Unfrozen meat, poultry, and fish c.Storing Dairy d.Storing Condiments e.Storing Produce f.Storing Leftovers

F. Sanitation and safety

a.Sanitation of surfaces, equipment, and utensils b.Cleaning foods c.Cutlery safety d.Preventing burns

G. Preparation Methods

a.Meats, poultry, fish b.Phytochemical-dense foods c.Carbohydrate starch foods d.Using fats

H. Nutrient composition and retention

 a.Vitamin and mineral sources in foods
 b.Cooking and preservation methods that lose nutrients
 c.Cooking and preservation methods that retain nutrients

Lab Outline

A. Basic food science principles, terminology and techniques
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 c.Cooking and preservation methods that retain nutrients

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 to face online with some required face to face meetings (hybrid)

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?

This class is traditionally taught in a classroom equipped with multiple kitchenette stations where groups of students complete lab exercises. It could be offered as a hybrid class, with the lecture offered online.

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)

discussion forums LMS message chat/instant messaging email

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?

No Value

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.

iTv LMS publisher course with LMS interface

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.

The recommended size need not be lower than would be applicable in an on-ground offering.