Maryland CTE Program of Study

## American Culinary Federation (ACF) Program Proposal Form

Maryland State Department of Education

Division of Career and College Readiness

200 West Baltimore Street

Baltimore, Maryland 21201-2595

This agreement is between the Division of Career and College Readiness (DCCR), Maryland State Department of Education (MSDE), and the local school system listed below.

**LOCAL SCHOOL SYSTEM INFORMATION –** Complete the information requested below, including the original signature of the CTE Local Director.

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| Local School System (LSS) and Code: | | | | | | | | |  | | | | | | | |
| Name of CTE Local Director: | | | | | | |  | | | | | Phone: | | |  | |
| LSS Career Cluster: | | | | |  | | | | | | | | | | | |
| LSS Program Title: | | |  | | | | | | | | | | | | | |
| Pathway Options: | 1. Professional Cooking | | | | | | | | | 2. Professional Baking/Pastry | | | 3. | | | |
| Value Added Options: | yes  yes  yes | | | no  no  no | | This program provides students the opportunity to earn early college credit. The academic and technical course sequences for both secondary and postsecondary programs are included herein.  Enclosed is a copy of the articulation agreement (Copy required for CTE program approval if the program is articulated with a postsecondary education provider).  This program provides students with the opportunity to earn an industry-recognized credential. The credential is identified herein. | | | | | | | | | | |
| Program Start Date: | |  | | | | | | | | |  | | |  | | |
| Signature of CTE Local Director: | | | | | | | |  | | | | | | Date: | |  |
| Signature of Local Superintendent: | | | | | | | |  | | | | | | Date: | |  |

**TO BE COMPLETED BY MSDE/DCCR**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Date Program Proposal received by CTE Systems Branch: | | | |  | | | |
| CTE Control Number: | |  | | | Fiscal Year: |  | |
| CIP Number: | Program: 12.0550 | | Pathway  Option 1: Culinary | | Pathway  Option 2: Baking/Pastry | | Pathway  Option 3: |
| MSDE ClusterTitle: | | Consumer Services, Hospitality and Tourism | | | | | |

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| **Approval Starts FY: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |  |  | | |
|  |  |  | | |
| Signature, Assistant State Superintendent, Career and College Readiness | | |  | Date |

**CTE Secondary Program Proposal Contents**

**STEP 1A: PROGRAM ADVISORY COMMITTEE MEMBERS AND THEIR AFFILIATIONS**

Complete the list of the Program Advisory Committee (PAC) members. Members should include employers, local workforce development representatives, economic development personnel, business, or labor representatives, and the remainder should include secondary and postsecondary, academic and technical educators and other stakeholders. Place a check in the appropriate box to indicate the role each person plays. Include all of the information requested for each entry. Use this form or a locally developed form – either one is acceptable as long as all information is provided.

# Program Advisory Committee List

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| **Membership: First entry should be the industry representative who is leading the PAC.** | | | | | | | | |
| PAC Leader Name: | |  | | | | Representation: | | |
| Title: | |  | | | | Industry  Secondary  Postsecondary | | |
| Affiliation: | |  | | | | | | |
| Address1: | |  | | | | | | |
| Address2: | |  | | | | | | |
| City, State, Zip: | |  | | State: | |  | Zip |  |
| Phone: | |  | | Fax: | |  | | |
| Email: | |  | | | | | | |
| Area of Expertise: | |  | | | | | | |
| Role: | Work-based Learning  Curriculum Development  Skills Standards Validation  Staff Development | | | | | | | |
| Program Development | | Other (specify): | |  | | | |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Name: | |  | | | | Representation: | | |
| Title: | |  | | | | Industry  Secondary  Postsecondary | | |
| Affiliation: | |  | | | | | | |
| Address1: | |  | | | | | | |
| Address2: | |  | | | | | | |
| City, State, Zip: | |  | | State: | |  | Zip |  |
| Phone: | |  | | Fax: | |  | | |
| Email: | |  | | | | | | |
| Area of Expertise: | |  | | | | | | |
| Role: | Work-based Learning  Curriculum Development  Skills Standards Validation  Staff Development | | | | | | | |
| Program Development | | Other (specify): | |  | | | |

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| Name: | |  | | | | Representation: | | |
| Title: | |  | | | | Industry  Secondary  Postsecondary | | |
| Affiliation: | |  | | | | | | |
| Address1: | |  | | | | | | |
| Address2: | |  | | | | | | |
| City, State, Zip: | |  | | State: | |  | Zip |  |
| Phone: | |  | | Fax: | |  | | |
| Email: | |  | | | | | | |
| Area of Expertise: | |  | | | | | | |
| Role: | Work-based Learning  Curriculum Development  Skills Standards Validation  Staff Development | | | | | | | |
| Program Development | | Other (specify): | |  | | | |

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| Name: | |  | | | | Representation: | | |
| Title: | |  | | | | Industry  Secondary  Postsecondary | | |
| Affiliation: | |  | | | | | | |
| Address1: | |  | | | | | | |
| Address2: | |  | | | | | | |
| City, State, Zip: | |  | | State: | |  | Zip |  |
| Phone: | |  | | Fax: | |  | | |
| Email: | |  | | | | | | |
| Area of Expertise: | |  | | | | | | |
| Role: | Work-based Learning  Curriculum Development  Skills Standards Validation  Staff Development | | | | | | | |
| Program Development | | Other (specify): | |  | | | |

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| Name: | |  | | | | Representation: | | |
| Title: | |  | | | | Industry  Secondary  Postsecondary | | |
| Affiliation: | |  | | | | | | |
| Address1: | |  | | | | | | |
| Address2: | |  | | | | | | |
| City, State, Zip: | |  | | State: | |  | Zip |  |
| Phone: | |  | | Fax: | |  | | |
| Email: | |  | | | | | | |
| Area of Expertise: | |  | | | | | | |
| Role: | Work-based Learning  Curriculum Development  Skills Standards Validation  Staff Development | | | | | | | |
| Program Development | | Other (specify): | |  | | | |

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| Name: | |  | | | | Representation: | | |
| Title: | |  | | | | Industry  Secondary  Postsecondary | | |
| Affiliation: | |  | | | | | | |
| Address1: | |  | | | | | | |
| Address2: | |  | | | | | | |
| City, State, Zip: | |  | | State: | |  | Zip |  |
| Phone: | |  | | Fax: | |  | | |
| Email: | |  | | | | | | |
| Area of Expertise: | |  | | | | | | |
| Role: | Work-based Learning  Curriculum Development  Skills Standards Validation  Staff Development | | | | | | | |
| Program Development | | Other (specify): | |  | | | |

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| Name: | |  | | | | Representation: | | |
| Title: | |  | | | | Industry  Secondary  Postsecondary | | |
| Affiliation: | |  | | | | | | |
| Address1: | |  | | | | | | |
| Address2: | |  | | | | | | |
| City, State, Zip: | |  | | State: | |  | Zip |  |
| Phone: | |  | | Fax: | |  | | |
| Email: | |  | | | | | | |
| Area of Expertise: | |  | | | | | | |
| Role: | Work-based Learning  Curriculum Development  Skills Standards Validation  Staff Development | | | | | | | |
| Program Development | | Other (specify): | |  | | | |

**STEP 1B: DOCUMENTED LABOR MARKET DEMAND** – Check the appropriate box below.

Demand exists

The PAC will review labor market information on a local, regional and/or state basis. Check this box if demand exists for the identified occupations. The labor market information does not need to be provided with the proposal as long as there is a demand for employees according to data provided by the Department of Labor, Licensing and Regulation (DLLR) or documented by employers in letters or other correspondence.

If evidence for labor market demand is not readily available, attach documentation to the proposal.

Check this box if there is a unique labor market demand for a program and data are not available from the DLLR. If the occupation is new or emerging and no data exist, supporting evidence is submitted with the proposal (i.e., document local, national, or regional trends, local circumstances, or provide letters from employers or local economic/workforce development offices documenting employment demand including the projected number of openings by pathway).

**STEP 2A: PROGRAM OVERVIEW** – After determining the cluster and pathway options, identify the standards used to develop the CTE program of study. Describe the program to be developed in detail based on what students are expected to know and be able to demonstrate as a result of participating in the program.

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| **Indicate the title and source of the skills standards for this program:**  **ACF Knowledge and Competencies** |
| **Program Overview:** TheCulinary Arts program partners with the American Culinary Federation (ACF) to prepare students for successful careers in the food and beverage industry. This is a two-year CTE program that educates high school students in professional cooking or professional baking. Students will progress through a program that includes hands-on education in food production, while developing professionalism and proficiency in cooking, baking, cost control, nutrition, sanitation and food marketing.  Students in this program gain practical experience through clinicals (school-based enterprises and/or work-based learning in the culinary industry). When the clinical experience is combined with science classes, this program will provide the necessary skills for further education and career success. School systems looking to implement the ACF program must successfully complete the ACF accreditation process prior to submitting the CTE program proposal. Information about the process may be found on the [ACF website](http://www.acfchefs.org/).  The CTE program consists of two pathways (*Professional Cooking* and *Professional Baking and Pastry*). Each pathway consists of two courses with Culinary Basics serving as the foundation course to both pathways:   * Culinary Basics – Foundations of Professional Cooking and * Professional Cooking or * Professional Baking and Pastry   It is highly recommended that students culminate their program of study through a work-based learning experience under the supervision of a chef or pastry chef depending on the student’s chosen pathway (culinary or baking). This course would be the *Professional Cooking/Baking Internship*.  Students in this program will take the ServSafe Certification as well as the written and performance ACF NOCTI Written and Practical Exams. Students who score 70% or above on the written exam and 75% or above on the practical exam receive the Certified Junior Culinarian certification. Students enrolled in this program are expected to:   1. Develop the fundamental concepts and techniques in the profession of culinary arts *(Culinary Basics)*; and 2. Depending on the pathway, students are expected to: 3. Apply the fundamental concepts, techniques, theories, ingredients, and methodologies involved in the preparation of basic menu items *(Professional Cooking),* including: 4. Applying nutrition, safety, and science in the cooking process; 5. Performing culinary math in recipe development and production; 6. Safely using the tools and equipment of the trade; 7. Safely using a variety of ingredients both perishable and non-perishable; 8. Preparing mother stocks, soups and sauces; 9. Using both dry heat and moist heat cooking techniques; 10. Demonstrating plating and presentation skills 11. Demonstrating basic baking techniques and practices 12. Apply the fundamentals of baking science to a variety of products *(Professional Baking):* 13. Demonstrating proper food safety and sanitation; 14. Using the basic baking ingredients; 15. Appropriately using industrial baking equipment; 16. Understanding the chemical and mechanical processes of leavening dough; 17. Applying the principles pastry decorating; and 18. Learning the career opportunities within the profession, including certifications as well as professional organizations.   Articulated credit with Stratford University is available for students who successfully complete the program. |

**STEP 2B: COURSE DESCRIPTIONS AND END OF COURSE ASSESSMENTS – Insert each CTE completer course title. Describe each course based on what students are expected to know and be able to demonstrate as a result of their participation. Check the assessment instrument(s) that will be used to document student attainment of the knowledge and skills included in each course and specify additional information as appropriate.**

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| **Course Title:** Culinary Basics – Foundations of Professional Cooking (2 credits)  **Course Description**: This course is the introduction to the fundamental concepts and techniques in the profession of culinary arts. It provides hands-on clinical experience through school-based enterprises, giving the students the opportunity to develop the technical skills required in future culinary and baking courses as well as the foodservice industry. Students will be introduced to professional standards of the industry, safety and sanitation procedures, knife skills, including handling and care, cooking processes and procedures, product identification, vocabulary and terminology, industry equipment, recipe costing and quantity adjustments. Students participate in demonstrations and group exercises to supplement their development of technical skills and knowledge. Students are expected to:   * Demonstrate knowledge of the history of hospitality/food service industry, organizations of modern kitchens, and standards of professionalism; * Apply knowledge of quality standards and regulations governing food products to purchasing/receiving practices; * Apply the basic principles of sanitation and safety in foodservice operations that protect the health of the customer; * Demonstrate skills in knife, tool and equipment handling and apply principles of food preparation to produce a variety of food products; * Apply basic cooking principles that include the effects of heat on food, heat transfer, cooking times, cooking methods, and seasoning and flavoring: * Describe the characteristics, functions and food sources of the major nutrients and maximize nutrient retention in food preparation and storage; * Demonstrate skills in producing a variety of cold food products; * Introduce the principles of baking including mixing methods, cooking methods and the baking process; * Use and structure recipes including measurement, recipe conversions and food cost; * Apply the principles of menu planning and layout for a variety of facilities and service; * Demonstrate *Mise en Place* in the planning and organization of food production; * Evaluate styles of leadership and develop skills in human relations management; and * Perform dining room service functions using a variety of types of service.   **End of Course Assessment**  Check the assessment instruments that will be used to document student attainment of the course knowledge and skills.  Teacher-designed end-of-course assessment  School system-designed end-of-course assessment  Partner-developed exam: (specify)  Licensing exam: (specify)  Certification or credentialing exam: (specify) Serv Safe Certification Exam  Nationally recognized examination: (specify) |
| **Course Title:** Culinary Pathway: Professional Cooking (2 credits)  **Course Description**: This course continues to build on the foundation concepts and techniques from the Culinary Basics course. Students will be instructed on the fundamental concepts, techniques, theories, ingredients, and methodologies involved in the preparation of basic menu items. Students rotate through food handling methods and techniques, portion control, costing, production, plating and garnishing of soups, salads, starches, vegetables, and entrees. Students participate in demonstrations, group exercises and school-based enterprises to supplement the students’ development of technical skills and knowledge. Students are expected to:   * Discuss the career opportunities of a professional chef; * Demonstrate food safety and sanitation in preparing food; * Use the appropriate equipment found in a professional kitchen; * Use *Mise en Place* in food preparation; * Prepare a variety of stocks and sauces as a foundation in classical cuisine; * Classify soups and apply the basic techniques to preparing soups; * Understand the composition, structure, quality factors of meats, poultry, fish and shellfish; * Prepare meats, poultry, fish and shellfish using a variety of methods; * Prepare fruits and vegetables using a variety of methods; * Control the quality changes of fruits and vegetables throughout the cooking process; * Classify and prepare potatoes and other starches; * Classify types of salads and make several types of salad dressings and marinades; * Classify and prepare a variety of sandwiches and hors d’oevres * Apply the basic techniques to breakfast preparation; * Apply decorative techniques for food presentation; and * Apply the basic principles and ingredients to bakeshop production, including:   + Yeast products,   + Quick breads,   + Cakes and Icings,   + Cookies,   + Pies and Pastries and Creams, Custards, Puddings, Frozen Desserts and Sauces.   **End of Course Assessment**  Check the assessment instruments that will be used to document student attainment of the course knowledge and skills.  Teacher-designed end-of-course assessment  School system-designed end-of-course assessment  Partner-developed exam: (specify)  Licensing exam: (specify)  Certification or credentialing exam: (specify) ACF NOCTI (Written and Performance)  Nationally recognized examination: (specify) |
| **Course Title:** Baking Pathway Professional Baking and Pastry (2 credits)  **Course Description**: Students in this course explore the fundamental concepts and techniques in baking. They will be instructed in the fundamentals of baking science, terminology, equipment, ingredients, weights and measurements, formula conversion and costing of recipes while maintaining the professional standards of the foodservice industry. Students will prepare a variety of baked goods including breads, rolls, cakes, pies, and cookies. Students participate in demonstrations, group exercises and school-based enterprises to supplement the students’ development of technical skills and knowledge. Students are expected to:   * Discuss the career opportunities of a professional baker; * Demonstrate food safety and sanitation in preparing baked goods; * Use the appropriate equipment found in a professional bake shop; * Use *Mise en Place* in baking preparation; * Use a assortment ingredients to make a variety baked goods; * Accurately, measure ingredients and change formula yields; * Apply the baking principles for yeast dough and yeast-leavened dough; * Make a variety of baked goods using chemical and/or mechanical leavened dough and batter formulas; * Create baked goods using laminated and steam-leavened dough; * Make a variety of creams and custards on stove-tops and in ovens; * Enrobe and garnish cakes and pastries; * Demonstrate the principles of cake decorating; * Prepare specialty cakes and pastries * Use the appropriate mathematics to:   + Apply metric conversion factors to recipes;   + Convert common fractions to decimal equivalents;   + Approximate the volume equivalents of dry foods;   + Apply the temperature calculations for yeast dough; and   + Accurately apply large-quality measurements.   **End of Course Assessment**  Check the assessment instruments that will be used to document student attainment of the course knowledge and skills.  Teacher-designed end-of-course assessment  School system-designed end-of-course assessment  Partner-developed exam: (specify)  Licensing exam: (specify)  Certification or credentialing exam: (specify) ACF NOCTI (Written and Performance)  Nationally recognized examination: (specify) |
| **Course Title:** Professional Cooking/Baking Internship (1 credit) - **Recommended**  **Course Description**: Students participating in an internship will be placed in a professional setting under the supervision of a chef or pastry chef that allows students to apply the skills and knowledge of professional cooking or baking acquired from their previous coursework. The internship includes a minimum of 135 hours, which may be paid or unpaid. This experience is directed by an agreement developed by the culinary arts instructor, the work-based learning coordinator, the employer and the student. The agreement identifies the appropriate competencies, duties and tasks in academic, technical and work readiness areas that apply directly to students’ goals in professional cooking or baking. The work-based learning coordinator and the instructor are responsible for monitoring students’ placements and documenting students’ progress. Students are expected to:   * Correlate theory to practice in a professional cooking or baking environment; * Maintain safety standards and correctly handle hazardous materials, substances or wastes; * Rotate stations within the professional facility.   **End of Course Assessment**  Check the assessment instruments that will be used to document student attainment of the course knowledge and skills.  Teacher-designed end-of-course assessment  School system-designed end-of-course assessment  Partner-developed exam: (specify)  Licensing exam: (specify)  Certification or credentialing exam: (specify)  Nationally recognized examination: (specify) |

STEP 2C: END-OF-PROGRAM ASSESSMENT - Check the assessment instruments that will be used to document student attainment of the program knowledge and skills. Include and identify assessments leading to industry recognized credentials if available and appropriate.

Teacher-designed end-of-program assessment

School system-designed end-of-program assessment

Partner-developed exam: (specify)

Licensing exam: (specify)

Certification or credentialing exam: (specify) ACF NOCTI (Written and Performance)

Nationally recognized examination: (specify)

**STEP 2D: Program Sequence Matrix (Include the program sequences for High School, Associate’s Degree, and Bachelor’s Degree programs) Identify the pathway options. Complete the matrix for the 9-12 CTE program of study, and the articulated program sequence in the matrix for the two- or four-year college program of study. Indicate which courses receive CTE credit by placing the number of credits in parentheses after each CTE course title. Place an asterisk (\*) next to the course identified as the concentrator course indicating that the student has completed 50% of the program**.

The CTE program matrix defines a planned, sequential program of study that consists of a minimum of four credits in CTE coursework in high school including work-based learning and/or industry-mentored projects. Work-based learning (WBL) experiences or industry-mentored projects must be included in the program to obtain approval. The program matrix includes the recommended academic and CTE courses identified for the pathway and postsecondary linkages (i.e., dual enrollment, transcripted and articulated credit).

CTE programs typically begin after ninth grade and do not include career exploration courses. Courses such as computer applications and keyboarding are not included in the completer sequence because they provide prerequisite skills for both academic courses and CTE programs. Academic courses are counted only if they are tailored to serve mainly CTE students and have been revised to reflect industry skill standards. Technology Education or Advanced Technology Education and Personal Financial Literacy courses are not acceptable for credit in the career and technology education program sequence.

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| **The LSS program title should be the same one that appears on the cover page. If more than one pathway option is offered in the program, complete a matrix for each program option (MSDE will insert the CIP number). Example: An Academy of Information Technology program may include options in web design & programming.** | | | | | |
| **Pathway/Program:** | **Professional Cooking or Professional Baking/Pastry** | | **CIP Number  (For MSDE Use)** | **12.0550** | |
| **Graduation Requirements** | **Grade 9** | **Grade 10** | **Grade 11** | **Grade 12** |
| English - 4 | English 9 | English 10 | English 11 | English 12 |
| Social Studies - 3 | US Government | World History | US History | Government and Economics |
| Mathematics - 3 | Algebra 1 | Geometry | Algebra 2 | Trigonometry or Pre-calculus |
| Science - 3 | Physical Science | Biology | Chemistry | Physics |
| Physical Education -.5  Health Education - .5 | .5 PE | .5 Health |  |  |
| Fine Arts - 1 | .5 Fine Arts | .5 Fine Arts |  |  |
| Technology Education - 1 | Tech Ed |  |  |  |
| CTE Completer Program – 4  \*concentrator course |  |  | Culinary Basics: Foundations of Professional Cooking  **(2 credits)** | * Professional Cooking **(2 credits)**   **or**   * Professional Baking/Pastry **(2 credits)**   Professional Internship in Culinary or Baking  **(1 credit) – recommended** |
| Foreign Language - 2 and/or  Advanced Tech Ed - 2 | Foreign Language | Foreign Language |  |  |
| **Provide a list of examples of careers students are preparing to enter and postsecondary options:**  First Cook, Professional Chef, Professional Pastry Chef, Sous Chef, Banquet Chef, and Garde Manger | | | | |

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| **Two Year College Program Sequence – Program Overview**  **Many local school systems provide postsecondary matrices in their program of study guides to inform students, parents, and counselors of the opportunities available to those enrolled in the program. Section 2E must be completed before an articulated CTE program of study can be approved. *A copy of the Articulation Agreement is also required to be submitted with the proposal prior to program approval.***  **Describe the program to be developed in detail based on what students are expected to know and be able to demonstrate as a result of participating in the program.** | | |
| **Program Title: Associate of Applied Science in Advanced Culinary Arts**  **College/Institution: Stratford University**: Stratford University operates on a quarter-credit system. For administrative and financial purposes the student’s academic year is divided into three ten-week quarters. Several programs have an A and B schedule each quarter. It normally takes 36 months (4 academic years) to complete a bachelor’s degree, 18 months (2 academic years) to complete an AAS degree, and 12 months (1.66 academic years) to complete a certificate. Institutional policy defines an undergraduate full-time student as one registered for at least 13.5 quarter-credit per ten-week quarter. Table 1 below shows the total number of credits required for graduation.  Table 1   |  |  |  |  | | --- | --- | --- | --- | |  | **Credits Required** | **Number of Classes** | **Number of Articulated Credits** | | Core Component | 58.5 | 13 | 18 | | Electives | 9 | 2 |  | | Arts and Sciences | 22.5 | 5 |  | | Total Required for Graduation | 90 | 20 | 18 | | | |
| **Recommended Core Component Sequence – Complete the program matrix for the postsecondary sequence for the articulated CTE program of study. Indicate which courses receive articulated or transcripted credit by PLACING THE NUMBER OF CREDITS IN PARENTHESES after each course title.** | | |
| **Quarter 1** | **Quarter 2** | **Quarter 3** |
| *CUL111 Culinary Theory and Sanitation (4.5)*  *CUL121 Kitchen Fundamental (4.5*) | CUL 140 Intro to Cooking Techniques  CUL142 Garde Manager | CUL150 Sauces, Soups & Stocks  CUL152 Elements of Entrée Production |
| **Quarter 4** | **Quarter 5** | **Quarter 6** |
| *CUL160 Fundamentals of Baking (4.5)*  CUL162 Pastry Arts | CUL170 Adv. Culinary Theory  CUL210 Nutrition & Menu Planning | CUL215 Dining Room Service  *HOS270 Hospitality Supervision (4.5)*  CUL271 Culinary Skills Externship I |
| **Provide a list of career options for students who complete the program:** Chefs and Head Cooks, Food Preparation Workers, Food Service Managers, First-Line Supervisors/Managers of Food Preparation and Serving Workers, Institution and Cafeteria Cooks and Private Household Cooks | | |

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| **Two Year College Program Sequence – Program Overview**  **Many local school systems provide postsecondary matrices in their program of study guides to inform students, parents, and counselors of the opportunities available to those enrolled in the program. Section 2E must be completed before an articulated CTE program of study can be approved. *A copy of the Articulation Agreement is also required to be submitted with the proposal prior to program approval.***  **Describe the program to be developed in detail based on what students are expected to know and be able to demonstrate as a result of participating in the program.** | | |
| **Program Title: Associate of Applied Science in Baking and Pastry Arts**  **College/Institution: Stratford University**: Stratford University operates on a quarter-credit system. For administrative and financial purposes the student’s academic year is divided into three ten-week quarters. Several programs have an A and B schedule each quarter. It normally takes 36 months (4 academic years) to complete a bachelor’s degree, 18 months (2 academic years) to complete an AAS degree, and 12 months (1.66 academic years) to complete a certificate. Institutional policy defines an undergraduate full-time student as one registered for at least 13.5 quarter-credit per ten-week quarter. Table 2 below shows the total number of credits required for graduation.  Table 2   |  |  |  |  | | --- | --- | --- | --- | |  | **Credits Required** | **Number of Classes** | **Number of Articulated Credits** | | Core Component | 58.5 | 13 | 18 | | Electives | 9 | 2 |  | | Arts and Sciences | 22.5 | 5 |  | | Total Required for Graduation | 90 | 20 | 18 | | | |
| **Recommended Core Component Sequence – Complete the program matrix for the postsecondary sequence for the articulated CTE program of study. Indicate which courses receive articulated or transcripted credit by PLACING THE NUMBER OF CREDITS IN PARENTHESES after each course title.** | | |
| **Quarter 1** | **Quarter 2** | **Quarter 3** |
| *CUL111 Culinary Theory and Sanitation (4.5)*  *CUL160 Fundamentals of Baking (4.5*) | BAK124 Artisan Bread  BAK134 Cakes, Custards and Creams | CUL121 *Kitchen Fundamentals (4.5*)  BAK154 Specialty and Wedding Cakes |
| **Quarter 4** | **Quarter 5** | **Quarter 6** |
| BAK164 Plated Desserts  BAK174 Confectionary Production | CUL170 Adv. Culinary Theory  CUL210 Nutrition & Menu Planning | CUL215 Dining Room Service  *HOS270 Hospitality Supervision (4.5)*  CUL271 Culinary Skills Externship I |
| **Provide a list of career options for students who complete the program:** Bakers, Restaurant Cooks, Chefs and Head Cooks and Food Preparation Workers | | |

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| --- | --- | --- |
| **Four Year College Program Sequence – Program Overview**  **Complete this matrix if the program includes a four year degree option**  **Many local school systems provide postsecondary matrices in their program of study guides to inform students, parents, and counselors of the opportunities available to those enrolled in the program. Section 2E must be completed before an articulated CTE program of study can be approved. *A copy of the Articulation Agreement is also required to be submitted with the proposal prior to program approval.***  **Describe the program to be developed in detail based on what students are expected to know and be able to demonstrate as a result of participating in the program.** | | |
| **Program Title: Bachelor of Arts in Culinary Management**  **College/Institution: Stratford University**: Stratford University operates on a quarter-credit system. For administrative and financial purposes the student’s academic year is divided into three ten-week quarters. Several programs have an A and B schedule each quarter. It normally takes 36 months (4 academic years) to complete a bachelor’s degree, 18 months (2 academic years) to complete an AAS degree, and 12 months (1.66 academic years) to complete a certificate. Institutional policy defines an undergraduate full-time student as one registered for at least 13.5 quarter-credit per ten-week quarter. Table 3 below shows the total number of credits required for graduation.  Table 3   |  |  |  |  | | --- | --- | --- | --- | | Upper Level Courses: 300-499  Lower Level Courses: 100-299 | | | | |  | **Credits Required** | **Number of Classes** | **Number of Articulated Credits** | | **Core Component** | | |  | | Upper Level | 45 | 10 |  | | Lower Level (Concentration) | 58.5\* | 13 | 18 | | **Electives** | | |  | | Upper Level | 13.5 | 3 |  | | Lower Level | 9\* | 2 |  | | **Arts and Sciences** | | |  | | Upper Level | 31.5 | 7 |  | | Lower Level | 22.5\* | 5 |  | | Total Required for Graduation | 180 | 40 |  | | \*At the completion of all lower level requirements, students are awarded the Associates of Applied Science (AAS) degree | | |  | | | |
| **Recommended Core Component Sequence – Complete the program matrix for the postsecondary sequence for the articulated CTE program of study. Indicate which courses receive articulated or transcripted credit by PLACING THE NUMBER OF CREDITS IN PARENTHESES after each course title.** | | |
| **Quarter 1** | **Quarter 2** | **Quarter 3** |
| *CUL111 Culinary Theory and Sanitation (4.5)*  *CUL121 Kitchen Fundamentals (4.5*) | CUL 140 Intro to Cooking Techniques  CUL142 Garde Manager | CUL150 Sauces, Soups & Stocks  CUL152 Elements of Entrée Production |
| **Quarter 4** | **Quarter 5** | **Quarter 6** |
| *CUL160 Fundamentals of Baking (4.5)*  CUL162 Pastry Arts | CUL170 Adv. Culinary Theory  CUL210 Nutrition & Menu Planning | CUL215 Dining Room Service  *HOS270 Hospitality Supervision (4.5)*  CUL271 Culinary Skills Externship I |
| **Quarter 7** | **Quarter 8** | **Quarter 9** |
| BUS310 Intro to Financial Management  BUS352 Employment Law | BUS362 Sales Management  BUS363 Strategic Issues in Marketing | BUS415 Organizational Theory & Development  CUL340 Introduction to Gastronomy |
| **Quarter 10** | **Quarter 11** | **Quarter 12** |
| CUL380 Culinary Cultural Traditions  CUL490 Culinary Arts Capstone | HOS330 Food and Beverage Controls  HOS355 Catering Management | HOS430 Hospitality Facilities Design |
| **Provide a list of career options for students who complete the program:** General Manager, Executive Chef, Menu Planner, Nutritionist and Registered Dietician Chefs and Head Cooks, Food Preparation Workers, Food Service Managers, First-Line Supervisors/Managers of Food Preparation and Serving Workers, Institution and Cafeteria Cooks and Private Household Cooks | | |

STEP 2E: VALUE-ADDED OPTIONS – Fill in the name of the partnering college or agency. Specify the credential that students will earn. Under value-added, indicate the number of credits or hours granted. This information is required before a program can be designated as a CTE articulated program of study.

|  |  |  |  |
| --- | --- | --- | --- |
| **Option** | **Partner** | **Credential** | **Value added for CTE completers** |
| Dual Enrollment |  |  |  |
| Transcripted Credit |  |  |  |
| Articulated Credit | Stratford University | A.A.S. in Advanced Culinary Arts  A.A.S. in Baking and Pastry Arts  B.A. in Culinary Management | Up to 18 credits in either the cooking or baking pathway |
| Credit by Exam |  |  |  |
| Advanced Placement |  |  |  |
| Apprenticeship Approved by MATC\* |  |  |  |
| Certification(s) | ACF |  | Certified Junior Culinarian |
| License |  |  |  |
| Degree |  |  |  |
| Other (specify) |  |  |  |

\*MD Apprenticeship and Training Council

**STEP 2F: INDUSTRY-MENTORED PROJECT OR WORK-BASED LEARNING OPPORTUNITIES**Check each box that applies.

PAC members and other industry partners provide supervised WBL experiences and/or industry-mentored projects for all students who demonstrate performance of the competencies necessary to enter into this phase of the program. Supervised work-based learning experiences are required for all students demonstrating readiness to participate. For the few who do not participate, alternative capstone experiences should be provided (i.e., in school work experiences, a culminating project, or another experience comparable in rigor). Each type of work-based learning is defined in the glossary. Job shadowing is **not** acceptable for credit in a CTE program.

1.  Integrated WBL 2.  Capstone WBL 3.  Registered Apprenticeship

4.  Internship 5.  Industry-Mentored Project 6.  In-school clinic or school-based enterprise

**STEP 2G: STUDENT ORGANIZATIONS PROVIDED TO STUDENTS IN THE PROGRAM**

Check each box that applies or specify if “Other” is selected.

Students will develop and apply technical and academic skills, as well as Skills for Success, through participation in:

DECA  FFA  SkillsUSA  FBLA  OTHER (specify)

**STEP 3: COMPLETE THE INSTRUCTIONAL PROGRAM DATA SHEET**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Local School System (LSS) and Code: | | |  | | | |
| Name of CTE Local Director: | |  | | Phone: |  | |
| LSS Program Title: |  | | | | CIP Code: |  |

**Pathway Options**

|  |  |
| --- | --- |
| **1.** | **Professional Cooking** |
| **2.** | **Professional Baking and Pastry** |
| **3.** |  |
| **4.** |  |

**INSTRUCTIONAL PROGRAM CREDIT BY GRADE(S)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Credits per year per pathway option as reflected by Course Sequences** | **9** | **10** | **11** | **12** | **TOTAL** |
| 1. **Professional Cooking** |  |  | **2** | **2** | **4** |
| 1. **Professional Baking and Pastry** |  |  | **2** | **2** | **4** |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

**Total number of credits for program completion: \_4\_**

**CAREER AND TECHNOLOGY EDUCATION PROGRAM SITES**

|  |  |  |
| --- | --- | --- |
| **Pathway Options** | **School Name(s) Sites** | **School Number** |
|  |  |  |
|  |  |  |
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