Eastern Illinois University  
New Course Proposal  
FCS 2780, Culinary Pricing and Conversions  

Please check one:  
X New course  
☐ Revised course  

PART I: CATALOG DESCRIPTION  

1. Course prefix and number, such as ART 1000: FCS 2780  
2. Title (may not exceed 30 characters, including spaces): Culinary Conversions  
3. Long title, if any (may not exceed 100 characters, including spaces): Culinary Pricing and Conversions  
4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]: 1-0-1  
5. Term(s) to be offered:  
   X Fall  
   X Spring  
   ☐ Summer  
   ☐ On demand  
6. Initial term of offering:  
   X Fall  
   ☐ Spring  
   ☐ Summer  
   Year: 2009  
7. Course description (not to exceed four lines): Application of basic pricing and conversion principles in culinary, restaurant, and foodservice management environments.  
8. Registration restrictions:  
   a. Identify any equivalent courses (e.g., cross-listed course, non-honors version of an honors course).  
   b. Prerequisite(s), including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course.  
      FCS2700 is a prerequisite  
   c. Who can waive the prerequisite(s)?  
      ☐ No one  
      ☐ Chair  
      X Instructor  
      ☐ Advisor  
      ☐ Other (Please specify)  
   d. Co-requisites (course(s) which MUST be taken concurrently with this one): FCS3784  
   e. Repeat status:  
      X Course may not be repeated.  
      ☐ Course may be repeated to a maximum of _ hours or _ times.  
   f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any:  
   g. Degree, college, major(s), level, or class to be excluded from the course, if any:  
9. Special course attributes [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive]  
10. Grading methods (check all that apply):  
    X Standard letter  
    ☐ C/NC  
    ☐ Audit  
    ☐ ABC/NC (“Standard letter”—i.e., ABCDF--is assumed to be the default grading method unless the course description indicates otherwise.)  
11. Instructional delivery method:  
    X lecture  
    ☐ lab  
    ☐ lecture/lab combined  
    ☐ independent study/research  
    ☐ internship  
    ☐ performance  
    ☐ practicum or clinical  
    ☐ study abroad  
    ☐ other
PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:
Upon completion of the course the students will be able to:
1. Convert weight to volume measures and volume to weight measures
2. Use the names and abbreviations of measures commonly used in the foodservice industry
3. Calculate and utilize conversion factors when converting recipes for differing quantities
4. Differentiate between AP (as purchased) and EP (edible portion) measures
5. Calculate yield percentages for food items
6. Calculate AP quantity (how much to purchase) from EP quantity
7. Calculate the total cost and cost per serving for a recipe
8. Calculate the EP cost for a recipe
9. Calculate standardized menu costs
10. Calculate menu prices for standardized recipes

a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:
   • EIU graduates will write and speak effectively.
   • EIU graduates will think critically.
   • EIU graduates will function as responsible citizens.

b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:
   • Depth of content knowledge
   • Effective critical thinking and problem solving
   • Effective oral and written communication
   • Advanced scholarship through research or creative activity

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:
This is an applied problem based course; all learning objectives will be assessed through the completion of calculations/problems as part of homework, quizzes, or exams.

3. Explain how the instructor will determine students’ grades for the course:

Student grades will be based on the following activities

   Homework and In-Class Problems               40%
   Midterm Quiz                                 20%
   Final Exam                                   40%
4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:
   a. Describe how the format/technology will be used to support and assess students’ achievement of the specified learning objectives:
   b. Describe how the integrity of student work will be assured:
   c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):

   N/A

5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:
   a. course objectives;
   b. projects that require application and analysis of the course content; and
   c. separate methods of evaluation for undergraduate and graduate students.

   N/A

6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *.)

   N/A

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course’s content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content “units” are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

This course will meet for 100 minutes a week for the first eight weeks of the semester.

Week 1 Measurements and Recipe Conversions
Week 2 Weight, Volume, and Number Measures
Week 3 AP (as purchased) and EP (edible portion)
Week 4 Yield Factors and Yield Tests
Week 5 Ingredient and Recipe Costing
Week 6 Ingredient and Recipe Costing
Week 7 Food Cost Percent and Standardized Recipes
Week 8 Sales/Menu Pricing
PART IV: PURPOSE AND NEED

1. Explain the department’s rationale for developing and proposing the course.
   This course is designed to supplement FCS3784 (Commercial Quantity Food Production) by preparing
   students to perform calculations and interpret the results of those calculations as they apply in a restaurant
   management environment. In FCS3784 students develop and cost menus, prepare purchase orders, and
   evaluate the profitability of a meal service in an actual restaurant (lab) setting. There is not sufficient time in
   FCS3784 to develop these skills before students must apply them.

   a. If this is a general education course, you also must indicate the segment of the general
      education program into which it will be placed, and describe how the course meets the
      requirements of that segment. N/A

   b. If the course or some sections of the course may be technology delivered, explain why. N/A

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.
   The application of culinary pricing and conversion concepts in a restaurant environment does not justify an
   advanced level course, hence a 2000 level is appropriate.

3. If the course is similar to an existing course or courses, justify its development and offering.

   a. If the contents substantially duplicate those of an existing course, the new proposal should be
      discussed with the appropriate chairpersons, deans, or curriculum committees and their
      responses noted in the proposal. N/A

   b. Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note
      the exceptional need to be met or the curricular gap to be filled. N/A

4. Impact on Program(s):

   a. For undergraduate programs, specify whether this course will be required for a major or
      minor or used as an approved elective.
      This course will be required of students in the Hospitality Management Concentration.

   b. For graduate programs, specify whether this course will be a core requirement for all
      candidates in a degree or certificate program or an approved elective. N/A

      If the proposed course changes a major, minor, or certificate program in or outside of the
      department, you must submit a separate proposal requesting that change along with the course
      proposal. Provide a copy of the existing program in the current catalog with the requested
      changes noted. N/A

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned:
   Dr. Richard Wilkinson, Kathy Rhodes, or other faculty in the Hospitality Management Concentration
If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses. N/A

2. Additional costs to students:

Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President’s Council.) N/A

3. Text and supplementary materials to be used (Include publication dates):

PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

A community college course may be judged equivalent to this course.

PART VII: APPROVALS

Date approved by the department or school: April 21, 2008

Date approved by the college curriculum committee: September 24, 2008

Date approved by the Honors Council (if this is an honors course):

Date approved by CAA: October 9, 2008

*In writing-active courses, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In writing-intensive courses, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In writing-centered courses (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).