Program Proposal

Associate in Applied Science in Culinary Arts

Maysville Community and Technical College

June 17, 2011
# Kentucky Community and Technical College System

## Proposal for Initiation of a New Degree/Diploma Program

<table>
<thead>
<tr>
<th>Credential to be Awarded</th>
<th>Program Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate in Applied Science</td>
<td>Culinary Arts - 1205037029</td>
</tr>
</tbody>
</table>

**Option(s):** (if applicable)
- Culinary Arts Degree Option - 120503702
- Food and Beverage Management Degree Option - 120503703
- Catering and Personal Chef Degree Option - 120503701

**Diplomas:**
- Culinary Arts - 1205034029
- Food and Beverage Management - 1205034039
- Catering and Personal Chef - 1205034019

**Certificates:**
- Advanced Catering - 1205033079
- Advanced Culinary Arts - 1205033049
- Food and Beverage Management - 1205033039
- Advanced Food and Beverage Management - 1205033089

<table>
<thead>
<tr>
<th>College</th>
<th>Proposed Starting Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maysville Community and Technical College</td>
<td>Fall  2011</td>
</tr>
</tbody>
</table>

**CIP Code** 12.0503

**CIP Taxonomy Title**  
Culinary Arts/Chef Training

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College President/CEO  
Date
I. **Program Description**

A. Does the proposal include a program description including the program’s goal(s) and the role of program graduates? (If program graduates are prepared to fill a number of different positions, a list of specific kinds of jobs for which graduates are qualified should be included.)

   Yes (pages 16, 36)

B. Does the proposal identify the program competencies (tasks)?

   Yes (pages 24 - 32)

C. Is there an approved curriculum for this program in the KCTCS program inventory, i.e., is the program already offered by at least one other college?

   Yes (pages 16 – 22, 37)

D. If this is a program with multiple options, is it clear which option(s) will be offered and that the option(s) to be offered is/are needed for meeting workforce needs?

   Yes (pages 16 - 22)

E. Is the proposed curriculum consistent with the program definitions in the KCTCS Policy on Collaborative Program Development approved by the Board of Regents? (See attachments.)

   Yes (pages 37 - 39)

F. Does the proposal demonstrate that development of the new curriculum was driven by local, regional, or national factors?

   Yes (pages 12 - 13)

G. Does the proposed program avoid all unnecessary duplication?

   Yes (page 38)
H. Is there evidence (e.g., letters of support from other institutions, meeting notes from collaborative meetings regarding the program, draft articulation agreements) of optimal intra- and inter-institutional collaboration as specified in the KCTCS Policy on Collaborative Program Development?

Yes (appendix)

I. Was consideration given to the potential for delivery of all or part of the proposed program by distance learning technologies?

Yes (page 33)

II. Program Objectives

A. Does the program proposal provide evidence of strong and compelling community/workforce needs that would be met by this program? (e.g., surveys of potential employers, letters from business and industry, advisory committee minutes)

Yes (page 36, appendix)

B. Is sound rationale provided to justify projected student enrollment/completion rates?

Yes (page 39)

C. Is there evidence that a program advisory committee has been established for this program including a list of committee members and their addresses?

Yes (page 34, appendix)

D. If professional programmatic accreditation is available for this program, will accreditation be sought for this program?

Yes (page 23)

E. If optional programmatic accreditation is not planned, is the justification for not seeking accreditation sufficient?

N/A

III. Program Evaluation

A. Is it clear how program evaluation will be used for continuous program improvement?

Yes (page 33)
B. Are both short-term and long-range goals addressed (e.g. matching graduation rates with workforce needs)?

Yes (page 36, 39)

IV. **Program Resources**

A. Are the needed facilities available to support this program?

Yes (page 40)

B. If new funding is required, has the proposal explained how the program will be supported?

Yes (page 45)

C. If reallocated funds are being used to support the program, will other programs/services be negatively affected? (The source of internally reallocated funds should be clearly identified.)

N/A

D. Does the proposal provide for an adequate number of qualified faculty?

Yes (page 47)
EXECUTIVE SUMMARY

Associate in Applied Science in Culinary Arts

Maysville Community and Technical College

A Proposal for Initiation of a New Degree Program

Mission, Influence, Organization

The proposed Associate in Applied Science in Culinary Arts is consistent with System and institutional missions. The goals of the Kentucky Community and Technical College System (KCTCS) and Maysville Community and Technical College (MCTC) are to provide high quality, affordable, accessible, and inclusive postsecondary education and training resulting in a positive contribution to the economic vitality of the region and enhanced quality of life for the citizens.

Program Description

The 60-67 credit hour AAS in Culinary Arts program is designed to prepare students for careers in Culinary Arts, Food and Beverage Management, Restaurant Management, Catering, Institutional Food Service, and as Professional Chefs. Course work covers a broad spectrum: the preparation of basic and specialized foods, catering and special event planning, international cuisine, baking and pastry arts, nutrition, sanitation, management techniques and functions, cost control, purchasing, and culinary fundamentals. Students work in commercial kitchen/laboratory and dining room through the course of study. The program uses the teaching philosophy of the American Culinary Federation, the Academy of Chefs, the National Restaurant Association Education Foundation, and the American Personal Chef Association. The program competencies are those of the American Culinary Federation.

Supportive Data

There are currently no Culinary Arts programs within a 60-mile radius of the Maysville Campus of Maysville Community and Technical College (MCTC). Our region has requested this program; through a national grant the city of Maysville has had the opportunity to renovate a historic building for the purpose of culinary instruction.

According to the Kentucky Occupational Outlook to 2018, food service and food preparation will rank as the third largest employment field in the Commonwealth. A needs analysis conducted by MCTC indicated a projection of over 150 new hires in the next five years. The needs analysis indicated that the majority of employers in the service region would be willing to pay higher wages to a graduate of the Culinary Arts program.

Students who graduate the Culinary Arts program may enter the workforce as food service and preparation professionals in such fields as cooks, food service management, caterers, catering
assistants, chefs, etc. According to the U.S. Bureau of Labor Statistics, nationally the employment of cooks and food preparation workers is expected to increase by six percent over the 2008–18 decade, adding 191,500 new jobs. The enjoyment of eating out and a preference for ready-made meals from a growing population will cause employment of these workers to increase. In response, more restaurants will open; and nontraditional food service operations, such as those found inside grocery and convenience stores, will serve more prepared food items. Other places that have dining rooms and cafeterias – such as schools, hospitals, and residential care facilities for the elderly – will open new or expanded food service operations to meet the needs of their growing customer base.

**Resources**

Maysville Community and Technical College is currently approved to offer certificates and has facility space, equipment, and resources to implement the program. No additional funding is required.

**Conclusion**

The proposed program is consistent with the missions of KCTCS and MCTC. There is an approved curriculum for the program. Local and state needs support the program’s establishment. Current resources are available to implement the program. Approval of this program will assist the college in meeting local and state needs.
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Appendix-------------------------------------------------------------------------------- 50
I. Mission, Influence, Organization

1.01 Consistency with Mission
State the relevance of this program to the institution’s mission and to its long-range instructional plan.

The mission of Maysville Community and Technical College (MCTC) is:

To challenge learners through educational courses that will lead to credentials in certificates, diplomas and associates degrees to accomplish their educational, career, and personal development goals by

- Providing arts and science courses and associate degrees for transfer to baccalaureate institutions.
- Offering technical degrees, diplomas, certificates and courses for employment and career advancement.
- Providing developmental education and adult education offerings.
- Delivering workforce training and services to support personal enrichment, community development and economic viability.
- Providing academic and student support to enhance student learning.

The Associate in Applied Science in Culinary Arts is compatible with and complementary to the mission of MCTC. It will offer a career-oriented associate degree designed to prepare students for immediate professional employment. There are no comparable programs offered within a sixty-mile radius of the central Maysville Campus of MCTC. This creates a new opportunity for learners in our service area to help them accomplish their culinary career goals. The community that MCTC serves has shown a strong desire and support for a Culinary Arts program and the industry is poised for strong growth in the next five years.

1.02 Internal/External Influences

a. Briefly describe any identified institutional, local, and regional needs to which the proposed program would be responsive (do not include workforce data).

Maysville Community and Technical College currently offers three certificates in food service technology. There is a diversity of restaurants and food service industries within the seven county district our college serves. Many of the businesses in this service area have a desire to hire students who have been trained on a higher level; students who have more extensive experience and training. This could only be offered with the additional certificates, diplomas and associate degrees that are offered in the KCTCS catalog. By offering these credentials our students will be elevated to higher academic standards and skill levels which will allow them to improve their qualifications. This will result in better trained culinary students who will receive better jobs in the regional food service industries. Businesses will then be able to hire individuals with the preparation they desire.
There are several counties within our service area that partner with high schools and technical schools. We have established multiple dual-credit and articulation agreements which benefit students completing classes with similar competencies to college courses. An example of our program’s implementation would include area high schools currently teaching classes relating to culinary arts. Our program coordinator would meet with instructors from high schools or area technology centers to determine if the same competencies and criteria are being met between the college courses we teach and the classes they teach.

If competencies can align and both institutions agree to a set list of criteria, a Memorandum of Agreement will be established and the students can potentially earn college credit from these classes. We currently have agreements with some districts: Ohio Valley, Bath County Schools, Fleming County Schools, and fifteen other schools - which is promising. When MCTC can offer an Associate in Applied Science in Culinary Arts degree, we will have a broader course listing. This will create even larger numbers and opportunities for students and instructors who have the desire to pursue these endeavors.

b. Describe any exceptional circumstances that favor the development of this program.

MCTC is currently leasing a building to teach the classes in the certificate programs. As this program grows and the interest increases each semester, facility needs will also increase. The city of Maysville supports this program and is providing a historical building in downtown Maysville, which is currently being renovated to house the Culinary Arts Program.

In addition to providing more space and an up-to-date facility, this building will allow students to learn experientially. The students who participate in culinary arts classes will be able to work in a full-service food production kitchen which will be open to the public as well as a functioning street-side bakery. These features will provide the opportunity for students to practice the art and science theories and concepts, to apply these elements to potential customers and clients within our community, and for the college to showcase the culinary arts.

c. Identify current issues and anticipated trends that are likely to impact the proposed program and describe the expected impact.

The local area surrounding the Maysville Campus of MCTC is projected to show a growth in the food services industry over the next five years. This projected growth has caused local food service owners and managers to call for more highly trained and knowledgeable food workers. This makes our institution vital to fulfilling these needs. The growth in the industry will allow culinary arts graduates with associate degrees to find employment with higher wages and these partnerships will be advantageous to the community.
There is a diverse selection of food service businesses in our surrounding counties that have hired MCTC students. They have been very satisfied with the skills MCTC students have acquired and executed after being trained in their culinary course work. The management within these food service organizations has stated the importance of education within this vocation. They prefer to hire individuals who have training within the culinary profession and understand that these individuals have more professionalism and are better prepared to successfully execute job duties if they have a strong educational background in the field.

Mason County’s central location helps the local economy by attracting individuals from neighboring areas. The restaurants and food service industries have continued to attract individuals who have a desire to support the local economy by staying closer to home. People are supporting leisurely activities that may be more reasonable if they are offered in this area instead of traveling longer distances.

1.03 Relationship to Organizational Structure

Describe the placement of the program within the institution’s department/division structure.

The Culinary Arts Program will be part of the Business and Related Technology Division within the MCTC organizational structure. A full-time coordinator for the program will be hired to begin in the fall, 2011 semester.
II. Program Description

2.01 Curriculum

a. Include the catalog description and curriculum of the proposed program and indicate the semester by semester sequence of courses taken by a typical student to complete the program.

The program description as found in the KCTCS catalog:

The KCTCS Culinary Arts program is designed to prepare students for careers in the Culinary Arts, Food and Beverage Management, Restaurant Management, Catering, Institutional Food Service, and as Professional Chefs. Course work covers a broad spectrum: the preparation of basic and specialized foods, catering and special event planning, international cuisine, baking and pastry arts, nutrition, sanitation, management techniques and functions, cost control, and purchasing and culinary. Students work in commercial kitchen/laboratory and dining room through the course of study. The program uses the teaching philosophy of the American Culinary Federation, the Academy of Chefs, the National Restaurant Association Education Foundation, and the American Personal Chef Association. The program competencies are those of the American Culinary Federation.

### AAS Culinary Arts

#### General Education

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
</tr>
<tr>
<td>Social Interaction</td>
<td>3</td>
</tr>
<tr>
<td>Heritage/Humanities</td>
<td>3</td>
</tr>
<tr>
<td>Writing/Accessing Information</td>
<td>3</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>3</td>
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</table>

**Required General Education Hours 18**

#### Culinary Arts Technical Core

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUL 100</td>
<td>Introduction to Culinary Arts…OR</td>
<td>2</td>
</tr>
<tr>
<td>CUL 105</td>
<td>Applied Introduction to Culinary Arts</td>
<td>(2)</td>
</tr>
<tr>
<td>CUL 111</td>
<td>Garde Manger</td>
<td>4</td>
</tr>
<tr>
<td>CUL 200</td>
<td>Sanitation and Safety</td>
<td>2</td>
</tr>
<tr>
<td>CUL 211</td>
<td>Basic Food Production</td>
<td>4</td>
</tr>
<tr>
<td>CUL 215</td>
<td>Basic Baking</td>
<td>4</td>
</tr>
<tr>
<td>CUL 230</td>
<td>Basic Nutrition OR</td>
<td>3</td>
</tr>
<tr>
<td>NFS 101</td>
<td>Human Nutrition and Wellness</td>
<td>(3)</td>
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<td>CUL 240</td>
<td>Meats, Seafood, and Poultry</td>
<td>4</td>
</tr>
<tr>
<td>CUL 270</td>
<td>Human Relations Management</td>
<td>3</td>
</tr>
<tr>
<td>CUL 280</td>
<td>Cost and Control</td>
<td>3</td>
</tr>
<tr>
<td>CUL 290</td>
<td>Front of the House…OR</td>
<td>3</td>
</tr>
<tr>
<td>CUL 285</td>
<td>Front of the House/Catering</td>
<td>(4)</td>
</tr>
</tbody>
</table>
Computer Literacy* 0-3
Required Technical Core Hours 32-36

*Computer Literacy must be demonstrated either by competency exam or by completing a computer literacy course.

Culinary Arts Degree Option
General Education 18
Technical Core 32-36
CUL 220 Advanced Baking and Pastry Arts 4
CUL 260 International Cuisine 4
CUL 298 Culinary Arts Practicum Experience OR 2-3
CUL 299 Culinary Arts Cooperative Education Experience (2-3)
Total Hours 60-65

Food and Beverage Management Degree Option
General Education 18
Technical Core 32-36
BAS 160 Introduction to Business 3
BAS 170 Entrepreneurship OR 3
BAS 283 Principles of Management (3)
BAS 282 Principles of Marketing 3
CUL 298 Culinary Arts Practicum Experience OR 2-3
CUL 299 Culinary Arts Cooperative Education Experience (2-3)
Total Hours 61-66

Catering & Personal Chef Option
General Education 18
Technical Core 32-36
CUL 220 Advanced Baking and Pastry Arts 4
BAS 170 Entrepreneurship AND 3
CUL 295 Doing Business as a Personal Chef OR 3
BAS 160 Intro. to Business AND (3)
BAS 283 Principles of Management (3)
CUL 298 Practicum Experience OR 2-3
CUL 299 Cooperative Education (2-3)
Total Hours 62-67

Diploma:
Culinary Arts

General Education*
Area 1 – Writing/Accessing Information, Oral Communications, Humanities, or Heritage 3
Area 2 – Social Science, Behavioral Science, Natural/Applied Science, or Mathematics 3

17
* If a diploma is sought, two of the three following courses may be used for the six (6) hours general education. These courses will not count toward the AAS degree:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>WPP 200</td>
<td>Workplace Principles OR</td>
<td>3</td>
</tr>
<tr>
<td>EFM 100</td>
<td>Personal Financial Management</td>
<td>(3)</td>
</tr>
<tr>
<td>TEC 200</td>
<td>Technical Communications</td>
<td>3</td>
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</table>

**Technical or Support Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUL 220</td>
<td>Advanced Baking and Pastry Arts</td>
<td>4</td>
</tr>
<tr>
<td>CUL 260</td>
<td>International Cuisine</td>
<td>4</td>
</tr>
<tr>
<td>CUL 298</td>
<td>Culinary Arts Practicum Experience OR</td>
<td>2-3</td>
</tr>
<tr>
<td>CUL 299</td>
<td>Culinary Arts Cooperative Education Experience</td>
<td>(2-3)</td>
</tr>
</tbody>
</table>

**Technical/Support Total**: 42-47

**Total Hours for Culinary Arts Diploma**: 48-53

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**Diploma: Food and Beverage Management**

**General Education**

* If a diploma is sought, two of the three following courses may be used for the six (6) hours general education. These courses will not count toward the AAS degree:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>WPP 200</td>
<td>Workplace Principles OR</td>
<td>3</td>
</tr>
<tr>
<td>EFM 100</td>
<td>Personal Financial Management</td>
<td>(3)</td>
</tr>
<tr>
<td>TEC 200</td>
<td>Technical Communications</td>
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</table>

**Technical or Support Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
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<tr>
<td>BA 160</td>
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<tr>
<td>BA 170</td>
<td>Entrepreneurship OR</td>
<td>3</td>
</tr>
<tr>
<td>BA 283</td>
<td>Principles of Management</td>
<td>(3)</td>
</tr>
<tr>
<td>BA 282</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>CUL 298</td>
<td>Culinary Arts Practicum Experience OR</td>
<td>2-3</td>
</tr>
<tr>
<td>CUL 299</td>
<td>Culinary Arts Cooperative Education Experience</td>
<td>(2-3)</td>
</tr>
</tbody>
</table>

**Technical/Support Total**: 43-48

**Total Hours**: 49-54
Diploma: Catering & Personal Chef

General Education*
Area 1 – Writing/Accessing Information, Oral Communications, Humanities, or Heritage 3
Area 2 – Social Science, Behavioral Science, Natural/Applied Science, or Mathematics 3
6
* If a diploma is sought, two of the three following courses may be used for the six (6) hours general education. These courses will not count toward the AAS degree:

WPP 200 Workplace Principles OR 3
EFM 100 Personal Financial Management (3)
TEC 200 Technical Communications 3

Technical Core 32-36
CUL 220 Advanced Baking and Pastry Arts 4
BAS 170 Entrepreneurship AND 3
CUL 295 Doing Business as a Personal Chef OR 3
BAS 160 Intro. to Business AND (3)
BAS 283 Principles of Management (3)
CUL 298 Practicum Experience OR 2-3
CUL 299 Cooperative Education (2-3)

Technical Support Total 44-49
Total Hours 50-55

Certificates:
Fundamentals of Culinary
CUL 100 Introduction to Culinary Arts…OR 2
CUL 105 Applied Introduction to Culinary Arts (2)
CUL 111 Garde Manger 4
CUL 200 Sanitation and Safety 2
CUL 211 Basic Food Production 4
CUL 215 Basic Baking 4
Total Hours 16

Catering
CUL 100 Introduction to Culinary Arts…OR 2
CUL 105 Applied Introduction to Culinary Arts (2)
CUL 111 Garde Manger 4
CUL 200 Sanitation and Safety 2
CUL 215 Basic Baking 4
CUL 285 Front of the House/Catering 4
Total Hours 16

Advanced Catering
Catering Certificate 16
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CUL 211</td>
<td>Basic Food Production</td>
<td>4</td>
</tr>
<tr>
<td>CUL 220</td>
<td>Advanced Baking and Pastry Arts</td>
<td>4</td>
</tr>
<tr>
<td>CUL 240</td>
<td>Meats, Seafood, Poultry</td>
<td>4</td>
</tr>
<tr>
<td>CUL 260</td>
<td>International Cuisine</td>
<td>4</td>
</tr>
<tr>
<td>CUL 270</td>
<td>Human Relations Management</td>
<td>3</td>
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<tr>
<td>CUL 280</td>
<td>Cost and Control</td>
<td>3</td>
</tr>
<tr>
<td>BAS 170</td>
<td>Entrepreneurship OR</td>
<td>3</td>
</tr>
<tr>
<td>BAS 160</td>
<td>Introduction to Business AND</td>
<td>(3)</td>
</tr>
<tr>
<td>BAS 283</td>
<td>Principles of Management</td>
<td>(3)</td>
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<tr>
<td></td>
<td><strong>Total Hours</strong></td>
<td><strong>42-44</strong></td>
</tr>
</tbody>
</table>

### Culinary Arts

- **Culinary Arts Technical Core**: 32-36
- **Total Hours**: 33-36

### Advanced Culinary Arts

- **Culinary Arts Technical Core**: 32-36
- **Culinary Arts Degree Option**: 10-11
- **Total Hours**: 44-47

### Food and Beverage Management

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUL 100</td>
<td>Introduction to Culinary Arts…OR</td>
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<td>CUL 270</td>
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<td>Cost and Control</td>
<td>3</td>
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<td>BAS 160</td>
<td>Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>BAS 282</td>
<td>Principles of Marketing</td>
<td>3</td>
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<tr>
<td>BAS 283</td>
<td>Principles of Management</td>
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<tr>
<td></td>
<td>Computer Literacy*</td>
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<tr>
<td></td>
<td><strong>Total Hours</strong></td>
<td><strong>31-34</strong></td>
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</table>

*Computer Literacy must be demonstrated either by competency exam or by completing a computer literacy course.

### Advanced Food and Beverage Management

<table>
<thead>
<tr>
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<tr>
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</tr>
<tr>
<td>CUL 230</td>
<td>Basic Nutrition OR</td>
<td>3</td>
</tr>
</tbody>
</table>
NFS 101  Human Nutrition and Wellness  (3)
CUL 240  Meats, Seafood, and Poultry  4
CUL 270  Human Relations Management  3
CUL 280  Cost and Control  3
CUL 285  Front of the House/Catering…OR  4
CUL 290  Front of the House  (3)
BAS 160  Introduction to Business  3
BAS 170  Entrepreneurship OR  3
BAS 283  Principles of Management  (3)
BAS 282  Principles of Marketing  3
CUL 298  Culinary Arts Practicum Experience OR  2-3
CUL 299  Culinary Arts Cooperative Education Experience  (2-3)
Total Hours  44-46

Culinary Arts Professional Development
Students may choose 12 credit hours from any Culinary Arts courses*
Total Hours  12
*Prerequisites apply

Additional Course
CUL 297  Selected Topics in Culinary Arts  1 – 6

Typical Semester by Semester Outline for Associate Degree in Culinary Arts

YEAR ONE

Fall Semester:
CUL 100  Fundamentals of the CA Profession  2
CUL 200  Sanitation and Safety  2
CUL 215  Basic Baking  4
CUL 111  Garde Manager  4
General Education  3
Total Hours  15

Spring Semester:
CUL 230  Basic Nutrition  3
CUL 211  Basic Food Production  4
CUL 240  Meats, Seafood and Poultry  4
General Education  3
Total Hours  14

Summer Semester:
General Education  3
Computer Literacy  3
Total Hours:  6
YEAR TWO
Fall Semester:
CUL 260 International & Classical Cuisine 4
CUL 270 Human Relations Management 3
CUL 220 Advanced Baking and Pastry Arts 4
General Education 3
Total Hours: 14

Spring Semester:
CUL 280 Cost and Control 3
CUL 290 Catering 4
CUL 298 CA Practicum 3
General Education 3
General Education 3
Total Hours: 16

Total Program Hours: 65

b. Designate with an asterisk those courses, which are required.

2.02 Didactic/Clinical Relationship

a. If a clinical/experiential component is part of the curriculum, provide evidence which demonstrates that clinical sites are sufficient, available, and appropriate to meet the program needs.

Examination of the Culinary Arts curriculum shows that most courses are a blend of classroom and lab instruction. Culinary Arts aim toward of blend of one-third lecture/demonstration and two-thirds hands-on lab. The purpose of these hands-on activities ties directly to the attainment and mastery of measurable tasks. The tasks are specific to each course and remain consistent and complementary throughout the program curriculum. They are reviewed annually and are approved by the advisory committee set up for the program. The tasks are also approved by the culinary arts curriculum committee at the state level and coincide with the task requirements of the American Culinary Federation Educational Institute.

An integral part of the culinary arts didactic relates to the ongoing fieldwork performed by students during each semester of enrollment in the program. The mastery of basic skills requires the hands-on application of techniques and the application of theory in actual real working environments. There are numerous intangibles that cannot be learned in controlled, on-campus lab environments. Each student completing the culinary arts program will spend part of each semester in a functional work environment related to a major area of study within the program. Each student must also complete a required co-op as part of the curriculum.
requirements. Maysville Community and Technical College has both faculty and administrative personnel assigned to assist students in securing an appropriate work site to complete the co-op portion of this program.

a. Discuss the nature, location, and availability of experiential/co-op/practicum opportunities required by the program.

The culinary arts program will use a number of food and beverage operations sites with the primary location of clinical work being the newly renovated facility in downtown Maysville used for the Culinary Arts Program. Additional sites will be used with a strong emphasis of working with advisory board members who operate applicable food and beverage operations to ensure a consistent focus on the programs primary goals and objectives. The approach used will mirror the same as found in the health-related clinical labs and co-ops. Industries participate in the field lab environments will not pay the students. Co-ops may or may not be paid based on individual company policies and procedures.

Other programs at Maysville Community and Technical College have experienced the effects of the business cycles as they relate to the availability of co-op positions. During expanding business cycles a particular employer may take as many as five to eight co-op students. In less than attractive parts of the business cycles, the same company may take none or only one or two. These types of business cycles will not have an impact on the field lab environments since the host company provides student learning environments with no employment cost absorbed by the company. Business cycles will however affect the learning environment of the field labs since low business volume periods do decrease the opportunities for hand-on participation and observation and they will have a direct impact on paid co-ops opportunities.

Under the culinary arts program, in addition to field lab experience, students must also complete a 240 hour co-op assignment. The co-op course will result in three credit hours upon successful completion.

2.03 Accreditations/Certifications

a. If professional program accreditation is available for this program, will accreditation be sought?

The American Culinary Federation is the primary accrediting body for the culinary arts profession. One of the Culinary Arts Program objectives will be to receive the ACF accreditation within the next five years.

b. If optional program accreditation is not planned, is the justification for not seeking accreditation sufficient?

N/A
2.04 Admission Criteria/Standard Procedures

a. List and describe any program admission or transfer criteria, standards, or procedures, which are more specific than published institution-wide admission or transfer criteria, standards, or procedures.

Students admitted to the program must meet Maysville Community and Technical College requirements. Students may take the general education courses concurrent with the Culinary Arts courses. The Associate in Applied Science in Culinary Arts will be awarded by the KCTCS system.

b. State any program provisions for advanced placement.

Students may request credit for most technical college courses by successfully completing the American Culinary Federation certification testing series. Students may also request Credit for Prior Learning through the approved MCTC Credit for Prior Learning processes.

2.05 Objectives/Evaluation Scheme

a. List the competencies the student will have upon completion of the program.

AAS in Culinary Arts

General Education Competencies:
I. Communicate Effectively
   1. Read and listen with comprehension.
   2. Speak and write clearly using standard English.
   3. Interact cooperatively with others using both verbal and non-verbal means.
   4. Demonstrate information processing through basic computer skills.
II. Think Critically
   1. Make connections in learning across the disciplines and draw logical conclusions.
   2. Demonstrate problem solving through interpreting, analyzing, summarizing, and/or integrating a variety of materials.
   3. Use mathematics to organize, analyze, and synthesize data to solve a problem.
III. Learn Independently
   1. Use appropriate search strategies and resources to find, evaluate, and use information.
   2. Make choices based upon awareness of ethics and differing perspectives/ideas.
   3. Apply learning in academic, personal, and public situations.
   4. Think creatively to develop new ideas, processes, or products.
IV. Examine Relationships in Diverse and Complex Environments
   1. Recognize the relationship of the individual to human heritage and culture.
2. Demonstrate an awareness of the relationship of the individual to the biological and physical environment.
3. Develop an awareness of self as an individual member of a multicultural global community.

**Culinary Arts Option:**

1. Provide fundamental culinary planning, preparation, and presentation to a variety of food service environments.
2. Apply basic and advanced food and baking theories and other related theories to all aspects of food preparation.
3. Contribute to the provisions of a healthy, safe and well-maintained kitchen environment and to the service of food and beverage products that are free from harmful bacteria and other contaminants. Become ServSafe certified by the National Restaurant Association.
4. Apply knowledge of kitchen management techniques, as required to support the goals of the operation and the responsible use of resources.
5. Apply fundamental nutritional principles to all aspects of food production.
6. Perform effectively as a member of a food and beverage preparation and service team.
7. Apply cost control techniques to food-service operations.
8. Apply self-management and interpersonal skills to enhance the performance as an employee and team member and to contribute to the success of a food-service operation.
9. Develop ongoing personal professional development strategies and plans to enhance culinary, leadership, and management skills for the hospitality environment.

**Food and Beverage Management Option:**

1. Provide fundamental culinary planning, preparation, and presentation to a variety of food service environments.
2. Apply basic and advanced food and baking theories and other related theories to all aspects of food preparation.
3. Contribute to the provisions of a healthy, safe and well-maintained kitchen environment and to the service of food and beverage products that are free from harmful bacteria and other contaminants. Become ServSafe certified by the National Restaurant Association.
4. Apply knowledge of kitchen management techniques, as required to support the goals of the operation and the responsible use of resources.
5. Apply fundamental nutritional principles to all aspects of food production.
6. Perform effectively as a member of a food and beverage preparation and service team.
7. Apply cost control techniques to food-service operations.
8. Apply self-management and interpersonal skills to enhance the performance as an employee and team member and to contribute to the success of a food-service operation.

9. Develop ongoing personal professional development strategies and plans to enhance culinary, leadership, and management skills for the hospitality environment.

10. Identify various business principles and strategies relating to management and marketing and apply those principles to food-service operations.

**Catering and Personal Chef Option:**

1. Provide fundamental culinary planning, preparation, and presentation to a variety of food service environments.
2. Apply basic and advanced food and baking theories and other related theories to all aspects of food preparation.
3. Contribute to the provisions of a healthy, safe and well-maintained kitchen environment and to the service of food and beverage products that are free from harmful bacteria and other contaminants. Become ServSafe certified by the National Restaurant Association.
4. Apply knowledge of kitchen management techniques, as required to support the goals of the operation and the responsible use of resources.
5. Apply fundamental nutritional principles to all aspects of food production.
6. Perform effectively as a member of a food and beverage preparation and service team.
7. Apply cost control techniques to food-service operations.
8. Apply self-management and interpersonal skills to enhance the performance as an employer, employee or team member and to contribute to the success of a food-service operation.
9. Develop ongoing personal professional development strategies and plans to enhance culinary, leadership, and management skills for the hospitality environment.
10. Identify various business principles and strategies relating to management and marketing and apply those principles to food-service operations.

**Diplomas**

Diplomas will address general education competencies according to general education courses chosen.

I. Communicate Effectively

1. Read and listen with comprehension.
2. Speak and write clearly using standard English.
3. Interact cooperatively with others using both verbal and non-verbal means.
4. Demonstrate information processing through basic computer skills.

II. Think Critically

1. Make connections in learning across the disciplines and draw logical conclusions.
2. Demonstrate problem solving through interpreting, analyzing, summarizing, and/or integrating a variety of materials.
3. Use mathematics to organize, analyze, and synthesize data to solve a problem.

III. Learn Independently
1. Use appropriate search strategies and resources to find, evaluate, and use information.
2. Make choices based upon awareness of ethics and differing perspectives/ideas.
3. Apply learning in academic, personal, and public situations.
4. Think creatively to develop new ideas, processes, or products.

IV. Examine Relationships in Diverse and Complex Environments
1. Recognize the relationship of the individual to human heritage and culture.
2. Demonstrate an awareness of the relationship of the individual to the biological and physical environment.
3. Develop an awareness of self as an individual member of a multicultural global community.

Culinary Arts

Technical Competencies:

1. Provide fundamental culinary planning, preparation, and presentation to a variety of food service environments.
2. Apply basic and advanced food and baking theories and other related theories to all aspects of food preparation.
3. Contribute to the provisions of a healthy, safe and well-maintained kitchen environment and to the service of food and beverage products that are free from harmful bacteria and other contaminants. Become ServSafe certified by the National Restaurant Association.
4. Apply knowledge of kitchen management techniques, as required to support the goals of the operation and the responsible use of resources.
5. Apply fundamental nutritional principles to all aspects of food production.
6. Perform effectively as a member of a food and beverage preparation and service team.
7. Apply cost control techniques to food-service operations.
8. Apply self-management and interpersonal skills to enhance the performance as an employee and team member and to contribute to the success of a food-service operation.
9. Develop ongoing personal professional development strategies and plans to enhance culinary, leadership, and management skills for the hospitality environment.
Food and Beverage Management

Technical Competencies:

1. Provide fundamental culinary planning, preparation, and presentation to a variety of food service environments.
2. Apply basic and advanced food and baking theories and other related theories to all aspects of food preparation.
3. Contribute to the provisions of a healthy, safe and well-maintained kitchen environment and to the service of food and beverage products that are free from harmful bacteria and other contaminants. Become ServSafe certified by the National Restaurant Association.
4. Apply knowledge of kitchen management techniques, as required to support the goals of the operation and the responsible use of resources.
5. Apply fundamental nutritional principles to all aspects of food production.
6. Perform effectively as a member of a food and beverage preparation and service team.
7. Apply cost control techniques to food-service operations.
8. Apply self-management and interpersonal skills to enhance the performance as an employee and team member and to contribute to the success of a food-service operation.
9. Develop ongoing personal professional development strategies and plans to enhance culinary, leadership, and management skills for the hospitality environment.
10. Identify various business principles and strategies relating to management and marketing and apply those principles to food-service operations.

Catering and Personal Chef:

Technical Competencies:

1. Provide fundamental culinary planning, preparation, and presentation to a variety of food service environments.
2. Apply basic and advanced food and baking theories and other related theories to all aspects of food preparation.
3. Contribute to the provisions of a healthy, safe and well-maintained kitchen environment and to the service of food and beverage products that are free from harmful bacteria and other contaminants. Become ServSafe certified by the National Restaurant Association.
4. Apply knowledge of kitchen management techniques, as required to support the goals of the operation and the responsible use of resources.
5. Apply fundamental nutritional principles to all aspects of food production.
6. Perform effectively as a member of a food and beverage preparation and service team.
7. Apply cost control techniques to food-service operations.
8. Apply self-management and interpersonal skills to enhance the performance as an employee and team member and to contribute to the success of a food-service operation.
9. Develop ongoing personal professional development strategies and plans to enhance culinary, leadership, and management skills for the hospitality environment.
10. Identify various business principles and strategies relating to management and marketing and apply those principles to food-service operations.

Certificates

Fundamentals of Culinary Arts

Upon completion of this program, the completer can:

1. Provide fundamental culinary planning, preparation, and presentation to a variety of food service environments.
2. Apply basic food and baking theories and other related theories to food preparation.
3. Contribute to the provisions of a healthy, safe and well-maintained kitchen environment and to the service of food and beverage products that are free from harmful bacteria and other contaminants. Become ServSafe certified by the National Restaurant Association.
4. Perform effectively as a member of a food and beverage preparation and service team.

Catering

Upon completion of this program, the completer can:

1. Provide fundamental culinary planning, preparation, and presentation to a variety of food service environments.
2. Apply basic food and baking theories and other related theories to all aspects of food preparation.
3. Contribute to the provisions of a healthy, safe and well-maintained kitchen environment and to the service of food and beverage products that are free from harmful bacteria and other contaminants. Become ServSafe certified by the National Restaurant Association.
4. Perform effectively as a member of a food and beverage preparation and service team.
5. Apply self-management and interpersonal skills to enhance the performance as an employee and team member and to contribute to the success of a food-service operation.
Advanced Catering

Upon completion of this program, the completer can:

1. Provide fundamental culinary planning, preparation, and presentation to a variety of food service environments.
2. Apply basic and advanced food and baking theories and other related theories to all aspects of food preparation.
3. Contribute to the provisions of a healthy, safe and well-maintained kitchen environment and to the service of food and beverage products that are free from harmful bacteria and other contaminants. Become ServSafe certified by the National Restaurant Association.
4. Apply knowledge of kitchen management techniques, as required to support the goals of the operation and the responsible use of resources.
5. Perform effectively as a member of a food and beverage preparation and service team.
6. Apply cost control techniques to food-service operations.
7. Apply self-management and interpersonal skills to enhance the performance as an employer, employee or team member and to contribute to the success of a food-service operation.
8. Develop ongoing personal professional development strategies and plans to enhance culinary, leadership, and management skills for the hospitality environment.
9. Identify various business principles and strategies relating to management and marketing and apply those principles to food-service operations.

Culinary Arts

Upon completion of this program, the completer can:

1. Provide fundamental culinary planning, preparation, and presentation to a variety of food service environments.
2. Apply basic food and baking theories and other related theories to all aspects of food preparation.
3. Contribute to the provisions of a healthy, safe and well-maintained kitchen environment and to the service of food and beverage products that are free from harmful bacteria and other contaminants. Become ServSafe certified by the National Restaurant Association.
4. Apply knowledge of kitchen management techniques, as required to support the goals of the operation and the responsible use of resources.
5. Apply fundamental nutritional principles to all aspects of food production.
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7. Apply cost control techniques to food-service operations.
8. Apply self-management and interpersonal skills to enhance the performance as an employee and team member and to contribute to the success of a food-service operation.
9. Develop ongoing personal professional development strategies and plans to enhance culinary, leadership, and management skills for the hospitality environment.

Advanced Culinary Arts

Upon completion of this program, the completer can:

1. Provide fundamental culinary planning, preparation, and presentation to a variety of food service environments.
2. Apply basic and advanced food and baking theories and other related theories to all aspects of food preparation.
3. Contribute to the provisions of a healthy, safe and well-maintained kitchen environment and to the service of food and beverage products that are free from harmful bacteria and other contaminants. Become ServSafe certified by the National Restaurant Association.
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7. Apply cost control techniques to food-service operations.
8. Apply self-management and interpersonal skills to enhance the performance as an employee and team member and to contribute to the success of a food-service operation.
9. Develop ongoing personal professional development strategies and plans to enhance culinary, leadership, and management skills for the hospitality environment.

Food and Beverage Management

Upon completion of this program, the completer can:

1. Provide fundamental culinary planning, preparation, and presentation to a variety of food service environments.
2. Apply basic food and baking theories and other related theories to all aspects of food preparation.
3. Contribute to the provisions of a healthy, safe and well-maintained kitchen environment and to the service of food and beverage products that are free from harmful bacteria and other contaminants. Become ServSafe certified by the National Restaurant Association.
4. Apply knowledge of kitchen management techniques, as required to support the goals of the operation and the responsible use of resources.
5. Perform effectively as a member of a food and beverage preparation and service team.
6. Apply cost control techniques to food-service operations.
7. Apply self-management and interpersonal skills to enhance the performance as an employee and team member and to contribute to the success of a food-service operation.
8. Develop ongoing personal professional development strategies and plans to enhance culinary, leadership, and management skills for the hospitality environment.
9. Identify various business principles and strategies relating to management and marketing and apply those principles to food-service operations.

**Advanced Food and Beverage Management**

Upon completion of this program, the completer can:

1. Provide fundamental culinary planning, preparation, and presentation to a variety of food service environments.
2. Apply basic food and baking theories and other related theories to all aspects of food preparation.
3. Contribute to the provisions of a healthy, safe and well-maintained kitchen environment and to the service of food and beverage products that are free from harmful bacteria and other contaminants. Become ServSafe certified by the National Restaurant Association.
4. Apply knowledge of kitchen management techniques, as required to support the goals of the operation and the responsible use of resources.
5. Perform effectively as a member of a food and beverage preparation and service team.
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7. Apply self-management and interpersonal skills to enhance the performance as an employee and team member and to contribute to the success of a food-service operation.
8. Develop ongoing personal professional development strategies and plans to enhance culinary, leadership, and management skills for the hospitality environment.
9. Identify various business principles and strategies relating to management and marketing and apply those principles to food-service operations.

**Culinary Arts Professional Development**

Upon completion of this program, the completer can:

The competencies will vary based upon the courses completed.
b. Describe the evaluation scheme planned for the program. (Reference Policy 4.3.1.1-3)

The Culinary Arts Program will be reviewed and evaluated in the same manner as other academic programs at MCTC. Policy 4.3 was referenced in constructing the college evaluation process.

Academic programs are reviewed by the Program Review Committee on a three-year rotating schedule. The Program Review Committee evaluates each program based upon the 14 Program Review Criteria and rate the program as:

1. The program is in good standing
2. The program is in need of improvement
3. The program is at risk

If follow up is needed, program coordinators address the committee’s recommendations for improvement within their program and submit a progress report to the division chair, the chief academic officer and the IPRE office by April 1.

The program review committee reviews all progress reports and sends an updated program review rating to the coordinator.

c. Describe short-term and long-range program objectives (e.g. success on licensure exams, skills certification, diversity, articulation, continuous improvement, graduation rates matched with workforce needs).

The objective is to prepare students for careers in the hotel, restaurant, and tourism industry either in the corporate or the private sector. Program evaluation is an ongoing process. The advisory committee will review course content and graduate follow-up studies of graduates on a regular basis. Additionally, program accreditation by the ACF requires continuous program evaluation.

The Occupational Code for Professional Food Service and Lodging Managers is 15026. The D.O.T. number is 185.137. The program exceeds the competencies identified for these job identifications. The program ACF Accreditation, upon approval, will assist students with industry certification. Therefore, the program is designed to prepare students for management and supervisory careers in the hotel, restaurant, and tourism industry.

d. Provide evidence that distance learning will be used in the program or an explanation why such use would be inappropriate.

The technical courses in the culinary arts degree will be taught in a face-to-face fashion, as the lecture and lab courses are so closely aligned. The general education portion of the degree may be completed from MCTC or any KCTCS college via online courses.
2.06 Advisory Committee

If an advisory committee has been used in the development of the proposal, identify committee members and their affiliations and describe the committee’s role in developing and overseeing the program.

The Culinary Arts Program Advisory Committee was initiated in 2009 to determine the level and interest in culinary arts in the area. The committee originally met four times a year and now meets twice a year – October and April – to provide oversight for the program and ensure industry standards are kept in the forefront of the program curriculum.

See Appendix (A) for list of Advisory Committee Members.

2.07 Plans for Articulation/Transfer Cooperation

a. Describe how this program will articulate with related programs in other KCTCS colleges and with universities.

KCTCS has developed policies for cooperative efforts between KCTCS colleges, such as the Policy on Collaborative Program Development (9/16/98, revised 12/5/03, 6/12/09), which ensures that collaborative program development processes shall meet criteria specified by the accrediting body of the respective community and technical colleges and any required programmatic standard, and the Policy for Consortial Relationships and Contractual Agreement (Credit Courses or Programs) (5/27/99, revised 1/4/07, 11/20/09), which ensures that agreements meet the accreditation requirements of the Commission of Colleges of the Southern Association of Colleges and Schools (SACS).

In support of these policies, the Culinary Arts program within KCTCS has a system-wide curriculum committee whereby a representative from each college offering the credential serves on the committee. The curriculum is developed and/or revised via this committee and the KCTCS curriculum approval process. This committee process promotes consistency of curriculum and the ability of students to transfer among the KCTCS colleges and also to four-year colleges/universities.

KCTCS has existing articulations with Sullivan University and Western Kentucky University in their hospitality management programs. At Sullivan, students can finish the BA degree on-line. MCTC’s program will fall under those existing articulation agreements.


MCTC will be an active participant on the KCTCS Culinary Arts Curriculum committee and will collaborate with other programs on issues of joint interest.
Plans also include offering 3 – 6 credit hours of dual credit with Fleming County High School and Ohio Valley Career Center for courses taught in the technical core of the Culinary Arts credentials.

See Appendix (B) for Dual Credit Memorandum of Agreement
III. Supportive Data

3.01 Workforce Requirements

a. Is this program designed to prepare students primarily for the local, state, regional, or national market?

Graduates from this program will be qualified to obtain employment in the local, state, regional, and national markets.

b. Provide evidence of strong and compelling community/workforce needs that will be met by this program (e.g., survey results of potential employers, letters from business and industry on company letterhead, advisory committee minutes signed by members, etc.).

Our region has requested this program and through a national grant the city of Maysville has had the opportunity to renovate the first floor of a historic building for the purpose of culinary instruction (approximately 2,000 square feet). According to the *Kentucky Occupational Outlook to 2018*, food service and food preparation will rank as the third largest employment field in the Commonwealth. A needs analysis conducted by MCTC indicated a projection of over 150 new hires in the next five years. The needs analysis indicated that the majority of employers in the service region would be willing to pay higher wages to a graduate of the culinary arts program.

See Appendix (C) Surveys and Appendix (D) Letters of Support

3.02 Similar Programs in Kentucky

a. Identify similar programs available elsewhere in the state. Please provide a five-year productivity history.

Listed below are five of the other colleges within KCTCS which offer programs in Culinary Arts. The average number of students within the program in fall 2010 was 36.
b. Explain how the proposed program avoids unnecessary duplication.

The closest Culinary Arts Program to the proposed program is 60 miles away. There are programs located in Cincinnati and Lexington, but none in the immediate service area. Sixty miles creates a barrier for our local students who find it very difficult to commute that far.

c. Have you examined the possibility of collaborative and/or sharing of resources with similar programs within the state? What were the results of your examination?

KCTCS has developed policies for cooperative efforts between KCTCS colleges, such as the Policy on Collaborative Program Development (9/16/98, revised 12/5/03, 6/12/09), which ensures that collaborative program development processes shall meet criteria specified by the accrediting body of the respective community and technical colleges and any required programmatic standard, and the Policy for Consortial Relationships and Contractual Agreement (Credit Courses or Programs) (5/27/99, revised 1/4/07, 11/20/09), which ensures that agreements meet the accreditation requirements of the Commission of Colleges of the Southern Association of Colleges and Schools (SACS).

In support of these policies, the Culinary Arts program within KCTCS has a system-wide curriculum committee whereby a representative from each college offering the credential serves on the committee. The curriculum is developed and/or revised via this committee and the KCTCS curriculum approval process. This committee process promotes consistency of curriculum and the students’ ability to transfer to any of the KCTCS colleges and also to four-year institutions.
d. Discuss the transferability of this new program through actual or probable articulation agreements with other secondary or post-secondary institutions. Include articulation agreements or letters of intent in the appendices.

KCTCS has existing articulations with Sullivan University and West Kentucky University in their Hospitality Management programs. At Sullivan, students can finish the BA degree on-line. MCTC’s program will fall under those existing articulation agreements. We plan to offer 3 – 6 credit hours of dual credit with Fleming County High School and Ohio Valley Career Center for courses taught in the technical core of the Culinary Arts credentials.

3.03 Comparative Programs in Other States

a. Identify nearby institutions in adjacent states that have comparable (similar) programs.

See Appendix (E) Comparative Programs in Other States

b. Explain why the proposed program is not unnecessarily duplicative.

The closest programs are at least 60 miles from Maysville making it very difficult for our local students, especially the nontraditional students, to commute that far for culinary programs.

3.04 Enrollment/Productivity

a. Project the full-time headcount enrollment, the part-time headcount enrollment, and the full-time equivalent enrollment of day students in the proposed program for the fall semester for the first five years following implementation of the program.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Full-Time</th>
<th>Part-Time</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
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<td>10</td>
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<tr>
<td>2012-13</td>
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<tr>
<td>2013-14</td>
<td>25</td>
<td>10</td>
<td>35</td>
</tr>
<tr>
<td>2014-15</td>
<td>30</td>
<td>10</td>
<td>40</td>
</tr>
<tr>
<td>2015-16</td>
<td>35</td>
<td>10</td>
<td>45</td>
</tr>
</tbody>
</table>

b. Repeat a. for evening students, if applicable.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Full-Time</th>
<th>Part-Time</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
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<td>15</td>
<td>15 - 20</td>
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<tr>
<td>2012-13</td>
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<td>0 – 5</td>
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<tr>
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<td>0 – 5</td>
<td>15</td>
<td>15 - 20</td>
</tr>
<tr>
<td>2015-16</td>
<td>0 - 5</td>
<td>15</td>
<td>15 - 20</td>
</tr>
</tbody>
</table>
c. Repeat a. for weekend students, if applicable.

N/A

d. How were the above projections determined?

The above projections were based on enrollment in other KCTCS programs of similar size, facility size and level of interest over the last three years since the inception of the culinary program idea in the area.

e. Estimate the number of students projected above who will be drawn from existing programs within the institution and the net increase in institutional enrollment in the fifth year of the program as a result of the program.

It is estimated that roughly 10% will come from other programs resulting in a net increase of 85 – 90 students.

f. Project the number of graduates from the day program during each of the first five years.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>0</td>
</tr>
<tr>
<td>2012-13</td>
<td>15</td>
</tr>
<tr>
<td>2013-14</td>
<td>20</td>
</tr>
<tr>
<td>2014-15</td>
<td>25</td>
</tr>
<tr>
<td>2015-16</td>
<td>30</td>
</tr>
</tbody>
</table>

g. Repeat f. above for the evening programs, if applicable.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>0</td>
</tr>
<tr>
<td>2012-13</td>
<td>5</td>
</tr>
<tr>
<td>2013-14</td>
<td>5</td>
</tr>
<tr>
<td>2014-15</td>
<td>10</td>
</tr>
<tr>
<td>2015-16</td>
<td>10</td>
</tr>
</tbody>
</table>

h. Repeat f. above for weekend programs, if applicable.

N/A
IV. Resources

4.01 Resources Required

a. Facilities
   1) Describe the facilities to be used for this program. If existing facilities are available, will they be temporary or permanent? If new facilities are required, describe renovation or construction plans. Include a statement of review by the facilities management or other facilities administrators indicating concurrence with the above description.

The facility to be used for this program is located in downtown Maysville in a newly renovated facility, known as the Cox Building. Built in the late 1800’s, the City of Maysville received a $2.5 million grant to completely renovate and restore the building. The first floor of the building, approximately 2,000 square feet will be the section of the building to be used for the Culinary Program. College personnel have been intimately involved in designing the floor plan to accommodate the culinary facility. The facility will include a full prep kitchen, a functioning restaurant with full service kitchen, a bakery which will operate and sell baked goods, and a classroom.

See Appendix (F) Facility Diagram

b. Library

   1) Provide a statement by the librarian concerning the availability of current and proposed library resources.

See Appendix (G) for Statement from Director of Library Services.

   2) Compare holdings to standards/recommendations of national accrediting agencies, the Association of College and Research Libraries, and/or any other recognized measure of adequacy.

See Appendix (G) for Statement from Director of Library Services.

c. Faculty

   1) Submit by means of curriculum vitae (see FORM 3) the qualifications of current ranked faculty members and part-time/voluntary faculty who will launch the program. Indicate the time each will devote to the proposed program.

A full-time faculty member and program coordinator will be hired to begin in the fall, 2011 semester. Two part-time faculty will be hired to teach in the program.
2) Describe where and how non-ranked faculty (e.g., teaching assistants, preceptors) will be utilized. Indicate the time each will devote to the proposed program.

No non-ranked faculty will be used in the program.

3) If additional faculty will be required immediately or in the next five years, indicate the number and submit specific qualifications for each new faculty member. Discuss recruitment potential.

No additional full-time faculty will be required.

d. Resource Sharing
   Identify collaborative arrangements for maximizing resources.

As stated previously, the city of Maysville is providing a newly renovated facility to be used by the culinary program.

4.02 Expenditures

Present all anticipated program expenditures for the next four years on FORM 1. Use FORM 1A to provide a rationale for the expenditure data.

4.03 Source of Revenues

a. Using FORM 2, specify the amount of revenues for the program from each source.

b. If applicable, provide evidence of institutional intent to maintain the program as described herein when grant or other outside funds are terminated.
# Departmental Expenditures for the Program (Academic Year)

## I. Personnel

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Full-time Ranked Faculty (FTF)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Number of FTF*</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>b. Average salary</td>
<td>45000</td>
<td>45000</td>
<td>47000</td>
<td>47000</td>
</tr>
<tr>
<td>c. Fringes per average salary</td>
<td>20100</td>
<td>20100</td>
<td>21020</td>
<td>21020</td>
</tr>
<tr>
<td><strong>Cost of FTF: a x (b+c)</strong></td>
<td>51100</td>
<td>51100</td>
<td>54020</td>
<td>54020</td>
</tr>
<tr>
<td><strong>2. Part-time Faculty (PTF)</strong></td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>a. Course credit hours taught by PTF</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>b. Average PTF salary per credit hour</td>
<td>500</td>
<td>500</td>
<td>525</td>
<td>525</td>
</tr>
<tr>
<td>c. Average PTF fringes per credit hour</td>
<td>43</td>
<td>43</td>
<td>45</td>
<td>45</td>
</tr>
<tr>
<td><strong>Cost of PTF: a x (b+c)</strong></td>
<td>4344</td>
<td>4344</td>
<td>4650</td>
<td>4650</td>
</tr>
<tr>
<td><strong>3. Instructional Assistants (IA)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Student contact hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Staff contact hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Average IA fee</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Cost of IA</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4. Other (specify)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Categories % (e.g., secy.) full-time rate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Cost of other</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL PERSONNEL COSTS</strong></td>
<td>55444</td>
<td>55444</td>
<td>58670</td>
<td>58670</td>
</tr>
<tr>
<td>II. Operating Costs</td>
<td>Year 1</td>
<td>Year 2</td>
<td>Year 3</td>
<td>Year 4</td>
</tr>
<tr>
<td>---------------------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td>1. Supplies (includes food cost)</td>
<td>9000</td>
<td>9000</td>
<td>9500</td>
<td>9500</td>
</tr>
<tr>
<td>2. Travel</td>
<td>1000</td>
<td>1000</td>
<td>1200</td>
<td>1200</td>
</tr>
<tr>
<td>3. Library***</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Department budget</td>
<td>500</td>
<td>500</td>
<td>500</td>
<td>500</td>
</tr>
<tr>
<td>1. journals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. books</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. other (specify)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Central library budget</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. journals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. books</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. other (specify)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Student support</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Equipment***</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. instructional</td>
<td>5000</td>
<td>5000</td>
<td>5000</td>
<td>5000</td>
</tr>
<tr>
<td>b. research</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. other</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Off-campus facilities</td>
<td>12000</td>
<td>12000</td>
<td>13000</td>
<td>13000</td>
</tr>
<tr>
<td>7. Accreditation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Other (specify)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL OPERATING COSTS</strong></td>
<td><strong>27500</strong></td>
<td><strong>27500</strong></td>
<td><strong>29200</strong></td>
<td><strong>29200</strong></td>
</tr>
</tbody>
</table>
### III. CAPITAL COSTS**

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Facilities</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. new construction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. renovation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. furnishings</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2. Other (specify)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL CAPITAL COSTS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL EXPENDITURES</strong></td>
<td>96944</td>
<td>96944</td>
<td>101870</td>
<td>101870</td>
</tr>
</tbody>
</table>

*Show How FTEF is calculated on FORM 1A.*

**If the department will operate programs other than the proposed program, use the ratio of the projected student credit hours generated within the department by the program to the student credit hours generated by the department to allocate costs to the proposed program when it is otherwise difficult or impossible to allocate the programs’ responsibility for the cost. If such a ratio is used, enter its value here _________, and identify items to which it is applied with two asterisks.

***Insert here the annual portion of the department budget set aside for this item of the program. Extraordinary or special purchases beyond the regular or continuing line item should be recorded in III.2.*
FORM 1A

Budget Justification

A rationale should be provided for all costs recorded on FORM 1. If explanation of an expenditure is contained elsewhere in the proposal, it is necessary only to record on this form the section in which it appears.

Faculty – one full time faculty member and two part-time faculty members will be needed to operate the program and offer the selection of courses needed for the students

Supplies – food costs are high and an ample food budget is necessary for operating a successful program and exposing students to a wide selection of food products.

Travel – instructor will need travel funds in order to get food and supplies, for field trips, and to visit students in cooperative education programs

Equipment – about $100,000 of equipment has already been purchased to operate the program during start-up, so equipment costs for the next four years should be fairly minimal.

Off-campus Facilities – while there will be no rent expense for the use of the facility, MCTC will be required to pay utilities for the facility
#### FORM 2

**Amount and Sources of Revenue**

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Regular state appropriation and tuition and fees</td>
<td>97,500</td>
<td>117,000</td>
<td>120,900</td>
<td>124,800</td>
</tr>
<tr>
<td>a. new money</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. internal reallocation*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Institutional allocation from restricted endowment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Institutional allocation from unrestricted endowment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Gifts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Extraordinary state appropriation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Grants or contracts**</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. private sector</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. local government</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. state</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. federal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. other</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Capitation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Capital</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Other (specify)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL REVENUES</strong></td>
<td>97,500</td>
<td>117,000</td>
<td>120,900</td>
<td>124,800</td>
</tr>
</tbody>
</table>

*If revenue will be provided through reallocation within the college, explain in detail how this will be done.

**List funding sources and specify funding period.**
A full-time faculty will be hired to coordinate the Culinary Arts Program, starting in the fall 2011 semester. Minimum qualifications for this position will be a degree in Culinary Arts with at least two years of experience. However, it is anticipated that the person hired for this position will exceed this minimum qualifications and bring a wealth of knowledge and experience to the classroom and the students.

See Appendix (H) for Resume of current part-time culinary instructor for example of the experience being sought for this position.

<table>
<thead>
<tr>
<th>Name: To be determined</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Tenure Track:</td>
<td>Yes</td>
</tr>
<tr>
<td>Date of Tenure:</td>
<td></td>
</tr>
<tr>
<td>Date Appointed to Faculty:</td>
<td>August, 2011</td>
</tr>
<tr>
<td>Identify your Sub-Specialty Within the Discipline:</td>
<td></td>
</tr>
<tr>
<td>Degrees Awarded:</td>
<td>Year</td>
</tr>
<tr>
<td>Title of Dissertation:</td>
<td></td>
</tr>
<tr>
<td>Title of Master's Thesis:</td>
<td></td>
</tr>
<tr>
<td>Relevant Work Experience (Begin with most recent position)</td>
<td>Year(s)</td>
</tr>
<tr>
<td>Honors/Awards</td>
<td>Date</td>
</tr>
<tr>
<td>Professional Organizations/Committees:</td>
<td></td>
</tr>
<tr>
<td>Grants Received as Principal Investigator:</td>
<td></td>
</tr>
<tr>
<td>Beginning and Termination Date of the Grant:</td>
<td></td>
</tr>
<tr>
<td>Amount</td>
<td>Sponsoring Agency</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Other Grant Activities:

<table>
<thead>
<tr>
<th>Date</th>
<th>Amount</th>
<th>Sponsoring Agency</th>
<th>Description (Grant and Activities)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Discipline-Oriented Public Service Activities:

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Bibliography of Major Publications and Scholarly Achievements/Creative activities for the Last Five Years:
Appendix

A. Culinary Program Advisory Committee Members
B. Dual Credit Memorandum of Agreement
C. Surveys
D. Letters of Support
E. Comparative Programs in Other States
F. Facility Diagram
G. Statement from Director of Library Services
H. Culinary Instructor Sample Resume
Appendix

A. Culinary Program Advisory Committee Members
B. Dual Credit Memorandum of Agreement
C. Surveys
D. Letters of Support
E. Comparative Programs in Other States
F. Facility Diagram
G. Statement from Director of Library Services
H. Culinary Instructor Sample Resume
Culinary Arts Program Advisory Committee Members

Ann Flora          Culinary Program Graduate
Becky Foster      Culinary Program Instructor, Ohio Valley Career and Technical Center
Beth Partridge    Adjunct Faculty, MCTC and Chef di Cucina, Spiaggio Restaurant, Chicago
Debra Cotterill   Family and Consumer Sciences Agent, Mason County Extension Service
Gayle Chadwell    Dietary Manager, Ohio Veterans Home
Gwyn Gallenstein  Continuing Education Coordinator, MCTC
Jennifer Gleason  Owner, Sunflower Sundries
June Finch        Teacher, Fleming County High School Culinary Program
Linda Rankin      Owner, Classic Catering and Confections
Randy Cooper      Manager, DeSha’s Restaurant
Vicki Kratzer     Adjunct Faculty, MCTC and Retired, Ohio Valley Schools Food Service Director
Rick Lally        Retired, Restaurant Manager
Rita Dials        Director of Food Service, Fleming County Schools
Willetta Barger   Culinary Program Graduate

In addition, the following members will be included from Maysville Community and Technical College:

- Chief Academic Officer, MCTC
- Division Chair, Business and Information Technologies
- Dean of Enrollment Services
DUAL CREDIT AGREEMENT BETWEEN

MAYSVILLE COMMUNITY & TECHNICAL COLLEGE

And

THE OHIO VALLEY CAREER AND TECHNICAL CENTER

In an effort to provide a seamless path of education and training for students in the Maysville Community & Technical College service area, Maysville Community & Technical College and the Ohio Valley Career and Technical Center have agreed to cooperate in a district-wide initiative to provide a seamless educational path for our students.

The agreement is designed to benefit only secondary students. Upon enrollment at Maysville Community & Technical College, a student who has successfully completed one or more academic dual credit courses will have the option of completing his/her college program in less time.

1. Ohio Valley Career and Technical Center will teach KCTCS curricula for all dual credit classes. To ensure quality, task lists and/or competencies may exceed KCTCS curricula, but must include competencies listed in the KCTCS catalog.

2. The Ohio Valley Career and Technical Center students will have KCTCS course titles posted to their MCTC transcript regardless of the title of their high school class.

3. Teachers of academic dual credit classes will meet KCTCS and SACS standards and teaching qualifications and will submit the following to Maysville Community & Technical College—
   a. A copy of each teacher’s transcripts.
   b. A current vita/resume/application showing all their teaching and work experience.
   c. A copy of each Ohio Valley Career and Technical Center /KCTCS course curriculum that is being taught.
   d. A listing of all programs that contain possible course offerings and the identification of which of the courses that can be taught for dual credit in each program.
   e. An official MCTC syllabi will be prepared for each dual credit course. One copy will be submitted to the Chief Academic Officer and individual copies will be given to students enrolled in dual credit courses.

4. Students enrolled in dual credit will receive the grade earned in that class. Students must receive credit in both institutions.
5. Staff from Ohio Valley Career and Technical Center in conjunction with the Registrar’s Office at MCTC will be responsible for enrolling secondary students in dual credit classes

a. The Ohio Valley Career and Technical Center staff will be responsible for obtaining parental permission for release of grades, if necessary, to Maysville Community & Technical College.

b. Ohio Valley Career and Technical Center staff will assist students in completing the application and will adhere to due dates and guidelines, as outlined in the Dual Credit Calendar.

c. The Maysville Community & Technical College Registrar will complete the college enrollment process once the applications are received.

d. Technical dual credit classes will be free of charge to Ohio Valley Career and Technical Center Students.

e. Students must be at the high school level of Junior or above in the Ohio Valley Career and Technical Center to be eligible to participate in this dual credit arrangement.

6. At the end of each semester Ohio Valley Career and Technical Center counselor or his/her designee will be responsible for submitting grades to the Registrar of Maysville Community & Technical College in accordance to the established timeline. A class roster will be given to each instructor near the end of the course on which the instructor will submit grades and return to the MCTC Registrar as specified on the dual credit calendar.

This agreement shall remain in effect until one or both parties decide to annul the agreement. The addendum of courses must be reviewed each August to ensure that current course offerings have been cross-referenced with the course expectations, skills and competencies to the satisfaction of both parties agreeing to this document.

Superintendent, Ohio Valley Career and Technical Center

Chief Academic Officer, Maysville Community & Technical College

President & CEO, Maysville Community & Technical College

Date

Date

Date
2010-2011 Dual Credit Courses
Ohio Valley Career and Technical Center/ Maysville Community & Technical College

Students may take the following Kentucky Community and Technical College System technical college courses and Maysville Community & Technical College will grant credit for the corresponding courses.

<table>
<thead>
<tr>
<th>West Union Class</th>
<th>Maysville CTC Class</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUL 100</td>
<td>CUL 100</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Culinary Arts Profession</td>
<td></td>
</tr>
<tr>
<td>Garde Manage</td>
<td>CUL 105</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Applied Fundamentals of the Culinary Arts Profession</td>
<td></td>
</tr>
</tbody>
</table>
Employer Needs Assessment for Culinary Degree Program

Maysville Community and Technical College is conducting an employer needs assessment to determine the interest and need in our community for a Culinary Degree Program.

Your assistance in completing this survey and returning to the following address is much appreciated:

Maysville Community and Technical College
Workforce Solutions
1755 US 68
Maysville, KY 41056

Your name

Address

Type of business

1. How many employees do you currently have?
   Full-time 9,12,23,8,2,22,20,7 = 109
   Part-time 10,10,17,8,2-3,22,20,7 = 97

2. How many new employees do you anticipate hiring from this area within the next five years?
   10-12, 150, 10-20, 15-20, 5, 10 = 217

3. On a scale of 1 to 10, how difficult is it to find employees currently who are trained in culinary arts or who have the skills they need.

   5, 7-8, 9 (2), 6 (2), 10, 0
   Not difficult at all
   -------------------------------→ Extremely Difficult

4. Would your business hire community college graduates with the following credentials?
   a. Culinary Certificate
   Yes(8) No
   b. Culinary Diploma
   Yes(7) No
Comments

- The company would like to work with students who have credentials from MCTC but it needs to be made clear that individuals have an acquired basics, practical skills and work their way up to more advanced positions regardless of their degree.
- If we were able to support a full time restaurant operation.

5. Indicate the expected annual salary of an employee with each of the following credentials:

<table>
<thead>
<tr>
<th>Employee with High School Diploma</th>
<th>Employee with Culinary Certificate</th>
<th>Employee with Culinary Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than $15,000(8)</td>
<td>Less than $15,000</td>
<td>Less than $15,000(1)</td>
</tr>
<tr>
<td>$15,000-$20,000</td>
<td>$15,000-$20,000(7)</td>
<td>$15,000-$20,000(5)</td>
</tr>
<tr>
<td>$20,000-$25,000</td>
<td>$20,000-$25,000</td>
<td>$20,000-$25,000(1)</td>
</tr>
<tr>
<td>$25,000-$30,000</td>
<td>$25,000-$30,000(1)</td>
<td>$25,000-$30,000(1)</td>
</tr>
<tr>
<td>$30,000+</td>
<td>$30,000+</td>
<td>$30,000+(1)</td>
</tr>
</tbody>
</table>

6. Would a new employee with post-secondary education in this field earn a higher wage than a new employee without these credentials?

- Employees with a Culinary Certificate: Yes(7)  No(1)
- Employees with a Culinary Degree: Yes(7)  No

7. On a scale of 1 to 10, rate how your business would benefit from hiring an employee with a Culinary Certificate?

1  2  3  4  5  6(1)  7(5)  8(2)  9  10
Not benefit at all  ----------------------------------------------- Benefit Tremendously

8. On a scale of 1 to 10, rate how your business would benefit from hiring an employee with a Culinary Degree?

1  2  3  4  5  6(1)  7(2)  8(4)  9  10(1)
Not benefit at all  ----------------------------------------------- Benefit Tremendously
9. Please provide any additional comments about how starting a Culinary Degree program at MCTC would benefit your business.

- We have pretty basic foods here/good but basic. Someone with a new spark and knowledge would be very welcome to draw a new crowd? Maybe.

- Randy claims that education in the culinary arts is very important and has the desire to hire more students who have credentials from this institution. Workers who are educated in our community are an asset in the restaurant business but they need to acquire basic foundational skills that emphasize professionalism.

- Finding a chef was a very frustrating experience when I was trying to have a full time restaurant and the persons hired proved to be disappointing.

- Joni claims that education in the culinary arts is very important and has the desire to hire students who have credentials from this institution but they are currently experiencing sporadic business, depending on various seasons, which isn't conducive to hire additional help.
March 23, 2011

Maysville Community Technical College
1755 US Highway 68
Maysville, KY 41056

To Whom It May Concern:

Maysville KCTCS is pursuing approval for an Associate Degree program in Culinary Arts. I currently serve on the advisory committee for this program and have watched the program grow and develop over the last several years. I am pleased with the efforts to date and pledge to assist in an advisory capacity in the future as the culinary arts program continues to expand and serve the students in this region.

Fleming County High School has a very successful secondary culinary program. Currently, our students who choose to pursue additional training in Culinary Arts have to travel to another city or state to enroll in a program. If post secondary training were available closer to home, I feel more students would take advantage of the opportunity to continue their training at the post secondary level.

I am pleased to offer my support for an Associate Degree program in Culinary Arts at the Maysville Campus and hope you will give consideration to this request.

Sincerely,

Rita Dials
Assistant Superintendent
Date: 3/31/11

From: Randall H. Cooper, Ex. Chef, Asst. Mgr. deShas Restaurant

Dear Curriculum Review Committee:

I have been affiliated with the Culinary Program since it was first considered as a course at Maysville Community and Technical College, along with other professionals throughout this area.

I have found the level of the courses here in Maysville comparable to those taught at other similar facilities in the Tri-State area. We at deShas have employed students that have attended Cincinnati State Culinary Programs, and have found them to be considerably more "teachable" due to the fact that they want to learn a skill that will be used. I see no difference in the students at the Maysville program. As a matter of fact, we have already employed a student from the program and find him to be willing and able to take on the responsibilities assigned to him.

The fact that we know have a "Program" in place, that the students are getting "on-hands" training, and the faculty seems to be very knowledgeable, can only make the Maysville Community and Technical College a more desirous campus to attend.

Also note that the other area restaurants will benefit with the training received by these students because they will no longer be forced to look outside this area for qualified employees.

I believe that what has been started can only continue to grow and benefit this area.

Sincerely;

Randall H. Cooper
To: Curriculum Review Members:

Date: 15 March 2011

From: Carrie L. Taylor, Culinary Advisor, Horticulture Coordinator and Associate Professor

Dear Curriculum Review Committee:

I have been affiliated with the Culinary Program since I joined the Workforce Solutions Department in 2009. During this time, there have been a plethora of curriculum and workforce experiences we have practiced that relate to culinary instructors and the students who take their classes. There is such diversity within the various culinary industries and one of the most important things I’ve learned after working with business and culinary professionals, is the importance of blending many types of educational experiences with practical skills that emphasize elements within this broad profession.

Our experienced instructors have combined learning tools in each of the classes they have taught that allow students to have a broad depth and breadth of learning styles. Our program provides students with multifaceted learning environments, which help them to have a holistic approach about the food industry. Students are encouraged to understand the technical components, study theories and concepts and more importantly, how to integrate and implement these components with business and artistic elements that are required to be successful culinary professionals.

The Advisory Members, Culinary Instructors and students have established wonderful relationships within the community and with each other. Through their courses, students work with various organizations and food production businesses to learn about the scope of food industries, and other related service industries to learn about how these are interconnected with the culinary trade. These activities are a testimonial on how the region’s business and educational leaders have propagated healthy ideas and cultivated relationships within the program and blended them with the local community. These examples are also a testament about the passion people have for these classes and for the culinary program; about their continued commitment and common goal, to continue to make this program successful in the future on the campus of Maysville Community and Technical College.

Sincerely, Carrie L. Taylor

[Signature]

Chairperson, Business Information Technologies Division

1755 US Hwy 68 • Maysville, KY 41056
tel: 606.759.7141, ext. 66120 • fax: 606.759.7385
maysville.kctcs.edu

KENTUCKY COMMUNITY & TECHNICAL COLLEGE SYSTEM
March 29, 2011

Members of the CRC:

I wish to express my support for the Culinary Arts program at Maysville Community and Technical College. Our college has researched and evaluated the need for the program and has found strong student desire and community support for the program. We have the institutional capacity to support the program through numerous partnerships and grants and have developed a long-term plan for funding the program within our own budget.

The city of Maysville is donating newly renovated space in the heart of the downtown Maysville area for our culinary arts program. Through this partnership we will acquire space for two classrooms, two culinary labs, one bakery, and a retail space for restaurant activities.

The students will receive hands-on training in a variety of practical culinary arts-related fields. We have conducted employer surveys and have found that the food service industry is in need of trained professionals, and we feel that our students will find meaningful and gainful employment as a result of receiving a credential from our program.

We will also be able to provide seamless transfer opportunities to our students for the completion of additional culinary arts training, including professional chef preparatory institutions. Our Workforce Solutions department will be able to provide many technical updates and professional licensures in addition to the academic programming and curriculum.

I am in full support of this program at Maysville Community and Technical College and fully believe it to be a good option for our college, our students, and our community.

Sincerely,

[Signature]
Juston C. Pate
Chief Academic Officer

MCTC is an equal opportunity and education institution.
www.maysville.kctcs.edu
To: Maysville Community and Technical College

Curriculum Committee and Culinary Advisors

Date: 31 March, 2011

Dear Committee Members:

As a business owner or leader in the culinary and restaurant vocation in Mason County, we understand the importance of acquiring skilled employees. I believe that students who take classes through the Culinary Arts Program at M.C.T.C. learn basic technical and social skills, which help them when they start in entry level positions in various culinary professions. This educational experience helps business owners and managers who rely on their employees to complete specific tasks. Some of these tasks include an understanding about the food industry, how to incorporate artistic elements, safety, business techniques, professional communication skills, and a respect and willingness to learn.

It is my opinion that if Associates in Applied Science Degree in Culinary Arts is offered through the college, this will benefit Mason County and the surrounding counties. Employees who have education in these basic elements help our diverse food production businesses within our local region. This help is important to business owners who attempt to improve our community and cherish the vitality of our local economy. We currently have a culinary student who is enrolled in the program and hope to employ several in the future; this will benefit our company and the students.

Sincerely,

Tiffany Fryman, General Manager, Maysville Applebees Restaurant
March 23, 2011

9090 US Hwy. 52
Manchester, Ohio 45144

KCTCS
Curriculum Committee Members

To Whom It May Concern:

I welcome the opportunity to express my support and applaud the efforts of Maysville Community and Technical College in pursuing a curriculum for an Associate Degree in the program area of Culinary Arts for interested students of all ages.

My support is drawn from three different perspectives:

First, as a former owner/entrepreneur of a Supper Club, and in later years a popular Night Club, I speak from personal experience the need for hiring trained personnel to successfully operate these types of establishments. The food industry is one of the leading employers in our nation, and yet finding trained personnel for this industry is the number one headache for any owner/operator/manager. In order to open on our pre-determined time line for the above mentioned establishments, we were forced to hire a manager from Cincinnati and required to pay premium salary to entice his acceptance. There was no time to train for the duties he would be responsible for performing. The remaining staff consisted of untrained local personnel; therefore, a large amount of our budget was spent in training these employees. Even with this focused training, with no previous experience, the employees made mistakes which ultimately cost us customers due to dissatisfaction of product. Cooking at home and cooking commercially are two completely different arenas. Understanding basic principles of safety and sanitation, kitchen organizational skills, minimal food waste, multi-tasking inventory, and cost control, all the while creating an appetizing dish are all things that are taught in Culinary Arts. Having that knowledge is the difference between success and failure in the food industry.
Additionally, as a 30 year retired educator, I love the entire concept of offering an advanced education to students of all ages. This is the perfect field in which to do this. I am presently teaching Culinary classes at MCTC, and my student age range is from 18 to 43. With the present economy in recession, and the resulting downsizing, as well as reassignment of job responsibilities, many workers are forced to retrain in a different field for continued employment. Culinary Arts is the ideal field as it offers so many diverse branches of education to meet the varied interest of its' student audience. These options allow a student to train for a traditional position within the industry or establish their own culinary organization. As an instructor, I am frequently approached by food related business owners expressing interest in our students for employment opportunities.

Finally, as a community member, I view a Culinary Arts Department as a win-win situation for the entire community. People wishing to relocate to a new community explore many aspects of that community. This includes good restaurants and social events for the adults. Culinary Arts develops showmanship in dining on all levels. Events in which the Culinary Arts Department becomes involved bring good publicity to the college and community at large. This past fall, our classes were involved in the production of "Farm to Fork." Several organizations, agricultural entities and other businesses pulled together with Culinary Arts to create a beautiful presentation of locally grown food and other products that many people did not know were available. This type of exposure develops business growth and interest from surrounding areas to our community.

Everyone enjoys good food. Our society is built around the enjoyment of food. Employers need employees who can produce a desirable food product. Being able to locally obtain an Associate's Degree in Culinary Arts has proven to be a good investment with high returns for both the individual student and the community.

For the reasons stated above, without hesitation, I give my support to the efforts of Maysville Community and Technical College and members of the Curriculum Committee to pursue what is needed for our students to obtain an Associate's Degree in Culinary Arts.

Sincerely,

[Signature]

Vicki L. Kratzer
MCTC Culinary Arts Staff Instructor