Maryland CTE Program of Study

## Food and Beverage Management (ProStart) Program Proposal Form

Maryland State Department of Education

Division of Career and College Readiness

200 West Baltimore Street

Baltimore, Maryland 21201-2595

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

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

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

**TO BE COMPLETED BY MSDE/DCCR**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Date Program Proposal received by CTE Systems Branch: | | | |  | | | | |
| CTE Control Number: | |  | | | Fiscal Year: | |  | |
| CIP Number:  52.0955 | Program:  Food and Beverage Management/ProStart | | Pathway  Option 1: | | | Pathway  Option 2: | | Pathway  Option 3: |
| MSDE Cluster Title: | | Consumer Services, Hospitality and Tourism | | | | | | |

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

**CTE Secondary Program Proposal Contents**

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

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

# Program Advisory Committee List

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

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

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

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

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

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

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

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

Demand exists

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

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

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

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

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| **Indicate the title and source of the skills standards for this program:**  **National Restaurant Association Educational Foundation** |
| **Program Overview:** The ProStart program introduces high school students to a wide variety of careers within the restaurant, foodservice and hospitality industry. Students will study and practice professional food preparation, preparation of international cuisines, food safety and sanitation, customer service relations, accounting, cost control, marketing and an introduction to aspects of lodging management.  Students will build strong culinary, business, management and workplace skills as a result of their participation in this program. The National Restaurant Association Educational Foundation (NRAEF) designed the program’s industry driven curriculum.  All students enrolled in the ProStart program will be required to complete an industry-mentored, work based learning experience of 400 hours that is aligned to the Student Work Experience Checklist provided by the NRAEF. Of the 400 hours, 150 hours can be earned through in-class clinical experiences throughout the first two courses.  Students enrolled in the program must take the two (2) NRAEF end-of-course examinations. Students, who pass these exams and successfully complete all other aspects of the program, including an industry–mentored work-based learning experience, will earn the **National ProStart Certificate of Achievement**. The National ProStart Certificate of Achievement is recognized and respected throughout the industry. Students earning this certificate will also be eligible for scholarship money through NRAEF. Students will o have the opportunity to earn articulated, postsecondary credit and the ServSafe certification. Many postsecondary institutions accept ProStart coursework towards credentials within their culinary and hospitality programs. |

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

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| Course Title: Becoming a Food Service Professional (Level 1) **Course Description:** This course provides an introduction to the food service and hospitality industry. Students develop and demonstrate skills in safe and sanitary food handling and preparation techniques. Students learn to prepare a variety of foods. They develop a broad understanding of the variety of career options available in the food service and hospitality industry. Students can begin to accrue hours to meet the 400 hour work based learning experience requirement. All students enrolled in this course must take the National Restaurant Association Educational Foundation end-of course exam.  Students successfully completing this course will be able to:   * Describe the variety of careers that exist within the food service and hospitality industry and the pathway (education and work) needed to be successful in them. * Describe and demonstrate proper food and workplace safety and sanitation techniques. Demonstrate the proper handling of different types of foods, identify chemical and physical hazards that can contaminate food, identify and categorize the microorganisms that cause food borne illnesses, give examples of potentially hazardous foods, and distinguish between contamination and cross-contamination. * Demonstrate workplace safety. They will be able to define federal (OSHA), state and local regulations, identify and react to possible hazardous situations, demonstrate proper and safe use of foodservice equipment, identify methods to prevent accidents in the workplace, and demonstrate the proper way to handle an accident. * Demonstrate a variety of food preparation techniques. Students will describe and demonstrate a variety of cooking methods, convert recipes to increase/decrease yields, describe and demonstrate several pre-preparation techniques, and effectively use the mise en place technique. * Demonstrate an understanding of nutrition. Evaluate and apply the principles of the food pyramid and its importance for healthy living. Interpret, understand and apply the information on nutritional labels, prepare balanced meals, and be able to modify recipes to make them healthier. * Prepare and work with a variety of foods to include dairy, salads and garnishes, fruits and vegetables. * Demonstrate effective teamwork, communication, problem-solving, and decision-making skills. * Apply mathematical concepts relevant to the restaurant, food service and hospitality industry. Change yield factors of recipes, convert between customary and metric units of measurement, calculate depreciation, controllable costs, fixed costs/variable costs, and purchased/edible portion amounts. * Earn hours towards the required 400-hour Workbased learning experience requirement. * Take the NRAEF Level 1 end-of-course examination.   **End of Course Assessment**  Check the assessment instruments that will be used to document student attainment of the course knowledge and skills.  Teacher-designed end-of-course assessment  School system-designed end-of-course assessment  Partner-developed exam: (specify) National Restaurant Association Educational Foundation Level 1 Exam  Licensing exam: (specify)  Certification or credentialing exam: (specify)  Nationally recognized examination: (specify) |
| Course Title: Becoming a Food Service Professional (Level 2)Course Description: Students enrolled in this course will continue to prepare a variety of foods. They will create menus and demonstrate various types of restaurant service. They will apply purchasing techniques and demonstrate an understanding of inventory monitoring and control. Students will have the opportunity for an authentic, mentored work-based learning experience. Students can continue to accrue hours to meet the 400 hour work based learning experience requirement. All students enrolled in this course must take the National Restaurant Association Educational Foundation end-of course exam. Students successfully completing this course will be able to:   * Investigate the history of food service and hospitality. Describe how it has changed and evolved over time. Identify trends that impact the industry. * Examine the various types of lodging establishments and career opportunities associated with each type. * Identify global cultures and traditions related to food preparation and service. * Prepare a variety of foods including desserts, baked goods, meat, poultry and seafood, stocks, soups and sauces. * Define and develop a variety of menus and food service styles (a la carte, table d’hote, California, du jour and cycle menus) reflective of the industry. * Apply concepts of purchasing and inventory control. * Apply mathematical concepts relevant to the restaurant and food service industry. Use sales information to calculate the success of menu sales and to control purchasing and inventory.      * Demonstrate effective teamwork, communication, problem-solving, and decision-making skills. * Earn hours towards the required 400-hour Work-based learning experience requirement. * Take the NRAEF Level 2 end-of-course examination.   **End of Course Assessment**  Check the assessment instruments that will be used to document student attainment of the course knowledge and skills.  Teacher-designed end-of-course assessment  School system-designed end-of-course assessment  Partner-developed exam: (specify) National Restaurant Association Educational Foundation Level 2 Exam  Licensing exam: (specify)  Certification or credentialing exam: (specify)  Nationally recognized examination: (specify) |
| **Course Title: Practical Experience as a Food Service Professional**  **Course Description:** This course provides students the opportunity to further refine and apply skills that support all aspects of the hospitality industry. It will assist in preparing students for employment and advancement in the field of hospitality and food and beverage management. Students will complete an industry-mentored work-based learning experience.  Students successfully completing this course will be able to:   * Explore job market and employment opportunities. * Apply the fundamentals of managing a food service establishment. * Explain and demonstrate the skills necessary for transition from school to a professional setting. * Apply the foundation knowledge of safe and sanitary food preparation and food handling techniques. * Apply the foundation knowledge in order to prepare a wide variety of foods. * Recognize the array of careers options available to a food service professional. * Apply and understand concepts of mathematics and measurement. * Continuously update academic, technical and workplace skills through clinical applications. * Demonstrate and apply knowledge and skills acquired during in-school clinical and work-based learning experiences. * Continuously update academic, technical and workplace skills through clinical applications. * Earn the National ProStart Certificate of Achievement.   **End of Course Assessment**  Check the assessment instruments that will be used to document student attainment of the course knowledge and skills.  Teacher-designed end-of-course assessment  School system-designed end-of-course assessment  Partner-developed exam: (specify)  Licensing exam: (specify)  Certification or credentialing exam: (specify)  Nationally recognized examination: (specify) |

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

Teacher-designed end-of-program assessment

School system-designed end-of-program assessment

Partner-developed exam: (specify)

Licensing exam: (specify)

Certification or credentialing exam: (specify) National ProStart Certificate of Achievement

Nationally recognized examination: (specify)

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

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

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

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| **The LSS program title should be the same one that appears on the cover page. If more than one pathway option is offered in the program, complete a matrix for each program option (MSDE will insert the CIP number). Example: An Academy of Information Technology program may include options in web design & programming.** | | | | |
| **Pathway/Program:** | **Food and Beverage Management (ProStart)** | | **CIP Number  (For MSDE Use)** | **52.0955** |
| **Graduation Requirements** | **Grade 9** | **Grade 10** | **Grade 11** | **Grade 12** |
| English - 4 | English 9 | English 10 | English 11 | English 12 |
| Social Studies - 3 | US Government | World History | US History | Government and Economics |
| Mathematics - 3 | Algebra | Geometry | Algebra II | Trigonometry or Pre-Calculus |
| Science - 3 | Physical Science | Biology | Chemistry | Physics |
| Physical Education -.5  Health Education - .5 | .5 PE | .5 Health |  |  |
| Fine Arts - 1 | .5 Fine Arts | .5 Fine Arts |  |  |
| Technology Education - 1 | Tech Ed |  |  |  |
| CTE Completer Program – 4  \*concentrator course |  | Becoming a Food Service Professional Level 1 (1 credit) | Becoming a Food Service Professional Level 2 (1 credit) | * Practical Experience as a Food Service Professional (2 credits) |
| Foreign Language - 2 and/or  Advanced Tech Ed - 2 | Foreign Language | Foreign Language | Advanced Technology Education | Advanced Technology Education |
| **Provide a list of examples of careers students are preparing to enter and postsecondary options:** Chefs and Head Cooks, Food Preparation Workers, Food Service Managers, First-Line Supervisors/Managers of Food Preparation and Serving Workers, Institution and Cafeteria Cooks and Private Household Cooks. | | | | |

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| **Two Year College Program Sequence – Program Overview**  **Many local school systems provide postsecondary matrices in their program of study guides to inform students, parents, and counselors of the opportunities available to those enrolled in the program. Section 2E must be completed before an articulated CTE program of study can be approved. *A copy of the Articulation Agreement is also required to be submitted with the proposal prior to program approval.***  **Describe the program to be developed in detail based on what students are expected to know and be able to demonstrate as a result of participating in the program.** | | |
| **Program Title: Associate of Applied Science in Advanced Culinary Arts or**  **Associate of Applied Science in Baking and Pastry Arts**  **College/Institution: Stratford University**: Stratford University operates on a quarter-credit system. For administrative and financial purposes the student’s academic year is divided into three ten-week quarters. Several programs have an A and B schedule each quarter. It normally takes 36 months (4 academic years) to complete a bachelor’s degree, 18 months (2 academic years) to complete an AAS degree, and 12 months (1.66 academic years) to complete a certificate. Institutional policy defines an undergraduate full-time student as one registered for at least 13.5 quarter-credit per ten-week quarter. Table 1 below shows the total number of credits required for graduation.  Table 1   |  |  |  |  | | --- | --- | --- | --- | |  | **Credits Required** | **Number of Classes** | **Number of Articulated Credits** | | Core Component | 58.5 | 13 | 18 | | Electives | 9 | 2 |  | | Arts and Sciences | 22.5 | 5 |  | | Total Required for Graduation | 90 | 20 | 18 | | | |
| **Recommended Core Component Sequence – Complete the program matrix for the postsecondary sequence for the articulated CTE program of study. Indicate which courses receive articulated or transcripted credit by PLACING THE NUMBER OF CREDITS IN PARENTHESES after each course title.** | | |
| **Quarter 1** | **Quarter 2** | **Quarter 3** |
| *CUL111 Culinary Theory and Sanitation (4.5)*  *CUL121 Kitchen Fundamentals (4.5*) | CUL 140 Intro to Cooking Techniques  CUL142 Garde Manager | CUL150 Sauces, Soups & Stocks CUL152 Elements of Entrée Production |
| **Quarter 4** | **Quarter 5** | **Quarter 6** |
| *CUL160 Fundamentals of Baking (4.5)*  CUL162 Pastry Arts | CUL170 Adv. Culinary Theory  CUL210 Nutrition & Menu Planning | CUL215 Dining Room Service  *HOS270 Hospitality Supervision (4.5)*  CUL271 Culinary Skills Externship I |
| **Provide a list of career options for students who complete the program:** Chefs and Head Cooks, Food Preparation Workers, Food Service Managers, First-Line Supervisors/Managers of Food Preparation and Serving Workers, Institution and Cafeteria Cooks and Private Household Cooks. | | |
| **Four Year College Program Sequence – Program Overview**  **Complete this matrix if the program includes a four year degree option**  **Many local school systems provide postsecondary matrices in their program of study guides to inform students, parents, and counselors of the opportunities available to those enrolled in the program. Section 2E must be completed before an articulated CTE program of study can be approved. *A copy of the Articulation Agreement is also required to be submitted with the proposal prior to program approval.***  **Describe the program to be developed in detail based on what students are expected to know and be able to demonstrate as a result of participating in the program.** | | |
| **Program Title: Bachelor of Arts in Culinary Management**  **College/Institution: Stratford University**: Stratford University operates on a quarter-credit system. For administrative and financial purposes the student’s academic year is divided into three ten-week quarters. Several programs have an A and B schedule each quarter. It normally takes 36 months (4 academic years) to complete a bachelor’s degree, 18 months (2 academic years) to complete an AAS degree, and 12 months (1.66 academic years) to complete a certificate. Institutional policy defines an undergraduate full-time student as one registered for at least 13.5 quarter-credit per ten-week quarter. Table 3 below shows the total number of credits required for graduation.  Table 3   |  |  |  |  | | --- | --- | --- | --- | | Upper Level Courses: 300-499  Lower Level Courses: 100-299 | | | | |  | **Credits Required** | **Number of Classes** | **Number of Articulated Credits** | | **Core Component** | | |  | | Upper Level | 45 | 10 |  | | Lower Level (Concentration) | 58.5\* | 13 | 18 | | **Electives** | | |  | | Upper Level | 13.5 | 3 |  | | Lower Level | 9\* | 2 |  | | **Arts and Sciences** | | |  | | Upper Level | 31.5 | 7 |  | | Lower Level | 22.5\* | 5 |  | | Total Required for Graduation | 180 | 40 |  | | \*At the completion of all lower level requirements, students are awarded the Associates of Applied Science (AAS) degree | | |  | | | |
| **Recommended Core Component Sequence – Complete the program matrix for the postsecondary sequence for the articulated CTE program of study. Indicate which courses receive articulated or transcripted credit by PLACING THE NUMBER OF CREDITS IN PARENTHESES after each course title.** | | |
| **Quarter 1** | **Quarter 2** | **Quarter 3** |
| *CUL111 Culinary Theory and Sanitation (4.5)*  *CUL121 Kitchen Fundamentals (4.5*) | CUL 140 Intro to Cooking Techniques  CUL142 Garde Manager | CUL150 Sauces, Soups & Stocks  CUL152 Elements of Entrée Production |
| **Quarter 4** | **Quarter 5** | **Quarter 6** |
| *CUL160 Fundamentals of Baking (4.5)*  CUL162 Pastry Arts | CUL170 Adv. Culinary Theory  CUL210 Nutrition & Menu Planning | CUL215 Dining Room Service  *HOS270 Hospitality Supervision (4.5)*  CUL271 Culinary Skills Externship I |
| **Quarter 7** | **Quarter 8** | **Quarter 9** |
| BUS310 Intro to Financial Management  BUS352 Employment Law | BUS362 Sales Management  BUS363 Strategic Issues in Marketing | BUS415 Organizational Theory & Development  CUL340 Introduction to Gastronomy |
| **Quarter 10** | **Quarter 11** | **Quarter 12** |
| CUL380 Culinary Cultural Traditions  CUL490 Culinary Arts Capstone | HOS330 Food and Beverage Controls  HOS355 Catering Management | HOS430 Hospitality Facilities Design |
| **Provide a list of career options for students who complete the program:** General Manager, Executive Chef, Menu Planner, Nutritionist and Registered Dietician Chefs and Head Cooks, Food Preparation Workers, Food Service Managers, First-Line Supervisors/Managers of Food Preparation and Serving Workers, Institution and Cafeteria Cooks and Private Household Cooks. | | |

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Option** | **Partner** | **Credential** | **Value added for CTE completers** |
| Dual Enrollment |  |  |  |
| Transcripted Credit |  |  |  |
| Articulated Credit | Stratford University | A.A.S. in Advanced Culinary Arts  A.A.S. in Baking and Pastry Arts  B.A. in Culinary Management | Up to 18 credits in either the cooking or baking pathway |
| Credit by Exam |  |  |  |
| Advanced Placement |  |  |  |
| Apprenticeship Approved by MATC\* |  |  |  |
| Certification(s) | National Restaurant Educational Foundation (NRAEF) | National ProStart Certificate of Achievement  ServSafe Certification | Credential Recognized by Industry and Higher Education |
| License |  |  |  |
| Degree |  |  |  |
| Other (specify) |  |  |  |

\*MD Apprenticeship and Training Council

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

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

1.  Integrated WBL 2.  Capstone WBL 3.  Registered Apprenticeship  
4.  Internship 5.  Industry-Mentored Project 6.  In-school clinic or school-based enterprise

**STEP 2G: STUDENT ORGANIZATIONS PROVIDED TO STUDENTS IN THE PROGRAM** – Check each box that applies or specify if “Other” is selected.

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

DECA  FFA  SkillsUSA  FBLA  HOSA  OTHER (specify)

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Local School System (LSS) and Code: | | |  | | | |
| Name of CTE local director: | |  | | Phone: |  | |
| LSS Program Title: |  | | | | CIP Code: | **52.0955** |

*STEP 3.1 – DATA SHEET: Pathway Options*

|  |  |
| --- | --- |
| **1.** | **Food and Beverage Management** |
| **2.** |  |
| **3.** |  |
| **4.** |  |

*STEP 3.2 – DATA SHEET: INSTRUCTIONAL PROGRAM CREDIT BY GRADE(S)*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Credits per year per pathway option as reflected by Course Sequences** | **9** | **10** | **11** | **12** | **TOTAL** |
| 1. **Food and Beverage Management** |  | **1** | **1** | **2** | **4** |
|  |  |  |  |  |  |
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|  |  |  |  |  |  |

**Total number of credits for program completion: 4**

*STEP 3.3 – DATA SHEET: CAREER AND TECHNOLOGY EDUCATION PROGRAM SITES*

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