GOODHEART-WILLCOX PUBLISHER QUESTIONNAIRE

Course: Culinary Arts (8800500)
Title: *The Culinary Professional*, Edition: 3rd
Copyright: 2017
Author: Draz, Koetke
Grade Level: 9 - 12

Authors & Credentials: List full name of author(s), with major or senior author listed first. Briefly provide credentials for each author.

Chef John Draz received his associate's degree from The Culinary Institute of America in Hyde Park, New York in 1981 and was the recipient of the Edward T. Hanley Scholarship. Chef Draz was a founding faculty member of the Kendall College School of Culinary Arts and served as chair of the culinary department from 1988 to 1991. He has earned certifications from the American Culinary Federation including Certified Executive Chef and Certified Culinary Educator. Chef Draz has worked at numerous restaurants and was a chef/owner of a 300-seat fine-dining restaurant. He has served as a consultant to numerous independent restaurants, as well as organizations such as McDonald's Corporation, Groen Corporation, Quaker Oats, and the National Dairy Board. Chef Draz currently serves as Executive Research Chef for Ed Miniat, Inc., a manufacturer of cooked meat products.

Chef Christopher Koetke has an MBA from Dominican University, BA in French Literature from Valparaiso University, and a Certificat de la Langue Française from the Sorbonne in Paris. He is currently Vice President of the School of Culinary Arts Kendall College. Prior to this, he served as dean and chef instructor. He has earned certifications from the American Culinary Federation including Certified Executive Chef and Certified Culinary Educator. Chef Koetke has been cooking professionally since 1982 in some of the best restaurants and pastry shops in France, Switzerland, and the United States. Chef Koetke has received numerous industry awards including Chef of the Year by the Chicago chapter of the International Food and Wine Society, ACF culinary competition medals, and third place in the US finals of the Bocuse d'Or. He was a contributing editor to Chef, Chef Educator Today, and Fancy Food magazines. He currently sits on numerous boards nationally, is an elected commissioner of the American Culinary Federation Foundation Accrediting Committee, serves as a consultant to numerous foodservice enterprises, judges national culinary competitions, and frequently presents at professional conferences and

various international culinary forums. Chef Koetke is often a guest on TV and radio broadcasts in Chicago and has produced numerous educational DVDs. He is also host of his own TV show called Let's Dish!" on the Live Well Network.

Students: Describe the type(s) of students for which this submission is intended.
This submission is intended for Florida high school culinary students seeking preparation and training for a career in professional cooking/baking.

1. IDENTIFY AND DESCRIBE THE COMPONENTS OF THE MAJOR TOOL. The Major Tool is comprised of the items necessary to meet the standards and requirements of the category for which it is designed and submitted. As part of this section, include a description of the educational approach of the submission.

Educational Approach (The information provided here will be used in the instructional materials catalog in the case of adoption of the program. Please limit your response to 500 words or less.)
The Culinary Professional is a comprehensive, engaging, skill-based resource that provides students with the skills needed to begin their careers in the culinary industry. The text is heavily illustrated, designed, and written to enhance readability and capture the reader's attention. *The Culinary Professional* supplies a generous number of photos and clear descriptions of the tools and ingredients used in the professional kitchen. Step-by-step directions for basic culinary skills and cooking methods appear throughout the text to reinforce chapter content. Animations and videos serve to further strengthen comprehension of concepts. Thorough coverage of the Florida Department of Education's standards for Culinary Arts is reinforced throughout the book as students learn basic principles and concepts about culinary arts that help prepare them to work in a commercial kitchen. Math, English Language Arts, critical thinking, and teamwork activities help students develop a base of skills needed to prepare them for college, career, and life. Food science features help students understand the science of food preparation and how it impacts the outcome of their dish. E-portfolio activities provide guidance in creating a personal portfolio for use when exploring volunteer, education and training, and career opportunities. Extensive use of instructor's resources, including lesson plans and assessments, help to reinforce core concepts and create a rich learning experience. Labs facilitate student mastery of essential skills. Classroom-tested activities engage students as they study key concepts. *The Culinary*

Professional provides the foundation for lifelong learning and enables students to make informed judgments and decisions.

Major Tool - Student Components Describe each of the components, including a format description.

1. *The Culinary Professional* student textbook (printed, hard cover, full-color textbook with 890 pages).

2. G-W Learning companion and mobile websites for *The Culinary Professional* are online study references that contain activity files, vocabulary exercises, interactive quizzes, and more.

3. Online Learning Suite for *The Culinary Professional* provides the foundation of instruction and learning for digital and blended classrooms. An easy-to-manage, shared classroom subscription makes it a hassle-free solution for both students and instructors. An online student text and workbook, along with rich supplemental content, brings digital learning to the classroom. All instructional materials are found on a convenient online bookshelf that is accessible at home, at school, or on the go.

4. *The Culinary Professional* Bundle combines both a printed text and an Online Learning Suite. All student support materials are available online in a six-year classroom subscription.

Major Tool - Teacher Components Describe each of the components, including a format description.
(N/A - see Ancillary Materials - Teacher Components below)

2. IDENTIFY AND DESCRIBE THE ANCILLARY MATERIALS. Briefly describe the ancillary materials and their relationship to the major tool.

Ancillary Materials - Student Components Describe each of the components, including a format description.
(N/A - see Ancillary Materials - Teacher Components below)

Ancillary Materials - Teacher Components Describe each of the components, including a format description.

Online Instructor Resources include Answer Keys, Lesson Plans, Instructor's Presentations for PowerPoint®, ExamView® Assessment Suite, and more.

3. HOW MUCH INSTRUCTIONAL TIME IS NEEDED FOR THE SUCCESSFUL IMPLEMENTATION OF THIS PROGRAM? Identify and explain the suggested instructional time for this submission. If a series, state the suggested time for each level. The goal is to determine whether the amount of content is suitable to the length of the course for which it is submitted.

Program planning guides are provided for *The Culinary Professional* to suggest ways to schedule the chapters for different course calendars, including 12-week trimester and 18-week semester courses.

4. WHAT PROFESSIONAL DEVELOPMENT IS AVAILABLE? Describe the ongoing learning opportunities available to teachers and other education personnel that will be delivered through their schools and districts as well as the training/in-service available directly from the publisher for successful implementation of the program. Also provide details of the type of training/in-service available and how it may be obtained. (The information provided here will be used in the instructional materials catalog in the case of adoption of the program.)

In-service/staff development training is available during the life of the adoption in various formats upon request. Training support documentation can be provided in print or webinar and is available at no cost for the hours needed. Please contact G-W Educational Consultant Irene deVarona (877.327.4209 phone, idevarona@g-w.com e-mail) to arrange mutually-agreed upon in-service dates and formats.

5. WHAT HARDWARE/EQUIPMENT IS REQUIRED? Briefly list and describe the hardware/equipment needed to implement the submission in the classroom. REMEMBER: Florida law does not allow hardware/equipment to be included on the bid! However, schools and districts must be made aware of the hardware/equipment needed to fully implement this program.

For Online Materials: • Operating System: Microsoft Windows XP/VISTA/7/8, Mac OS 10.4 or later, or Mac iOS 4.3 or later. • Minimum Hardware: 600 MHz processor; 128 MB RAM; monitor or touch screen display. • Online Access: Internet or Wi-Fi connection is required; cookies and JavaScript enabled for full functionality. • Recommended Web browsers: Firefox, Internet Explorer, Chrome, or Safari.

6. WHAT LICENSING POLICIES AND/OR AGREEMENTS APPLY? If software is being submitted, please attach a copy of the company's licensing policies and/or agreements.

Not Applicable

7. WHAT STATES HAVE ADOPTED THE SUBMISSION? List some of the states in which this submission is currently adopted.

Alabama, Arkansas, Georgia, Indiana, Kentucky, Louisiana, North Carolina, and Tennessee.

8. LIST THE FLORIDA DISTRICTS IN WHICH THIS PROGRAM HAS BEEN PILOTED IN THE LAST EIGHTEEN MONTHS.

Not Applicable