

# **CART 012: CULINARY NUTRITION FUNDAMENTALS**

### Originator

kstruwe

### Justification / Rationale

Restructure the culinary curriculum to better prepare our students for culinary employment. Update DE checklist Update course content

#### **Effective Term**

Fall 2022

#### **Credit Status**

Credit - Degree Applicable

### Subject

**CART - Culinary Arts** 

### **Course Number**

012

### **Full Course Title**

**Culinary Nutrition Fundamentals** 

#### **Short Title**

**CULINARY NUTRITION** 

### **Discipline**

### **Disciplines List**

Culinary Arts/Food Technology (Food service, meat cutting, baking, waiter/waitressing, bartending)

### Modality

Face-to-Face 100% Online Hybrid

### **Catalog Description**

This course studies sound nutrition principles and healthy preparation techniques to create nutrient-dense foods, beverages, and menus.

# **Schedule Description**

This is a study of food choices, nutrition, protein structure, carbohydrates, the role of lipids and water, nutritious menu planning, and preparing nutritious foods.

#### **Lecture Units**

3

### **Lecture Semester Hours**

54

### **Lab Units**

0

### **In-class Hours**

54

### **Out-of-class Hours**

108



# **Total Course Units**

3

**Total Semester Hours** 

162

# **Required Text and Other Instructional Materials**

**Resource Type** 

Book (Recommended)

**Open Educational Resource** 

No

**Author** 

Linda J. Trakselis, Eric M. Stein

Title

**Culinary Nutrition Principles and Applications** 

**Edition** 

2

### **Publisher**

**ATP** 

Year

2019

### **Class Size Maximum**

20

### **Course Content**

- 1. Food Choices
- 2. Nutrition
- 3. Functions and sources of nutrients
- 4. Scientific principals to analyze and evaluate nutrition
- 5. Dietary guidelines and current recommendations
- 6. Digestion, absorption, and metabolism of nutrients
- 7. Health, fitness, and disease
- 8. Protein structure
- 9. Proteins on the menu
- 10. The role of lipids
- 11. The role of water
- 12. Nutritious menu planning
- 13. Preparing nutritious beverages
- 14. Proteins on the menu
- 15. Vegetables on the menu
- 16. Fruits, nuts, and seeds on the menu
- 17. Pastas, grains, and breads on the menu
- 18. Desserts on the menu

# **Course Objectives**

	Objectives
Objective 1	Recognize healthy and/or healthier ingredients
Objective 2	Demonstrate how to prepare healthy dishes and menus



Objective 3 Describe and present healthy dishes and menus

Objective 4 Summarize food nutrition

# **Student Learning Outcomes**

	Upon satisfactory completion of this course, students will be able to:
Outcome 1	Demonstrate an understanding of nutritious foods and menus
Outcome 2	Describe and present nutritious foods and menus

### **Methods of Instruction**

Method	Please provide a description or examples of how each instructional method will be used in this course.
Lecture	Presentation of topic in context
Discussion	Evaluate nutritious foods and menus
Collaborative/Team	Create culinary projects as a team where multiple players are necessary to make the project come together at the same time.
Participation	Participate individually and as a member of a team in creating assigned culinary project.
Supplemental/External Activity	Participation in group culinary events as offered.

### **Methods of Evaluation**

Method	Please provide a description or examples of how each evaluation method will be used in this course.	Type of Assignment
Presentations/student demonstration observations	Students create final projects for evaluation by peers and instructor.	In Class Only
Behavior assessment	Students participate safely in all projects, both individually and as a member of a team.	In Class Only
Self-paced testing	Research recipes and cooking methods from recommended reliable resources, and analyze with class. (36 hours)	Out of Class Only
Oral and practical examination	Final presentation is evaluated.	In Class Only

# **Assignments**

# Other In-class Assignments

- 1. Special reports by students singly or in groups on ethnic differences.
- 2. Attendance at lectures by instructor.

# Other Out-of-class Assignments

- 1. Readings in the recommended book list
- 2. Examinations of various types including essay, multiple choice.
- 3. Web research for recipes and procedures.

### **Grade Methods**

Letter Grade Only

# **Distance Education Checklist**

Include the percentage of online and on-campus instruction you anticipate.

### Online %

100

What will you be doing in the face-to-face sections of your course that necessitates a hybrid delivery vs a fully online delivery? Face-to-face meetings are an opportunity to expand the lesson by identifying, preparing, cooking, and shopping for nutrient-dense ingredients.



### Instructional Materials and Resources

If you use any other technologies in addition to the college LMS, what other technologies will you use and how are you ensuring student data security?

Nutrition research, monitoring, and nutrient calculation websites may be used.

If used, explain how specific materials and resources outside the LMS will be used to enhance student learning.

Websites that breakdown ingredient nutrition assist to develop recipes and menu's.

# **Effective Student/Faculty Contact**

Which of the following methods of regular, timely, and effective student/faculty contact will be used in this course?

### Within Course Management System:

Discussion forums with substantive instructor participation
Online quizzes and examinations
Private messages
Regular virtual office hours
Timely feedback and return of student work as specified in the syllabus
Weekly announcements

### For hybrid courses:

Field trips Library workshops Orientation, study, and/or review sessions Scheduled Face-to-Face group or individual meetings Supplemental seminar or study sessions

### Briefly discuss how the selected strategies above will be used to maintain Regular Effective Contact in the course.

Regular effective contact hours are maintained through: virtual office hours, email, weekly announcements, grading and feedback, discussions, and face-to-face meetings.

If interacting with students outside the LMS, explain how additional interactions with students outside the LMS will enhance student learning.

Student learning can be enhanced by meeting face-to-face to develop nutrient-dense recipes and cook the product. Field trips may be used to introduce nutrient-dense ingredients.

#### Other Information

Provide any other relevant information that will help the Curriculum Committee assess the viability of offering this course in an online or hybrid modality.

There is no lab component

# **Comparable Transfer Course Information**

**University System** 

CSU

**Course Number** 

NUTR 11

Rationale

C-ID transfer course

### **MIS Course Data**

### **CIP Code**

12.0500 - Cooking and Related Culinary Arts, General.

### **TOP Code**

130630 - Culinary Arts



# **SAM Code**

C - Clearly Occupational

# **Basic Skills Status**

Not Basic Skills

### **Prior College Level**

Not applicable

# **Cooperative Work Experience**

Not a Coop Course

### **Course Classification Status**

Credit Course

# **Approved Special Class**

Not special class

# **Noncredit Category**

Not Applicable, Credit Course

# **Funding Agency Category**

Not Applicable

### **Program Status**

Program Applicable

### **Transfer Status**

Transferable to CSU only

### **General Education Status**

Y = Not applicable

### **Support Course Status**

N = Course is not a support course

### **Allow Audit**

No

# Repeatability

No

### **Materials Fee**

No

# **Additional Fees?**

No

# **Approvals**

# **Curriculum Committee Approval Date**

04/05/2022

# **Academic Senate Approval Date**

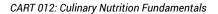
04/28/2022

# **Board of Trustees Approval Date**

06/16/2022

# **Chancellor's Office Approval Date**

06/18/2022







Course Control Number CCC000632403