Cerro Coso College

Course Outline of Record Report

10/11/2021

HCRS C122 : Principles of Food Preparation

General Information

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:	• Dietetics • Nutritional 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 is not a basic skills course.

☐ Allow Students to Gain Credit by Exam/Challenge

Course Special Class Status (CB13)

Course is not a special class.

Allowed Number of Retakes

0

Grade Options

- Letter Grade Methods

Course Prior To College Level (CB21)

Not applicable

Rationale For Credit By Exam/Challenge

No value

Retake Policy Description

Non-Repeatable Credit

☐ Allow Students To Audit Course

Course Support Course Status (CB26)

No value

Associated Programs

☐ Course is part of a program (CB24)

Associated Program	Award Type	Active
No value	No value	

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

No value

Transferability

Transferable to CSU only

Transferability Status

Pending

CSU General Education Certification	Categories	Status	Approval Date	Comparable Course
Area B.2	Scientific Inquiry & Quantitative Reasoning Life Science	Pending	No value	California Polytechnic State University = FSN 121: Fundamentals of Food California State University, Long Beach = HFHM 176: Fundamentals of Food Preparation California State University, Sacramento = FACS 11: Principles of Food Preparation

Cerro Coso General Education Requirements	Categories	Status	Approval Date	Comparable Course
Area 7.1	Health & Wellness Wellness	Pending	No value	C-ID: NUTR 120

Units and Hours

Summary

Minimum Credit Units (CB07)	3
Maximum Credit Units (CB06)	3

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)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Non-Credit Characteristic

No Value

Course Classification Status (CB11)

Credit Course.

Funding Agency Category (CB23)

No value

☐ Cooperative Work Experience Education Status (CB10)

☐ Variable Credit Course

Weekly Student Hours

	In Class	Out of Classs
Lecture Hours	2	4
Laboratory Hours	3	0
Activity Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	36
Laboratory	54
Activity	0
Total	90
Course Out-of-Class Hours	
Lecture	72
Laboratory	0
Activity	0
Total	72

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
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**
Other	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.
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

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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.