

**WOR-WIC**  
COMMUNITY COLLEGE

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SALISBURY MD 21804  
PHONE: 410-334-2800  
worwic.edu

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November 16, 2020

Dr. James D. Fielder  
Secretary  
Maryland Higher Education Commission  
6 North Liberty Street  
Baltimore, MD 21201

Dear Dr. Fielder:

Please accept this letter requesting the approval of the Associate of Applied Science in Culinary Arts. This program incorporates courses from the existing Hotel-Motel-Restaurant Management Culinary Arts area of concentration. A separate request is being sent to suspend the existing Culinary Arts area of concentration.

The new degree provides an expanded opportunity for culinary experiences and course options for personalizing the area of study. The new Culinary Arts degree has been recommended through the college curriculum committee and approved by the president and Board of Trustees.

A check will be mailed with a letter and summary of the changes requested for Wor-Wic Community College. This letter, corresponding coversheet and new program proposal are being sent electronically.

Please contact me should you have any questions and/or need further information. Thank you for your time and consideration.

Sincerely,



Kristin L. Mallory, Ed.D.  
Vice President for Academic Affairs



Office Use Only: PP#

**Cover Sheet for In-State Institutions**  
**New Program or Substantial Modification to Existing Program**

Institution Submitting Proposal

Wor-Wic Community College

*Each action below requires a separate proposal and cover sheet.*

- |   |   |
|---|---|
| <input checked="" type="radio"/> New Academic Program | <input type="radio"/> Substantial Change to a Degree Program            |
| <input type="radio"/> New Area of Concentration       | <input type="radio"/> Substantial Change to an Area of Concentration    |
| <input type="radio"/> New Degree Level Approval       | <input type="radio"/> Substantial Change to a Certificate Program       |
| <input type="radio"/> New Stand-Alone Certificate     | <input type="radio"/> Cooperative Degree Program                        |
| <input type="radio"/> Off Campus Program              | <input type="radio"/> Offer Program at Regional Higher Education Center |

Payment ☒ YesPayment ☐ R\*STARSPayment  
Amount: \$850Date  
Submitted: 11/18/2020Submitted: ☐ NoType: ☒ Check

Department Proposing Program

Business and Hospitality Management Department

Degree Level and Degree Type

Associate of Applied Science

Title of Proposed Program

Culinary Arts

Total Number of Credits

60

Suggested Codes

HEGIS: 501002.00

CIP: 12.0503

Program Modality

☒ On-campus☐ Distance Education (*fully online*)

Program Resources

☒ Using Existing Resources☐ Requiring New Resources

Projected Implementation Date

☒ Fall☐ Spring☐ Summer

Year: 2021

Provide Link to Most  
Recent Academic CatalogURL: <https://catalog.worwic.edu/>

Preferred Contact for this Proposal

Name: Dr. Kristin L. Mallory

Title: Vice President for Academic Affairs

Phone: (410) 334-2814

Email: [kmallory@worwic.edu](mailto:kmallory@worwic.edu)

President/Chief Executive

Type Name: Dr. Murray K. Hoy

Signature: 

Date: 11/16/2020

Date of Approval/Endorsement by Governing Board:

11/12/2020

Revised 4/2020

## Associate of Applied Science in Culinary Arts

### Wor-Wic Community College

#### A. Centrality to Institutional Mission Statement and Planning Priorities

##### A.1. Description of program:

This application is for the purpose of creating a standalone Culinary Arts AAS degree program at Wor-Wic Community College. Wor-Wic Community College has offered a Culinary Arts concentration to the Hotel-Motel-Restaurant Management (HMR) AAS program for the past 12 years which has been successful. The existing program has served Wor-Wic Community College's tri-county service area on Maryland's lower Eastern Shore well over the years, but it has been recognized that as a concentration the HMR AAS program has limitations and restrictions preventing the growth which will be necessary in order to meet the current and future needs of students and businesses in the college's service area.

The proposed program relates to the college's mission of "... providing affordable, high quality instruction for postsecondary credit programs and continuing education in a technology-driven environment." The new Culinary Arts AAS program will offer students the high-quality culinary education and culinary skills needed to gain entry-level positions in the competitive culinary industry serving Maryland's lower eastern shore and seasonal tourism of Maryland's coastal region.

##### A.2. Support of strategic goals:

The proposed new Culinary AAS program directly supports the following strategic goals for the college:

1. *Provide service area residents with access to quality education and training at a reasonable cost.*

Currently, Delaware Technical Community College is the only college within 30 miles of Wor-Wic offering a culinary arts degree. The proposed program will provide local area residents with access to a low-cost option to earn an associate degree in preparation for a culinary career.

2. *Offer courses and programs to prepare students for entry into the workforce, career advancement, licensure, certification, transfer to four-year colleges and universities, and personal development.*

The new Culinary Arts AAS degree will allow students to transition from area high schools to Wor-Wic Community College and prepare them for a career in the culinary industry or to continue their education at a four-year institution.

3. *Partner with local high schools and universities to facilitate seamless transitions through multiple levels of education.*

Wor-Wic Community College partners with the CTE high schools in each of the three counties in the college's service area for culinary education

### **A.3. Funding for first five years**

Wor-Wic Community College's operational budget will supply the financial support for the new Culinary Arts AAS program instruction.

### **A.4. Institutional Commitment**

Wor-Wic Community College is committed to the development and full implementation of the proposed program. The objectives of the program support the college mission and goals. Wor-Wic outlines eight specific college goals. The proposed program aligns with College goals 1, 2, and 4 as identified on the college website:

*College goal 1: "Provide service area residents with access to quality education and training at a reasonable cost."*

Currently, no local area colleges offer an associate level degree in culinary arts. The proposed program will provide local area residents with access to a culinary arts degree and certificate.

*College goal 2: "Offer courses and programs to prepare students for entry into the workforce, career advancement, licensure, certification, transfer to four-year colleges and universities, and personal development."*

The Culinary Arts AAS degree program will prepare students for entry-level positions and career opportunities at local businesses and other organizations.

*College goal 4: "Provide students with educational experiences and support services that help them achieve their goals through college completion and workforce preparation."*

The proposed program is designed to promote students' goal achievement through advanced training, skill acquisition, and the provision of content specifically requested by PAC members and workforce demand.

## **B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan**

### **B.1**

The City of Salisbury, MD, ranked 13th in *US News and World Reports: Fastest-Growing Places in the US in 2020-21*. The Maryland Department of Planning, using projected population data for 2020 which will be updated when the 2020 Census data is received,



forecasts that from 2020-2025 the population will increase in the Wor-Wic Community College tri-county service area by 0.95% (10,850 residents). This data does not include recent population movements due to events that occurred during the 2020 calendar year resulting in residents relocating from large cities to smaller cities, suburban areas and rural communities.

Per Economic Modeling's 4<sup>th</sup> quarter data for 2020 (EMSI), within Wor-Wic Community College's tri-county service region it is projected that there will be a 12% increase in culinary related jobs between 2017 to 2025 with 1,496 positions currently held by employees over the age of 45. In addition, to meet the food service needs for the region which is experiencing an influx of residents and families of all ages relocating to Maryland's lower eastern shore from Northeast and Mid-Atlantic states, there will be additional needs for qualified and trained food service employees for area restaurants, assisted living communities and senior communities.

CareerOneStop.org, sponsored by the US Department of Labor, projects the following employment changes in segments of the culinary industry within Salisbury, MD between the years of 2016 and 2028:

Chefs and Head Cooks .....	+8%
First-Line Supervisors of Food Preparation and Serving Workers.....	+9%
Food Service Managers.....	+9%
Cooks, Institution and Cafeteria .....	+8%
Cooks, Private Household .....	+7%
Food Preparation Workers .....	+9%

## **C. Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the Region and State**

### **C.1. 1. Employment opportunities**

An AAS degree in culinary arts will lead to jobs in casual dining, fine dining, family dining, cafeteria food service, corporate food service, and small business start-ups in private homes. As more customers explore different cuisines and cultural foods, restaurants and food service businesses will require their food preparation team members to have the various culinary skills, proficiency, and knowledge to meet customers' growing interest in unique and global food styles. According to [www.economicmodeling.com](http://www.economicmodeling.com), by 2025, the long-term job out-look for cooks in restaurants within Wicomico County will be 1,031 positions which is a two percent increase from 2017 (1,006). In Maryland, within 10 years, it is projected that there will be 23,420 food service positions which will increase annually by an average of 3,500 positions (Long Term Occupational Projections,

2018-2028).

### **C.2. Data analysis projecting market demand and C.3. Educational and training needs over the next 5 years**

According to the Occupational Outlook Handbook (U.S. Bureau of Labor Statistics, 2020), employability in food service is expected to grow 7 percent between 2019 and 2029. With the population and income expected to grow, about one million jobs will be gained in the cooking industry; this is faster than all other occupations (U.S. Bureau of Labor Statistics, 2020). The median hourly pay is estimated at \$12.67 with an annual income of \$26,360 (U.S. Bureau of Labor Statistics, 2020).

### **C.3. Educational and Training needs over the next 5 years**

Per Economic Modeling's 4<sup>th</sup> quarter data for 2020 (EMSI), within Wor-Wic Community College's tri-county service region, it is projected that there will be a 12% increase in culinary related jobs between 2017 to 2025 with 1,496 positions currently held by employees over the age of 45. In addition, to meet the food service needs for the region that is experiencing an influx of residents and families of all ages relocating from the Northeast and Mid-Atlantic states, additional needs for qualified and trained food service employees will be needed for restaurants, assisted living and senior communities.

### **C.4. Current and Projected supply of prospective graduates**

For the fall 2020 semester, there are 25 students enrolled in the HMR concentration in Culinary Arts AAS program. Upon implementation of the new standalone Culinary Arts AAS degree program, it is projected that there will be 10 to 15 graduates per year, and many of these students will either transfer to a four-year institution or pursue entry-level employment within Wor-Wic Community College's service area.

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Chefs and Head Cooks, on the Internet at <https://www.bls.gov/ooh/food-preparation-and-serving/chefs-and-head-cooks.htm> (visited September 28, 2020).

## **D. Reasonableness of Program Duplication**

### **D.1. Similar programs in state or surrounding area:**

There are no comparable two-year culinary arts degree programs within Wor-Wic Community College's service area other than Delaware Technical Community College which is about 30 miles away.

The following MD community colleges offer culinary arts programs:

Allegany College of Maryland	Culinary Arts	Associate Degree
Anne Arundel Community College	Culinary Arts	Lower Division Certificate
Frederick Community College	Culinary Arts & Supervision	Associate Degree
Frederick Community College	Culinary Skills	Lower Division Certificate
Howard Community College	Culinary Arts And Baking	Associate Degree
Lincoln College of Technology	Culinary Arts And Food Services	Lower Division Certificate
Prince George's Community College	Culinary Arts	Associate Degree
Prince George's Community College	Culinary Arts	Lower Division Certificate

## D.2. Justification for Proposed Program

Wor-Wic Community College has provided culinary arts education for over 20 years in its service to Maryland's lower eastern shore tri-county region. The college's service area includes the coastal seasonal tourism areas of Ocean City, MD, Bethany Beach, DE and Chincoteague, VA. Tourism industries rely heavily on food service employees to support private restaurants, local and national chain restaurants and hotel and resort restaurants. Food service industry employers have supported Wor-Wic Community College's Hotel-Motel-Restaurant Management AAS concentration in Culinary Arts degree program over the past twelve years and look to Wor-Wic Community College to continue to provide quality trained food service employees to support their business growth and expansion. The limitations and restrictions in providing culinary education as a program concentration will be alleviated with a standalone Culinary Arts AAS degree program. The additional culinary skills and knowledge gained through culinary related courses which are not available within the current concentration's limitations will provide employers with graduates who are skilled in the latest culinary food preparation techniques and knowledgeable about service and related issues. These additional skills when combined with the strong foundation that Wor-Wic Community College has a reputation for instilling in its graduates will benefit students, the industry as a whole, and the service area.

From 2017-2025, Economic Modeling (EMSI) projects that there will be a 12% increase in relation to food service employees across Wor-Wic Community College's greater service region which includes neighboring bordering counties in Maryland, Delaware and Virginia. This is in addition to the average 837 annual available positions within the

greater service region. It is important to note that out of 4,684 culinary employees in Wor-Wic Community College's greater service region, 1,496 are over the age of 45 (32%) and 206 are older than 65.

Continuous education in Culinary Arts with the flexibility to adapt to and master evolving culinary skills and techniques will serve Wor-Wic Community College's greater service region and be an important resource to the economies throughout Maryland's lower eastern shore communities which include the seasonal tourism industries of Ocean City, MD and communities that are north and south along the Atlantic Ocean coastline.

#### **E. Relevance to High Demand Programs at Historically Black Institutions / F. Relevance to the Identity of Historically Black Institutions**

Though the Culinary Arts AAS degree program is not a transfer Associate's degree program, many of the General Education courses required in the program are transferrable to many HBCUs towards a baccalaureate degree. The following HBCUs are within a 200-mile radius of Wor-Wic Community College:

Bowie State University, MD  
Coppin State University, MD  
Morgan State University, MD  
University of Maryland Eastern Shore, MD

The Culinary Arts AAS degree program offers an opportunity for underrepresented students to both further their career goals and, because some of the courses associated with the program have a high probability of being transferrable, achieve a four-year degree should they choose to continue their education. HBCUs are in a unique position to further this goal particularly in relation to increasing the number of minority owned businesses and the number of executive level and supervisory level positions held by minorities. This is critical in achieving a more equitable economic system and increasing opportunities overall. Ensuring that HBCUs are aware of the program is a priority and reflects Wor-Wic Community College's commitment to increasing diversity and offering programs which address the need for viable opportunities for underrepresented populations.

#### **F. Relevance to the Identity of Historically Black Institutions**

The Culinary Arts AAS degree program prepares students for entry-level positions in the food service industry. The Hotel-Motel-Restaurant Management courses in the program will introduce students to supervisory and management skills giving them better opportunities for advancement within the industry by making students more competitive in achieving supervisory positions, positions of increased responsibility and



business ownership. All three of these are in support of HBCUs' mission to prepare students for successful careers and to become community leaders.

After the Culinary Arts AAS degree program completes the approval process, University of Maryland Eastern Shore, a HCBU, will be contacted to review the existing articulation agreement between Wor-Wic Community College and UMES and explore additional transfer opportunities for both Wor-Wic Community College students and UMES students in the culinary arts courses and the new AAS program.

## **G. Adequacy of Curriculum Design and Delivery to Related Learning Outcomes**

### **G.1. Describe how the program was established and the faculty who will oversee the program.**

Prior to the American Culinary Federation's (ACF) reaccreditation visit in October 2019, it was recognized that the HMR AAS concentration in Culinary Arts program was not included on the MHEC Academic Program Inventory webpage. It was also recognized that the Culinary Arts concentration program curriculum was limited and restricted in growth due to its inclusion in the parent Hotel-Motel-Restaurant Management AAS program. During the fall 2019 reaccreditation site visit, the ACF evaluation team highly recommended the need for a standalone culinary program to meet the current and future needs of the food service industry in the Wor-Wic Community College service area. Chef Paul Suplee (lead culinary instructor), Dr. Jae Jung, and Dr. George Ojie-Ahamiojie (Department Head) will oversee the program.

### **G.2. Educational Objectives and Student Learning Outcomes:**

Graduates of this program should be able to:

1. Identify and utilize proper food and beverage preparation and service practices to operate a food service facility that also meets industry standards for safety, cleanliness and sanitation
2. Describe and employ appropriate management practices to manage multiple facets of a food service facility
3. Develop a comprehensive marketing plan for a food service facility
4. Apply procurement/inventory procedures and purchasing/cost controls to the operation of a food service facility
5. Create and serve a variety of cuisines typically found in a food service facility in a team environment

Student Learning Outcomes:

1. Apply sanitation and safety rules and procedures in the kitchen environment
2. Identify and use different kitchen equipment to cook safely and efficiently

3. Use different cuisine recipes to create and serve foods from different cultures and geographical regions
4. Develop an effective strategy to communicate with all stakeholders of the restaurant
5. Use different managerial behaviors and leadership skills to lead a diverse and effective team

### **G.3. Assessment**

#### **a. Student Learning Outcomes**

Wor-Wic Community College maintains academic policies and procedures in the college Policies and Procedures Manual (PPM) which are reviewed on a regular basis and revised or updated as needed. In accordance with the PPM, academic programs, courses and faculty are reviewed and assessed annually on the student learning outcomes (SLOs). The standard benchmark for courses is a 70% pass rate for course objectives on the end of semester final exam. In the department head's annual program report, plans of action are developed for the upcoming year to address steps of improvement when benchmarks are not met. The plans of action are reviewed and updates are prepared twice during the upcoming year, at the 6 month and 1-year marks. Both the dean for the program's division and the Vice President for Academic Affairs prepare responses to the department heads' annual reports.

Faculty are evaluated annually on their job performance and teaching. Included in the faculty evaluation process is the review of a course required writing assignment, a plan of instruction for one of the faculty's assigned courses during the academic year and students' course evaluations. All of these items are incorporated in the faculty evaluation which is reviewed for the renewal faculty employment contracts.

#### **b. Program Learning Outcomes**

Wor-Wic Community College has an extensive and thorough assessment plan that is managed by the Director of Assessment who, since coming to Wor-Wic, has revamped the assessment process. Under the Director, all courses and programs have annual reviews validating that General Education objectives and student learning outcomes are met. Annually, department heads prepare reports on the status of the programs within the department, course assessments and assessment results and action plans for the next academic year. All programs are reviewed on a five-year cycle.

### **G.4. Course list including title, credit hours, and course descriptions:**

## First Year

Summer II		Credits
Course Name		
SDV 100	Fundamentals of College Study	1
<b>Fall</b>		
CUL 101	Sanitation and Safety Systems	1
≈ CUL 102	Principles of Food Preparation	3
HMR 101	Introduction to the Hospitality Industry	3
* ENG 101	Fundamentals of English I	3
* GEN ED	Mathematics Requirement	<u>3-4</u>
		<b>13-14</b>
<b>Spring</b>		
Course Name		
* CUL 124	Continental Cuisine	3
* CUL 140	Introduction to Baking	3
CUL 170	Culinary Nutrition	2
HMR 205	Purchasing and Cost Control	3
* ENG 151	Fundamentals of English II	<u>3</u>
		<b>14</b>

## Second Year

<b>Fall</b>		
Course Name		
* CUL 122	American Regional Cuisine	3
* CUL 224	Asian and Latin American	3
* ELEC	Culinary Elective (CUL 233, CUL 255, CUL 256, CUL 261 or CUL 271)	3
* BMT 160	Customer Relationship Management	3
GEN ED	Social/Behavioral Science Requirement	<u>3</u>
		<b>15</b>
<b>Spring</b>		
Course Name		
* CUL 211	Garde Manger	3
* ELEC	Culinary Elective (CUL 233, CUL 255, CUL 256, CUL 261 or CUL 271)	3
HMR 256	Food and Beverage Management	3
* HMR 260	Hotel-Motel-Restaurant Field Experience	2
* COM 200	Interpersonal Communication	3
GEN ED	Science Requirement	<u>3-4</u>
		<b>17-18</b>
<b>Total Credits AAS</b>		<b>60-62</b>

**\*\*Elective courses:**

* CUL 233	Artisan Breads and Specialty Cakes	3
* CUL 255	Desserts & Pastry Arts	3
* CUL 256	Chocolate and Sugar Sculpting	3
* CUL 261	European Pastries	3
* CUL 271	Gluten-Free Breads and Desserts	3

\*These courses have pre-requisite.

≈This course has co-requisite.

**Culinary Courses**

**CUL101 Sanitation and Safety Systems**

This course introduces public health problems that relate to the hospitality industry. Topics include disease transmission through improper food handling and cooking and safety regulations. The final exam for this course will include the National ServSafe test. Hours: 15 Lectures. Usually offered in the fall and the spring.

**CUL 102 Principles of Food Preparation**

This course is designed to introduce the student to basic principles of food preparation in commercial operations. Topics include kitchen safety, the care and use of equipment, the use of standard recipes, food service and the preparation of foods used in commercial food operations. Emphasis is placed on the basic food preparation of entrees, starches, vegetables, salads, soups, and appetizers. Proper chef attire is required to be admitted into the lab. Hours: 20 lecture and 36 Laboratory. Prerequisite: CUL 101. Materials fee: \$75. Usually offered in the fall and spring.

**CUL122 American Regional Cuisine**

Students are introduced to American regional cuisine. The emphasis is on dishes that are prepared in area restaurants. Cuisine covered in this course reflects foods commonly identified with culinary regions throughout the United States. Proper chef attire is required. Hours: 20 lecture and 36 laboratory. Prerequisite CUL 102. Materials fee: \$75. This course is usually offered in the fall

**CUL 124 Continental Cuisine**

Students are exposed to various cuisines from around the world. They will explore cuisine from cultural, geographical, religious, and historical perspectives. Regions to be explored include: Spain, Turkey, Greece, Crete, Scandinavia, Russia, Italy, France, Germany, Austria, Switzerland and The British Isles. Proper chef attire is required to be admitted into the lab. Hours: 20 lecture and 36 Laboratory. Prerequisite: CUL 102. Material fee: \$75.



#### CUL140 Introduction to Baking

Students are introduced to the basic techniques of baking. Students learn each step in the process of bread making including the science of bread production, the measuring of ingredients, and the proper evaluation of recipes. Techniques on the preparation of quick breads and pastries commonly produced in small bakeries and restaurants will also be introduced. Proper chef attire is required. Hours: 13 lecture and 39 laboratory. Prerequisite: CUL 102. Material fee: \$75.

#### CUL170 Culinary Nutrition

This course focuses on the nutritional principles learned and used by foodservice professionals to evaluate and modify menus and recipes and to respond to customers' critical questions and dietary needs. This class is valuable for students in culinary arts and hospitality management as well as practicing culinary and management professionals. The content will benefit every employee on staff and offers a training platform for future managers. This class covers a review of the basics of essential and non-essential nutrients, the study of balanced cooking and menus, and handling special nutrition requests of restaurant and hotel guests. Hours: 26 lecture. Usually offered in the spring semester.

#### CUL211 Garde Manger

This course is designed to familiarize students with cold food production in commercial restaurant operations. Students will prepare marinades, cold sauces, forcemeats, mousses, hot and cold hors d'oeuvres, sandwiches, and cold dishes using tools and equipment commonly found in commercial kitchens. Techniques in proper buffet presentation will also be taught. Proper chef attire is required. Hours: 13 lecture and 39 laboratory. Prerequisites: CUL 102 or permission of the department head. Materials fee: \$75.

#### CUL224 Asian and Latin American Cuisine

Students are introduced to popular dishes from Latin America and Asia, exploring similarities and differences. The emphasis is on foods that are presented in a traditional manner and then assimilated into American menus for use in area restaurants. Proper chef attire is required. Hours: 20 lecture and 36 laboratory. Prerequisite CUL 102. Materials fee: \$75.

#### **\*\* Culinary Elective Courses**

Students can take two of the three elective courses listed below to complete the 60 credits hours to finish the degree program.

#### **\*\* CUL233 Artisan Breads and Specialty Cakes**

This course is designed to introduce the student to baking and serving artisan breads and designer cakes. Topics include the study of various flours and their purposes, whole grain breads, French and Italian breads, rolls, basic cakes, advanced cakes, birthday and

wedding cake construction. Proper chef attire is required to be admitted into the laboratory. Prerequisite: CUL 140. Materials fee: \$75. Usually offered in the fall.

**\*\* CUL255 Desserts & Pastry Arts**

This course is designed to introduce the student to advanced principles of creating and plating desserts. The course will address plate composition, component pairing and unique blends of sweet and savory in the creation of upscale desserts. Hours: 20 lecture and 36 laboratory. Prerequisite: CUL 140. Materials fee: \$75. Usually offered in the fall.

**\*\* CUL256 Chocolate and Sugar Sculpting**

This course is designed to introduce the student to advanced principles of creating and serving freshly made chocolates and candies. The student will also learn the art of decorative sculptures made from sugar and caramels and safe food handling. Proper chef attire is required to be admitted into the laboratory. Hours: 20 lecture and 36 laboratory. Prerequisite: CUL 140. Materials fee: \$75. Usually offered as needed by students' demand.

**\*\* CUL261 Europe Pastries**

Students are introduced to techniques of specialty European pastry production. The class will cook its way through the regions and countries of Europe, creating the most popular and recognizable desserts from each area. The student will learn about conquest and culture, religion and the context in which these desserts were created. Prerequisite: CUL 140. Materials fee: \$75. Usually offered in the spring.

**\*\* CUL271 Gluten-Free Breads and Desserts**

This course is designed to introduce students to the basic principles of cooking gluten-free breads and desserts. Topics include various vegetable based, gluten-free flours, cakes, cookies, pasta, dessert construction and safe food handling. Proper chef attire is required to be admitted into the laboratory. Prerequisite: CUL 140. Materials fee: \$75. Usually offered in the spring.

**Business Course**

**BMT160 Customer Relationship Management**

This course prepares students to apply positive guest service skills to both internal and external customers. Students will develop communication skills, problem solving skills, positive attitudes and behaviors, professionalism and the art of cordiality. Topics include exceeding guest expectations, handling difficult guests, resolving conflict and analyzing guest comment cards to improve performance. Hours: 39 lecture. Prerequisite HMR101, or BMT101, or BMT115. Usually offered in the fall and spring. 3 hours.

**Hospitality-Motel-Restaurant (HMR) Courses**

**HMR101 Introduction to Hospitality Industry**

This course offers an introduction to the hotel, motel, and restaurant fields, as well as the basic principles and fundamental processes of management. The focus is on

problems typically experienced at the supervisory level. Major areas of concentration include delegation, communication, motivating employees, and leadership skills. 3 hours. Usually offered in the fall and spring. 3 hours.

#### HMR205 Purchasing and Cost Control

This course includes the presentation of materials and managerial information needed for the operation of a hotel, motel or food establishment. It includes the study of purchasing functions, organization, policies and sources of supply, quality concepts, pricing, storekeeping and the forecasting of food, beverages and other supplies. Also offered are in-depth studies of various established cost control systems, focusing on the food and labor cost controls necessary for a profitable and economical operation. Lecture Hours: 39. Usually offered in the fall.

#### HMR256 Food and Beverage Management

Students receive an overview of food and beverage operations and management. Topics include careers, equipment layout and décor, menu planning, management development, customer service, purchasing and storage. Lecture hours: 39. Usually offered in the spring.

#### HMR260 Hotel-Motel-Restaurant Field Experience

In order to obtain an actual training experience, the student secures or is placed in an approved position relevant to this or her area of emphasis. The student is required to develop, in cooperation with their instructor and field supervisor, a learning contract for the field experience. Supervision and grading of the training experience are provided by both the instructor and the field supervisor. Hours: 100 as an intern. Prerequisites: SDV 101 and permission of the department head. Usually offered in the fall, spring, and summer.

### General Education Courses

#### COM 200 – Interpersonal Communication – 3 Credits

This course offers an introduction to the theories of interpersonal communication, focusing on the development of an awareness of communication in social and professional contexts and on the perception of self and others. The course covers theory and the application of communication strategies used in daily interactions and one-on-one and small group communication, including how verbal and nonverbal communication can be used to improve relationships. *Lecture Hours: 39. Prerequisite(s): ENG 101. Usually offered in the fall.*

#### ENG101 Fundamentals of English I

This course is designed to help students develop their college-level writing skills with an emphasis on the writing process. This course includes an introduction to research skills. Students write summary assignments and a series of essays in various modes, culminating in an argumentative research paper. Students must earn a grade of “C” or

better in this course in order to enroll in ENG 151. Lecture Hours: 39. Prerequisites: ENG 095 and ENG 096, or ENG 097, with grades of "C" or better, or acceptable reading and writing placement test scores. Usually offered in the fall, spring and summer semesters.

#### ENG151 Fundamentals of English II

This course continues to help students develop their college-level writing skills. Students are introduced to the study of literature (prose, poetry, fiction and drama). Students integrate outside sources with their own ideas in written arguments. They also refine their research and documentation skills. Lecture Hours: 39. Prerequisite: ENG 101 with a grade of "C" or better. Usually offered in the fall, spring and summer semesters.

#### GEN ED Mathematics Requirement

Complete one of: MTH-102 Applications in College Mathematics, MTH-104 Fundamental Concepts II, MTH-121 Precalculus I, MTH-122 Precalculus II, MTH-152 Elementary Statistics, MTH-160 Applied Calculus or MTH-201 Calculus I.

#### GEN ED Social/Behavioral Science Requirement

Complete one of: ECO 151 – Principles of Macroeconomics, ECO 201 – Principles of Microeconomics, GEO 102 – Human Geography, HIS 101 World Civilizations I, HIS 151 World Civilizations II, POL 101 – American Government, PSY 101 – Intro to Psychology, PSY 201 – Human Relations, or SOC 101 – Introduction to Sociology

#### GEN ED Science Requirement

Complete one of: BIO 101 Fundamentals of Biology, BIO 105 Principles of Biology, BIO 115 Introduction to Human Structure and Function, BIO 202 Anatomy and Physiology I, BIO 203 Anatomy and Physiology II, BIO 220 Microbiology, CHM 105 General Chemistry, ENV 101 Environmental Science, GEO 101 Earth and Space Science, IDS 200H Scientific Thought and Data Analysis, Honors, PHY 104 Physical Science, PHY 121 General Physics or PHY 141 Principles of Physics I (Previously CHM 101).

#### SDV100 Fundamentals of College Study I

This course is designed to introduce students to the information and habits that facilitate academic success at the college level. The course presents modules focusing on the expectations and realities of college responsibility; active learning and critical thinking skills; increasing motivation and decreasing stress; analyzing the syllabus, instructor and course; establishing a learning style; organizing and balancing family, work and school; improving study and note-taking skills, and test-taking strategies; advisement, registration and the college catalog; safety, student services and other administrative resources; rules, regulations and civility; and lifelong learning. Students who do not pass this course must take it again the following fall or spring term. Lecture Hours: 15. Usually offered in the fall, spring and summer semesters



**G.5. General Education requirements:**

For an associate of applied sciences (AAS) degree, 18 hours of general education credits are required. The program will meet these requirements through a variety of specific course requirements as well as electives within multiple disciplines. The total of general education credits in the Culinary Arts degree equals 18 credits which meets the minimum for an associate of applied sciences degree. Listed above in section G.4. are all general education courses to satisfy the degree requirements.

**G.6. Specialized Accreditation**

The American Culinary Federation (ACF) is the accrediting body of the HMR AAS concentration in Culinary Arts. The Culinary concentration program was reaccredited for five years during the 2019-2020 academic year. Upon completing the approval process, the ACF accreditation will be transferred to the Culinary Arts AAS degree program.

**G.7. Contracts with other Institutions**

N/A

**G.8. Provide assurance and any appropriate evidence that the proposed program will provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.**

Wor-Wic Community College documents the curricula requirements for all programs in the annual college catalog. In addition to curricula, the program's learning objectives are also documented in the catalog along with each course description. For programs with special admission requirements, the requirements are clearly documented in the catalog. Consistent with standard college catalog practices, the catalog includes the academic calendar, college admissions process and requirements, tuitions and fee schedule, financial aid and loans process, student advisement and academic standards and processes for student grievance and complaints. Current and past college catalogs are accessible on the Wor-Wic Community College website.

**G.9. Provide assurance and any appropriate evidence that advertising, recruiting, and admissions materials will clearly and accurately represent the proposed program and the service provided.**

All the program materials are vetted by the Department Head and Dean of Occupational and Emerging Technology to assure the accuracy of the content. Information about the program is provided to every faculty member, course coordinator, and advisor who advises the students about the needed courses to take. Secondary schools in the area will be presented the program, and it will also be presented to the high school CTE principles and counselors as part of the annual articulation meeting.

## H. Adequacy of Articulation

Wor-Wic Community College has articulation agreements with each of the three county school systems within the college's service area and universities in the region. Articulations with the county school systems are on a course-by-course basis and are reviewed annually during a joint meeting with faculty from Wor-Wic Community College and faculty from all three county school systems.

Though the Culinary Arts AAS degree program is not designed for direct transfer to baccalaureate degrees, the HMR AAS concentration program has an articulation with University of Maryland Eastern Shore which will be revised with this new program.

## I. Adequacy of Faculty Resources

### I.1 Faculty Summary

Faculty who will be assigned to teach program specific courses in the Culinary Arts AAS program also teach courses for the Hotel-Motel-Restaurant Management programs. There are three fulltime faculty members and one part-time culinary chef who are responsible for teaching the culinary and hospitality classes. The faculty members are Dr. George Ojie-Ahamiojie, Professor and Department Head, Chef Paul Suplee, Associate Professor, and Dr. Jae Jung, Assistant Professor of Business and Hospitality, and Chef Gerald Patt, part-time faculty member.

Faculty Member	Faculty Rank	Degrees	Work Experience	Full or Part-time	Courses Taught
George Ojie-Ahamiojie	Professor	Ed.D. Educational Leadership and Administration – Argosy University, Sarasota, Florida  Ed.S Educational Leadership and Administration – Argosy University, Sarasota, Florida  M.A. Conflict Analysis and Dispute Resolution –	Over 28 years industry experience working hotels, restaurants, theme parks, and resorts.	Full-time	HMR101 Introduction to Hospitality Industry  HMR260 Hotel-Motel-Restaurant Field Experience

		<p>Salisbury University, Salisbury, Maryland</p> <p>M.A. Organizational Management/Human Resources – University of Phoenix, Orlando, Florida</p> <p>B.Sc. Hotel and Restaurant Management – University of Houston, Houston, Texas</p> <p>A.A. Arts, Houston Community College, Houston, Texas</p> <p>Certified Hotel Educator (CHE) (American Hotel and Lodging Association)</p>			
Jae Jung	Assistant Professor	<p>Ph.D. Hospitality</p> <p>M.A. Hospitality</p> <p>B.A. Economic</p>	Over 22 years in hospitality, restaurant owner, international trading, consulting, real estate, and finance	Full- time	HMR256 Food and Beverage Management
Paul Suplee	Chef/Associate Professor	<p>M.B.A. Hospitality</p> <p>B.A. History</p> <p>AOS Culinary Arts</p>	37 years in hospitality, restaurant owner, catering company owner	Full- time	<p>CUL101 Sanitation and Safety Systems</p> <p>CUL102 Principles of</p>

					Food Preparation  CUL122 American Regional  CUL124 Continental Cuisine  CUL140 Introduction to Baking  CUL170 Culinary Nutrition  HMR205 Purchasing and Cost Control  CUL211 Garde Manger  CUL224 Asian and Latin American Cuisine  HMR260 Hotel-Motel-Restaurant Field Experience  <b>Elective courses:</b>  CUL233 Artisan Breads and Specialty Cakes
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					CUL255 Desserts & Pastries Arts  CUL256 Chocolate and Sugar Sculpting  CUL261 European Pastries  CUL271 Gluten-Free Breads and Desserts
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### **Jae Jung**

Dr. Jae Jung has over 20 years of professional and diverse industry experience. He had a career in international trading where he worked with companies located in Japan, South Korea, China, the Philippines, Singapore, and Taiwan. He worked with a real estate development firm in Ithaca, New York and on a consulting project for a \$300,000 Starwood Property in Boston. He also worked as a financial analyst for LG in South Korea. In addition, Dr. Jung has 13 years of experience as a restaurant owner and has brought these diverse professional and academic experiences to Wor-Wic. Students benefit from his strong industry and business background, and he is well-qualified to teach them about the challenges that are part of a competitive environment.

### **Paul Suplee**

With over 37 years' experience in restaurants, hotels and private clubs, Chef Suplee is a two-time winner of the prestigious American Culinary Federation's Presidential Medallion. He has worked in all capacities in the industry and currently owns an award-winning restaurant and catering company. He has been published over 600 times in local, regional and national publications. He has been active in the community and regularly volunteers for various charities and organizations, teaching the virtues of volunteerism to his students.

### **George Ojie-Ahamiojie**

Dr. George Ojie-Ahamiojie has over 20 years of industry experience working for Fortune 500 companies, multinational and multicultural organizations and as a Guest Service Manager, Diversity Coordinator, Trainer and Facilitator for the Walt Disney Company where he was awarded a Partner In Excellence award for his customer service expertise. He is an author of four books and publishes monthly articles for the Ocean City Hotel,

Motel, and Restaurant Association Hospitality Hotline Newsletter. He routinely conducts customer service, management/leadership and supervisory training in the Eastern Shore area.

## **I.2. Ongoing pedagogy training for faculty**

### **a. Pedagogy that meets the needs of the students**

Annually, Wor-Wic Community College coordinates a professional development (PD) day for faculty. Topics scheduled for the PD day are based around current and relevant teaching topics and best practices. Faculty are encouraged to participate in discipline specific PD, and eligible faculty have the opportunity to apply for college and grant funds.

### **b. The learning management system**

Wor-Wic Community College adopted Blackboard for the college's LMS. All faculty are required to use Blackboard class shells for each of their class sections. The shells are prepared through an automated process based on class sections that are scheduled for the semester. Faculty have access to class shells prior to the semester which provides them access to upload class syllabi and configure the online gradebook. Blackboard training and support is provided by the college's Instructional Technologist. The technologist also prepares instructional videos and provides additional instruction during faculty professional development sessions.

### **c. Evidenced-based best practices for distance education, if distance education is offered.**

Wor-Wic Community College is increasing the number of courses which are scheduled using the online modality. Courses are required to be approved for online scheduling by the Distance Education Committee which is comprised of faculty, deans and the Instructional Technologist. Online courses are evaluated and assessed by using the Quality Matters methodology in which department peers participate in the course review process.

## **J. Adequacy of Library Resources**

Wor-Wic Community College utilizes electronic resources for the college library that are accessible both on and off campus. The Culinary Arts AAS degree program will not require additional library or reference resources. In addition to the Wor-Wic Community College online library, current students have access to the libraries at Salisbury University and the University of Maryland Eastern Shore campuses. Both libraries are traditional libraries with both electronic and physical resources.

## **K. Adequacy of Physical Resources, Infrastructure and Instructional Equipment**

### **K.1. Physical facilities, infrastructure, and instructional equipment**

#### **Physical Facilities**

The Culinary Arts AAS degree program is housed in Fulton Owen Hall (FOH) on the Wor-Wic Community Campus. The instructional layout shares didactic classrooms with Continuing Education and Workforce Development Division courses. In addition to classrooms and a full instruction kitchen in FOH, an Events Room is also used for students to present finished culinary products and practice table side and buffet food service in small luncheon and dinner events. Within the Events room exists a server station as well as a full-service bar for soft drinks and hot beverages for students to become acclimated with those areas of the restaurant business.

The instructional kitchen is designed to provide to support both baking and culinary courses in one facility. The kitchen area also includes access to two locker rooms for student use, dry food storage and a walk-in refrigerator.

### **Infrastructure**

Culinary Arts faculty comprised of:

- Dr. Ojie-Ahamiojie, Department Chair
- Paul G. Suplee, Professor of Culinary Arts
- Gerry Patt III Adjunct Professor of Culinary Arts

Chef Suplee is responsible for food, equipment and small wares purchasing and acquisition. The companies used are Sysco, US Foods, Bel Air Produce, Trimark-Adams Burch and Congressional Seafood.

Chemicals and ware-washing equipment are serviced by Eco-Lab through the college contract, and all equipment maintenance is performed by EMR.

### **Instructional Equipment**

The institution has enabled professors to record lectures and presentations by use of new recording equipment and software (Panopto). Each classroom/lecture room has a white board, projected screen and fully operational computer with sound system. This helps the instructors with delivering information. All professors have access to Zoom should they want to present a distance course.

### **K.2. Distance Education Assurances**

The college provides every student with a free email account on the worwic.edu domain. The college also utilizes the Blackboard Learning Management system and is fully supported by IT staff and an instructional technologist. All students who enroll in distance education courses are required to take a mandatory Blackboard tutorial with assessment before gaining access to online course materials.

## **L. Adequacy of Financial Resources.**

### **L.1. Table 1 – Resources and Narrative Rationale**

TABLE 1: RESOURCES					
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated funds	0	0	0	0	0
2. Tuition/Fee Revenue (c + g below)	83512	92309	110869	131082	151432
a. Number of F/T students	11	13	15	18	20
b. Annual tuition/fee rate	3504	3593	3685	3780	3878
c. Total F/T revenue (a * b)	38544	46709	55275	68040	77560
d. Number of P/T students	14	16	19	21	24
e. Credit hour rate	146	150	154	158	162
f. Annual credit hour	22	19	19	19	19
g. Total P/T revenue (d * e * f)	44968	45600	55594	63042	73872
3. Grants, Contracts & other external sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 - 4)	83512	92309	110869	131082	151432

Table 1 explains the financial resources for the Culinary Arts degree program. The budget allocations are based on current enrollments in the program. After revision of the program an increase in enrollment is expected. Based on historical data, the current enrollment is 11 fulltime students and 14 part-time students, with a projected increase of 2-3 students per year as demonstrated in the table above. The identified credit hour rate estimates an approximate 3 percent increase during the projected five-year budget plan.

#### L.2. Table 2 – Program Expenditures and Narrative Rationale

TABLE 2: EXPENDITURES					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	89,040	90,821	92,637	94,490	96,380
a. #FTE	0	0	0	0	0
b. Total salary	73,040	74,501	75,991	77,511	79,061

c. Total benefits	16,000	16,320	16,646	16,979	17,319
2. Admin. staff (b + c below)	0	0	0	0	0
a. #FTE	0	0	0	0	0
b. Total salary	0	0	0	0	0
c. Total benefits	0	0	0	0	0
3. Support staff (b + c below)	0	0	0	0	0
a. #FTE	0	0	0	0	0
b. Total salary	0	0	0	0	0
c. Total benefits	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Library	0	0	0	0	0
6. New or renovated space	0	0	0	0	0
7. Other expenses	0	0	0	0	0
TOTAL (Add 1 - 7)	89,040	90,821	92,637	94,490	96,380

Table 2: The current full-time and adjunct faculty members of the hospitality faculty will be teaching the courses; no new faculty will be necessary. Additionally, no new equipment is needed for this program. The college will not accrue any significant expenses because new equipment purchase is not required for this program at this stage. The staff salary included in Table 2 is representative of an existing full-time faculty member who currently teaches the culinary courses within the Hotel-Motel-Restaurant Management Culinary concentration.

## **M. Adequacy of provisions for evaluation of program**

### **M.1. Evaluation Procedures – Courses, Faculty, Student Learning Outcomes**

In accordance with the PPM, academic programs, courses and faculty are reviewed and assessed annually on the student learning outcomes (SLOs) which result from annual assessment activities. The standard benchmark for courses is a 70% pass rate for course objectives on the end of semester final exam. In the department head's annual program report, plans of action are developed for the upcoming year to address steps of improvement when benchmarks are not met. The plans of action are reviewed and updates are prepared twice during the upcoming year: 6 months and 1 year. Both the

dean for the program's division and the Vice President for Academic Affairs prepares responses to the department head's annual reports.

Faculty are evaluated annually on their job performance and teaching. Included in the faculty evaluation process are the reviews of a course required writing assignment, a plan of instruction for one of the faculty's assigned courses during the academic year and students' course evaluations. All of these items are incorporated in the faculty evaluation which are reviewed for renewing faculty employment contracts.

#### **M.2. Evaluation of Proposed Program's Effectiveness**

In accordance with Wor-Wic Community College's Assessment policies and procedures, all programs and courses are reviewed annually to validate the status with meeting objectives and outcomes. Department heads prepare an annual report on the success, challenges and achievements. Programs are also reviewed using a standard program review process every five years.

#### **N. Consistency with the State's Minority Student Achievement Goals**

Wor-Wic Community College maintains a cultural diversity plan, which states:

"Wor-Wic Community College is committed to a plan of cultural diversity that promotes inclusivity of diverse students and employees. The college has created a welcoming atmosphere on campus and has infused cultural diversity in all college programs, services and communications. The college has demonstrated this commitment to cultural diversity through the vision, values, mission, and goals stated in the strategic plan. The strategic plan of the college is in alignment with the diversity goals of the Maryland State Plan for Higher Education, including implementation strategies and timelines for meeting the goals. The college adheres to the definition of cultural diversity as ***inclusion of those racial and ethnic groups and individuals that are or have been underrepresented in higher education*** [Education Article, Annotated Code of Maryland 11-406-(b) (1) (iii)]."

This plan identifies how cultural diversity and minority achievement is addressed in each of the vision, mission and values' statements as well as long-term goals and strategic initiatives.

Additionally, each year Wor-Wic produces a cultural diversity report in compliance with the Maryland Higher Education Commission reporting requirements for college cultural diversity plans [Education Article, Annotated Code of Maryland 11-406-(b) (1) (iii)]. The report describes the set of initiatives and achievements accomplished in support of the diversity plan for each year.

#### **O. Relationship of Low Productivity Programs**

N/A



**P. Adequacy of Distance Education Programs**

Courses for this program will be offered through both distance education and face-to-face. While not currently a member of C-RAC, the College complies with each of the guidelines through appropriate policies and practices. Middle States Commission on Higher Education and MHEC have approved Wor-Wic Community College to offer distance education programs.