



## Cover Sheet for In-State Institutions

### New Program or Substantial Modification to Existing Program

|                                 |  |
|---------------------------------|--|
| Institution Submitting Proposal |  |
|---------------------------------|--|

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

|                             |   |
|-----------------------------|---|
| New Academic Program        | Substantial Change to a Degree Program            |
| New Area of Concentration   | Substantial Change to an Area of Concentration    |
| New Degree Level Approval   | Substantial Change to a Certificate Program       |
| New Stand-Alone Certificate | Cooperative Degree Program                        |
| Off Campus Program          | Offer Program at Regional Higher Education Center |

|  |           |               |  |                 |  |
|--|-----------|---------------|--|-----------------|--|
| Payment Submitted:                           | Yes<br>No | Payment Type: | R*STARS Check                                    | Payment Amount: | Date Submitted:                            |
| Department Proposing Program                 |           |               |  |                 |  |
| Degree Level and Degree Type                 |           |               |  |                 |  |
| Title of Proposed Program                    |           |               |  |                 |  |
| Total Number of Credits                      |           |               |  |                 |  |
| Suggested Codes                              |           |               | HEGIS:   | CIP:            |  |
| Program Modality                             |           |               | On-campus  |                 | Distance Education ( <i>fully online</i> ) |
| Program Resources                            |           |               | Using Existing Resources                         |                 | Requiring New Resources                    |
| Projected Implementation Date                |           |               | Fall   | Spring          | Summer      Year:                          |
| Provide Link to Most Recent Academic Catalog |           |               | URL:   |                 |  |
| Preferred Contact for this Proposal          |           |               | Name:  |                 |  |
|  |           |               | Title:   |                 |  |
|  |           |               | Phone:   |                 |  |
|  |           |               | Email:   |                 |  |
| President/Chief Executive                    |           |               | Type Name:                                       |                 |  |
|  |           |               | Signature: <i>Father Hetherington</i>            |                 | Date: 1/12/2021                            |
|  |           |               | Date of Approval/Endorsement by Governing Board: |                 |  |

Revised 3/2019



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January 8, 2021

Dr. James D. Fielder, Jr.  
Secretary of Higher Education  
Maryland Higher Education Commission  
6 North Liberty Street, 10<sup>th</sup> Floor  
Baltimore, MD 21201

Dear Dr. Fielder:

Howard Community College (HCC) requests your approval of the proposed new associate of applied science (AAS) degree in Baking and Pastry Arts Management.

This proposed program will complement HCC's current lower division certificate in Baking and Pastries (soon to be renamed Baking and Pastry Arts), and will offer an additional opportunity and greater flexibility to our students, which will aid in completion.

If you need additional information or clarification, please contact:

Melinda Moore  
Manager, Curriculum Services  
[mmoore2@howardcc.edu](mailto:mmoore2@howardcc.edu)  
443-518-4734

Sincerely,

Dr. Jean Svacina  
Vice President of Academic Affairs  
[JSvacina@howardcc.edu](mailto:JSvacina@howardcc.edu)  
443-518-1850

**A. Centrality to Institutional Mission and Planning Priorities:**

1. Provide a description of the program, including each area of concentration (if applicable), and how it relates to the institution's approved mission.

HCC's mission is "Providing pathways to success." This associate of applied science (AAS) degree is designed for individuals who are interested in pursuing a career in the baking and pastry arts field. Students enrolling in this degree will develop skills related to baking in a professional environment, including food handling, purchasing, cost control, service skills, and management skills. Upon completion of this program, students will be able to apply classical baking and pastry techniques to commercial items such as yeast dough products, cakes, cookies, pies, and confections including chocolates and sugar applications. Students who complete the degree will be ready to enter a professional baking and pastry operation at an entry- to mid-level management position.

2. Explain how the proposed program supports the institution's strategic goals and provide evidence that affirms it is an institutional priority.

A major strategic goal at HCC is "Student success, completion, and lifelong learning." The Baking and Pastry Arts Management AAS prepares students to begin working in the industry in entry- to mid-level positions. Students may also continue their education at a four-year institution, where they will continue to hone their skills in industry-specific areas of concentration. In addition to industry preparation, general education courses provide skills in critical and creative thinking, scientific and quantitative reasoning, global competency, technological literacy, information literacy, and ethics.

3. Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation. (Additional related information is required in section L).

HCC currently offers programs and certificates in the culinary and hospitality areas. Therefore, adequate funding for ongoing support of the Baking and Pastry Arts Management AAS in terms of facilities, faculty, and administrative support is currently in place.

4. Provide a description of the institution's a commitment to:
  - a) ongoing administrative, financial, and technical support of the proposed program
  - b) continuation of the program for a period of time sufficient to allow enrolled students to complete the program.

Ongoing support for the proposed program will be provided by the faculty and staff of the business and computer systems division, which oversees the culinary and hospitality department.

If HCC decides to discontinue the program in the future, the college will establish a teach-out plan, and students will be able to complete the program during a set teach-out period. HCC will support students throughout the completion of the program.

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

1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:
  - a) The need for the advancement and evolution of knowledge
  - b) Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education
  - c) The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs

The proposed program addresses the need for the advancement and evolution of knowledge, as well as the societal need for expanded educational opportunities for minority and educationally disadvantaged students. HCC is an open access institution, and provides educational opportunities to students regardless of their racial, socioeconomic, or educational backgrounds.

2. Provide evidence that the perceived need is consistent with the [Maryland State Plan for Postsecondary Education](#).

The Baking and Pastry Arts Management AAS supports the State Plan for Postsecondary Education Goal: Access. This program will provide students the ability to complete an AAS degree at a fraction of the cost compared to a four-year institution. The program is aimed at preparing students for employment, but may also be used to transfer to a four-year institution to gain an advanced degree.

As an open access institution, HCC provides access to postsecondary education irrespective of academic preparation. This AAS also supports the State Plan for Postsecondary Education Goal: Success. The program provides opportunities for students to enhance their capacity to think and communicate creatively and clearly. HCC provides students with flexible options to help them complete their degree. In addition, students who transfer with an associate degree demonstrate an increased likelihood to complete a four-year degree.

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

1. Describe potential industry or industries, employment opportunities, and expected level of entry (*ex: mid-level management*) for graduates of the proposed program.

The Baking and Pastry Arts Management AAS is part of the hospitality industry, which has seen tremendous growth in recent years and that growth is predicted to continue. This degree will give students the needed advantage to succeed in an entry-level management career within the baking and pastry industry.

2. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.

The following data was obtained from the U.S. Bureau of Labor Statistics website, [www.bls.gov](http://www.bls.gov).

Job Outlook - Employment of bakers is projected to grow 5 percent from 2019 to 2029, faster than the average for all occupations. Population and income growth are expected to result in greater demand for specialty baked goods, such as cupcakes, pies, and cakes, from grocery stores, retail bakeries, and restaurants.

#### Employment projections data for bakers, 2019-29

| Occupational Title  | SOC Code | Employment, 2019 | Projected Employment, 2029 | Change, 2019-29 |         | Employment by Industry   |
|---|----------|------------------|----------------------------|-----------------|---------|--------------------------|
|   |          |                  |                            | Percent         | Numeric |                          |
| SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program |          |                  |                            |                 |         |                          |
| Bakers  | 51-3011  | 199,300          | 209,900                    | 5               | 10,600  | <a href="#">Get data</a> |

3. Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.

The statistics below from the National Restaurant Association ([www.restaurant.org](http://www.restaurant.org)) provide reliable data on industry trends.

#### National Statistics

- The projected sales for the restaurant industry in 2020 is \$899 billion.
- There are over 1 million restaurant locations in the United States.
- There are 15.6 million restaurant industry employees.
- It is anticipated that there will be 1.6 million new restaurant jobs created by 2030.
- Nine out of ten restaurant managers started in entry-level positions.
- Eight out of ten restaurant owners started their industry careers in entry-level positions.
- Restaurants employ more minority managers than any other industry.
- The number of middle-class jobs (\$45K-\$75K) in the restaurant industry grew 84 percent between 2010 and 2018, more than three times faster than in the overall economy.

#### State Statistics

- There were 11,357 eating and drinking locations in Maryland 2018.
- In 2019, there were 259,000 restaurant and foodservice jobs in Maryland which is nine percent of employment in the state. By 2029, that number is projected to grow by 8.1 percent, which equals 21,100 additional jobs, for a total of 280,100.
- Estimated sales in Maryland's restaurants in 2018 was \$13.3 billion.
- Every dollar spent in the table service segment contributes \$1.73 to the state economy.

4. Provide data showing the current and projected supply of prospective graduates.

As of September 2019, there were 18,171 students in Howard County high schools ([2020 Fast Facts About Howard County Public School System \(HCPSS\)](#)). With Maryland providing

approximately 259,000 restaurant and foodservice jobs, HCPSS graduates who are interested in pursuing a career in the culinary or hospitality industry have many opportunities for employment in a variety of positions. The current estimate of prospective graduates from the Baking and Pastry Arts Management AAS is 13, but that number is expected to grow to approximately 40 over the next five years.

**D. Reasonableness of Program Duplication:**

1. Identify similar programs in the State and/or same geographical area. Discuss similarities and differences between the proposed program and others in the same degree to be awarded.

Lincoln Technical Institute, located in Columbia, MD, offers two lower division certificates (LDC) in the culinary field, but does not offer associate degrees.

Anne Arundel Community College and Prince George's Community College offer degree programs in the culinary area. The student population for these community colleges is generally associated with their respective counties. The proposed program at HCC will focus on Howard County high school graduates and residents who want to develop their baking and pastry skills.

2. Provide justification for the proposed program.

Howard Community College serves a distinct geographical area (mainly Howard County residents) and provides in-depth, hands-on learning experiences. Program duplication concerns are not applicable.

**E. Relevance to High-demand Programs at Historically Black Institutions (HBIs)**

1. Discuss the program's potential impact on the implementation or maintenance of high-demand programs at HBIs.

The proposed program will not impact the implementation or maintenance of high-demand programs at HBIs. This program will complement the degrees in the culinary and hospitality disciplines that are offered at University of Maryland Eastern Shore and Morgan State University.

**F. Relevance to the identity of Historically Black Institutions (HBIs)**

1. Discuss the program's potential impact on the uniqueness and institutional identities and missions of HBIs.

The proposed program will not impact the uniqueness and institutional identities and missions of HBIs.

**G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes** (as outlined in [COMAR 13B.02.03.10](#)):

1. Describe how the proposed program was established, and also describe the faculty who will oversee the program.

This program was established as a result of the need for separation from the Culinary Arts degree, as it has separate knowledge and competency requirements. This program is designed to give students the ability to begin an entry-level management career in the baking and pastry industry.

This program will be overseen by the Dean of Business and Computers, the Department Chair for The Center for Hospitality and Culinary Studies, and the Coordinator of the Baking and Pastry Arts Management program.

2. Describe educational objectives and learning outcomes appropriate to the rigor, breadth, and (modality) of the program.

The competencies are aligned with the program's certification from the American Culinary Federation Education Foundation.

The learning outcomes are:

- Perform at the entry- to mid-level management position within a baking and pastry commercial operation.
- Perform satisfactory baking skills with attention to nutritional values in an industry-accepted manner.
- Demonstrate appropriate cost control, human resources, and financial management skills.
- Maintain industry and legal standards in reference to sanitation and safety.
- Identify, understand, evaluate, and apply ethical reasoning.

3. Explain how the institution will:

- a) provide for assessment of student achievement of learning outcomes in the program

Program and course reviews are completed according to the schedule provided by HCC in collaboration with faculty members, department chairs, academic deans, the eLearning department, and the office of learning outcomes assessment (LOA).

- b) document student achievement of learning outcomes in the program

Artifacts for the assessment of outcomes are collected and shared through HCC's learning management system, Canvas. Course and program reviews are completed with support from the LOA office. Once an assessment is completed, an action plan will address findings as part of the outcomes assessment process.

4. Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements

## Baking and Pastry Arts Management - A.A.S. Degree (Career)

### APPLICATION CODE 344

This degree is designed for individuals who are interested in pursuing a career in the baking and pastry arts field. Students enrolling in this degree will develop skills related to baking in a professional environment, including food handling, purchasing, cost control, service skills, and management skills. At the end of this program, students will be able to apply classical baking and pastry techniques to commercial items such as yeast dough products, cakes, cookies, pies, and confections including chocolates and sugar applications. Students completing the degree will be ready to enter a professional baking and pastry operation at an entry- to mid-level management position.

### Suggested Semester 1

| Course Number | Title                                     | Minimum Credits |
|---------------|---|-----------------|
| ENGL 121      | College Composition                       | 3               |
| CMGT 121      | Foodservice Safety and Sanitation         | 2               |
| CMGT 150      | Kitchen Applications and Management       | 3               |
| HMG1 101      | Introduction to the Hospitality Industry  | 3               |
| Gen Ed Core   | Mathematics - Quantitative Reasoning Core | 3               |

### Suggested Semester 2

| Course Number | Title                                     | Minimum Credits |
|---------------|---|-----------------|
| ACCT 111      | Principles of Accounting I                | 3               |
| BMGT 100      | Introduction to Business and Organization | 3               |
| HMG1 225      | Hospitality Purchasing and Cost Control   | 3               |
| PMGT 135      | Baking and Pastries                       | 3               |
| SPCH 105      | Fundamentals of Public Speaking           | 3               |

### Suggested Semester 3

| Course Number | Title   | Minimum Credits |
|---------------|---|-----------------|
| CMGT 201      | Nutrition for Food Service Professionals                          | 3               |
| PMGT 236      | Artisan Bread Production  | 3               |
| PMGT 270      | Quantity Bakeshop Production                                      | 3               |
| Gen Ed Core   | Arts & Humanities - Critical & Creative Thinking Core             | 3               |
| Gen Ed Core   | Biological & Physical Sciences - Scientific Reasoning Core w/ Lab | 4               |

### Suggested Semester 4

| Course Number | Title                     | Minimum Credits |
|---------------|---------------------------|-----------------|
| CMGT 299      | Culinary Field Internship | 3               |



| Course Number | Title   | Minimum Credits |
|---------------|---|-----------------|
| PMGT 250      | Cake Decorating                                       | 3               |
| PMGT 260      | Candies, Confections, and Showpieces                  | 3               |
| Gen Ed Core   | Social & Behavioral Sciences - Global Competency Core | 3               |
| PMGT 230      | Advanced Pastry Techniques                            | 3               |
|               | OR  |                 |
| PMGT 280      | Passport to Pastries                                  | 4               |

**TOTAL CREDIT HOURS: 60**

### **A graduate should be able to**

1. Perform at the entry- to mid-level management position within a baking and pastry commercial operation.
2. Perform satisfactory baking skills with attention to nutritional values in an industry-accepted manner.
3. Demonstrate appropriate cost control, human resources, and financial management skills.
4. Maintain industry and legal standards in reference to sanitation and safety.
5. Identify, understand, evaluate, and apply ethical reasoning.

### **Course Descriptions**

#### **ACCT-111 Principles of Accounting I (3 credits)**

Upon completion of this course, students will have a comprehensive understanding of basic accounting theory, practice covering the accounting cycle, and a knowledge of basic accounting for partnerships. With emphasis on accounting concepts and principles, students will perform the fundamentals of recording, summarizing, and analyzing the transactions of a business. Students will be involved in the preparation and interpretation of working papers and financial statements. The fundamentals of accounting for payroll and assets (cash, notes and accounts receivable, inventories, plant and equipment, and intangibles) will be performed by students.

#### **BMGT-100 Introduction to Business and Organization (3 credits)**

In this course, students will explore all of the primary disciplines in business on an introductory level: economics, human resource management, finance options, managerial accounting principles and marketing strategies. Students will examine challenges present in the current business environment and consider them with an eye toward ethics, social responsibility and effective management strategies in a global economy. The course is kept current by students' exposure to guest speakers and case analyses. Some written and oral reports will be required from these activities. This course is ideal both for students who wish to pursue a career in business and those who wish to gain a better understanding of the business world in which they live.

#### **CMGT-121 Foodservice Safety and Sanitation (2 credits)**

This course develops the knowledge of basic principles of sanitation and safe food handling in hospitality and food service operations. The course focuses on prevention of food-borne illnesses and introduces the students to Hazard Analysis Critical Control Point (HACCP) planning and implementation. Successful completion of the course can lead to a 'ServSafe Manager Certification' by the National Restaurant Association. This course recognizes the ethical issues tied to food safety and sanitation.

**CMGT-150 Kitchen Applications and Management (3 credits)**

This course introduces students to the field of culinary arts. Students will learn basic fundamentals and techniques associated with becoming a professional chef. Topics covered include knife skills, cooking techniques, product identification, and an overview of the history and careers within the culinary arts profession. Students will demonstrate proficiency in dry and moist heat cooking methods while producing a variety of food products and applying principles of food handling and preparation. This course is designed to blend culinary theory with management principles and basic supervisory skills. Students will learn such topics as basic kitchen management, planning and organization skills, making personnel decisions, developing management styles, and training and developing kitchen staff.

**CMGT-201 Nutrition for Food Service Professionals (3 credits)**

This course focuses on basic concepts of nutrition and the application of nutritional principles. Students will learn the importance of carbohydrates, lipids, protein, vitamins, water, and minerals while examining nutrition's relationship to health and lifespan between nutrition and exercise in weight management. Students will also be involved in developing and marketing healthy recipes and menus by understanding food labeling, nutritional principles, current issues in nutrition, and the application of nutritional principles to menu development. This course will provide students with a general understanding of their direct role in aiding consumers through the foundations of healthy cooking.

**CMGT-299 Culinary Field Internship (3 credits)**

Students will spend at least 300 hours of directed study in a chosen area of the culinary or pastry industry at an off-campus facility. The faculty instructor and job site supervisor will coordinate course objectives, applicable experiences, and evaluation. Students will complete a written reflection of their internship experience.

**ENGL-121 College Composition (3 credits)**

This course teaches students to develop and apply rhetorical knowledge for creating effective text-based communication. Students develop critical inquiry and multi-stage writing processes in order to contribute productively, effectively, and ethically to the social and collaborative practices of academic and other discourses. Coursework guides students toward understanding themselves as authors of texts that hold meaning, and students successfully completing the course will be able to compose texts of at least 1,000 words, demonstrating knowledge of conventions and manuscript presentation relevant to varying rhetorical situations. ENGL 121 transfers as university-parallel freshman English. Students must earn a final grade of C or better to pass this course.

**HMGT-101 Introduction to the Hospitality Industry (3 credits)**

This introductory course acquaints students with the scope and complexity of the hospitality industry. The course examines career opportunities, food service, lodging, travel and tourism, hospitality as a service industry, and management in the hospitality industry. This includes organizational structures and human resource management. Students will examine trends as well as integrated technology and its effects on guest service in the hospitality industry.

**HMGT-225 Hospitality Purchasing and Cost Control (3 credits)**

This course will prepare students to employ the principles of effective food, beverage, and supply purchasing and the cost controls necessary to support food preparation and service departments of a hospitality operation. The course will include procurement, types of markets, food product

identification and selection, beverage selection, nonfood products, costing procedures, product yields, and value analysis. Students will acquire knowledge of computerized purchasing, record keeping, and recipe costing and nutritional analysis.

**PMGT-135 Baking and Pastries (3 credits)**

This course focuses on the fundamentals of basic baking. Baking fundamentals include the process of understanding ingredients, weights and measurements, formula conversion, and costing of recipes. Students will also use equipment associated with baking and develop different types of breads and pastries.

**PMGT-230 Advanced Pastry Techniques (3 credits)**

Previously Plated Desserts. In this course students will learn industry acceptable procedures for producing both hot and cold plated desserts as they apply to a dessert buffet and A la Carte. The course is designed to expose students to current food service trends. Demonstrations and group participation exercises will supplement students' development of technical skills and knowledge.

**PMGT-236 Artisan Bread Production (3 credits)**

Previously International Breads. This course is designed to expose students to the history and production of breads and bread products from many international and regional cultures. Students will prepare breads using ingredients and preparation methods indigenous to a particular geographical region. The course will utilize demonstrations and group participation exercises to supplement the students' development of technical skills and knowledge.

**PMGT-250 Cake Decorating (3 credits)**

This course is designed to advance students' knowledge of various fine decorating techniques. Emphasis will be placed on perfection of decorating style and presentation.

**PMGT-260 Candies, Confections, and Showpieces (3 credits)**

Basic confectionery and chocolate candy making techniques will be explored. Emphasis will be placed on fundamentals and skills related to the art of candy making. Practical knowledge and experience in creating a variety of decorative showpieces used to enhance pastry displays, high-end catering, and buffets.

**PMGT-270 Quantity Bakeshop Production (3 credits)**

This course is designed to develop skills in high volume baking required for commercial production demands. Students will be required to scale formulas by increasing or decreasing for requisition needs and quality standards. Food cost, pricing, and packaging will be applied to real-life scenarios from small start-ups to full commercial retail outlets.

**PMGT-280 Passport to Pastries (4 credits)**

This is an interdisciplinary course that introduces students to the international discipline of being a pastry chef. Students will explore the history and culture surrounding the realm of a pastry chef while also learning the skills to produce baking and pastry items. The course will focus on at least three of the following areas: pastry/baking history and/or culture, classical and/or modern desserts, pastries, cold/frozen desserts, breads, viennoiseries, sauces, chocolates, candies, and confections. The areas of study will change each semester depending on the location of study.

**SPCH-105 Fundamentals of Public Speaking (3 credits)**

This course is an introduction to the theory and practice of public speaking, focusing on informative and persuasive speaking. Students will gain skill in public speaking and overcome visible nervousness when speaking in front of an audience. Students will learn how to structure

informative and persuasive messages for the maximum effect and will experience using audio-visual aids effectively. Students will practice critical listening in learning to evaluate the content, delivery, and style of speeches.

5. Discuss how general education requirements will be met, if applicable.

Students at HCC meet general education requirements by completing a minimum of 18 credits of approved courses that meet the Code of Maryland (COMAR) regulations, and which include the following goals:

- Critical and Creative Thinking
- Global Competency
- Information and Technological Literacy
- Scientific and Quantitative Reasoning
- Written and Oral Communication

Students will be required to complete coursework determined by faculty and approved by the general education subcommittee. Once assessment is complete, an action plan will address findings as part of the ongoing general education assessment process.

6. Identify any specialized accreditation or graduate certification requirements for this program and its students.

N/A

7. If contracting with another institution or non-collegiate organization, provide a copy of the written contract.

N/A

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.

HCC will provide students with timely and accurate information on all curriculum requirements, course offering methodology, Canvas, academic support services, financial aid services, and policies regarding costs and payment by making the information easily accessible to students on HCC's website, in the college catalog, schedules of classes, and admissions and orientation materials.

9. Provide assurance and any appropriate evidence that advertising, recruiting, and admissions materials will clearly and accurately represent the proposed program and the services available.

All advertising, recruiting, and admissions materials will be clear and accurate in the representation of the proposed program and services available to students.

## H. Adequacy of Articulation

- a) If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements.

N/A

## I. Adequacy of Faculty Resources (as outlined in [COMAR 13B.02.03.11](#)).

1. Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of faculty with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faculty member will teach (in this program).

| Name & Degree   | Title   | Status                             | Courses/Areas Taught   |
|---|---|------------------------------------|--|
| David Milburn, AAS;<br>Certified Working<br>Pastry Chef (CWPC)                      | Assistant Professor, Baking<br>and Pastry Coordinator | Full-time<br>Faculty –<br>10 Month | <ul style="list-style-type: none"><li>• Foodservice Safety and Sanitation</li><li>• Hospitality Purchasing and Cost Control</li><li>• Baking and Pastries</li><li>• Artisan Bread Production</li><li>• Quantity Bakeshop Production</li><li>• Culinary Field Internship</li><li>• Cake Decorating</li><li>• Candies, Confections, and Showpieces</li><li>• Advanced Pastry Techniques</li><li>• Passport to Pastries</li></ul> |
| Tim Banks, AAS;<br>Certificate, Culinary<br>Arts; Certified<br>Executive Chef (CEC) | Department Chair                                      | Full-time<br>Faculty –<br>12 Month | <ul style="list-style-type: none"><li>• Culinary Field Internship</li></ul>  |
| Jodi Roze, MGA  | Professor, Hospitality<br>Coordinator                 | Full-time<br>Faculty –<br>10 Month | <ul style="list-style-type: none"><li>• Introduction to the Hospitality Industry</li><li>• Hospitality Purchasing and Cost Control</li></ul>   |
| Eric McCoy, MBA   | Culinary Instructor                                   | Full-time<br>Faculty –<br>10 Month | <ul style="list-style-type: none"><li>• Kitchen Applications and Management</li><li>• Nutrition for Food Service Professionals</li></ul>   |

Additional coursework will be taught by adjunct faculty experienced in teaching general education and culinary courses.

2. Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidenced-based best practices, including training in:
  - a) Pedagogy that meets the needs of the students
  - b) The learning management system
  - c) Evidenced-based best practices for distance education, if distance education is offered.

HCC provides continuous teaching improvement and ongoing training for full- and part-time faculty year-round in distance education, the learning management system (Canvas), and other pedagogical-related topics, with concentrated training available during professional development periods in May, August, and January, which always include sessions on learner-specific needs and universal design.

**J. Adequacy of Library Resources** (as outlined in [COMAR 13B.02.03.12](#)).

1. Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program. **If the program is to be implemented within existing institutional resources**, include a supportive statement by the President for library resources to meet the program's needs.

The James Clark, Jr. Library offers a wide array of print and online resources that are adequate for the proposed program. From the library's website, individuals can search the online catalog for approximately 68,000 items, including books, e-books, and audiovisual titles. Library resources may be used or borrowed by current HCC students, faculty, and staff using their HCC ID card.

The library also provides access to e-journals through online database subscriptions. Off-campus access to databases, e-journals, e-books, and online course reserves is available to the college community via a current HCC login and password.

Research assistance is available at the library service desk, by appointment, and via email. Classes and online learning objects for information literacy instruction are regularly offered. Open seven days a week in the fall and spring semesters, the library is outfitted with group study rooms, quiet zones, silent areas, and seating areas for comfortable reading. Computers are available for research and writing and there is wireless connection and power outlets for mobile devices.

Program faculty may recommend materials for the library collection. First priority will be given to those materials that support the instructional program. Orders for previewing of high-cost video and multimedia items may be arranged through the library. Specialized materials not available in the library and not appropriate for purchase for the College's collection may be requested by faculty through interlibrary loan.

HCC's president affirms that the college's existing library resources will meet the needs of the proposed program.

**K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment** (as outlined in [COMAR 13B.02.03.13](#))

1. Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences. If the program is to be implemented within existing institutional resources, include a supportive statement by the President for adequate equipment and facilities to meet the program's needs.

The facilities for the program are housed within the Center for Hospitality and Culinary Studies at HCC. These facilities include one pastry laboratory/classroom and one culinary laboratory/classroom. In the fall of 2019, new construction was completed, which included the addition of a state-of-the-art baking and pastry lab, two classrooms, a culinary laboratory, and a teaching restaurant. The teaching restaurant is designed to give students hands-on experience working in a restaurant and bakery. The college president affirms that the existing resources are adequate to meet the needs of this AAS.

2. Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:

- a) An institutional electronic mailing system, and

All students who register for a credit course at HCC receive an HCC student email account.

- b) A learning management system that provides the necessary technological support for distance education

HCC's office of student computer support (SCS) provides Canvas and Google Apps training and support for HCC students at locations on campus, in classrooms, and online. Technology workshops and "Ask an Expert" sessions are held at various hours and locations each semester.

Students can access Canvas through HCC's website. Canvas is the learning management system through which course information and content is provided to students in online and hybrid courses, and faculty can communicate supplemental course material to students in face-to-face classes.

**L. Adequacy of Financial Resources with Documentation** (as outlined in [COMAR 13B.02.03.14](#))

1. Complete [Table 1: Resources and Narrative Rationale](#). Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.

The calculations below represent estimated tuition, consolidated fees, and course fees, based on the estimated number of students in the program each year. No resources will be reallocated to this program, but it will be self-sustaining.

| <b>TABLE 1: PROGRAM RESOURCES</b>                |               |               |               |               |               |
|--|---------------|---------------|---------------|---------------|---------------|
| <b>Resource Categories</b>                       | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> | <b>Year 5</b> |
| 1. Reallocated Funds                             | \$0           | \$0           | \$0           | \$0           | \$0           |
| 2. Tuition/Fee Revenue<br>(c + g below)          | \$57,350      | \$82,690      | \$105,030     | \$137,833     | \$180,795     |
| a. Number of F/T<br>Students                     | 5             | 7             | 9             | 11            | 15            |
| b. Annual Tuition/Fee<br>Rate                    | \$6,670       | \$6,670       | \$6,670       | \$6,803       | \$6,803       |
| c. Total F/T Revenue<br>(a x b)                  | \$33,350      | \$46,690      | \$60,030      | \$74,833      | \$102,045     |
| d. Number of P/T<br>Students                     | 8             | 12            | 15            | 20            | 25            |
| e. Credit Hour Rate                              | \$200         | \$200         | \$200         | \$210         | \$210         |
| f. Annual Credit Hour<br>Rate                    | 15            | 15            | 15            | 15            | 15            |
| g. Total P/T Revenue<br>(d x e x f)              | \$24,000      | \$36,000      | \$45,000      | \$63,000      | \$78,750      |
| 3. Grants, Contracts & Other<br>External Sources | 0             | 0             | 0             | 0             | 0             |
| 4. Other Sources                                 | 0             | 0             | 0             | 0             | 0             |
| TOTAL (Add 1 – 4)                                | \$57,350      | \$82,690      | \$105,030     | \$137,833     | \$180,795     |

- Complete [Table 2: Program Expenditures and Narrative Rationale](#). Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each expenditure category.

The information below is an estimation of program costs based on full-time faculty teaching courses in the Baking and Pastry Arts Management AAS.



| <b>TABLE 2: PROGRAM EXPENDITURES</b> |                 |                 |                 |                 |                 |
|--------------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| <b>Expenditure Categories</b>        | <b>Year 1</b>   | <b>Year 2</b>   | <b>Year 3</b>   | <b>Year 4</b>   | <b>Year 5</b>   |
| 1. Faculty (b + c below)             | \$90,440        | \$90,440        | \$93,153        | \$93,153        | \$93,153        |
| a. Number of FTE                     | 1               | 1               | 1               | 1               | 1               |
| b. Total Salary                      | \$68,000        | \$68,000        | \$70,040        | \$70,040        | \$70,040        |
| c. Total Benefits                    | \$22,440        | \$22,440        | \$23,113        | \$23,113        | \$23,113        |
| 2. Admin. Staff (b + c below)        | 0               | 0               | 0               | 0               | 0               |
| a. Number of 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. Number of FTE                     | 0               | 0               | 0               | 0               | 0               |
| b. Total Salary                      | 0               | 0               | 0               | 0               | 0               |
| c. Total Benefits                    | 0               | 0               | 0               | 0               | 0               |
| 4. Technical Support and 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               |
| <b>TOTAL (Add 1 – 7)</b>             | <b>\$90,440</b> | <b>\$90,440</b> | <b>\$93,153</b> | <b>\$93,153</b> | <b>\$93,153</b> |

**M. Adequacy of Provisions for Evaluation of Program** (as outlined in [COMAR 13B.02.03.15](#)).

1. Discuss procedures for evaluating courses, faculty and student learning outcomes.

The proposed program will be part of the ongoing assessment process HCC has in place. Courses are assessed on an ongoing basis. Faculty are evaluated on an annual basis, as part of HCC's routine process.

2. Explain how the institution will evaluate the proposed program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.

Programs are assessed as a whole every five years. Program assessment includes student learning outcomes, retention, and student satisfaction. HCC uses the IDEA survey to monitor student satisfaction. Faculty satisfaction is reviewed annually as part of the faculty evaluation process. Cost effectiveness is reviewed each year as part of the budget development process.

**N. Consistency with the State's Minority Student Achievement Goals** (as outlined in [COMAR 13B.02.03.05](#)).

1. Discuss how the proposed program addresses minority student access & success, and the institution's cultural diversity goals and initiatives.

Howard Community College values diversity and recognizes the critical role of an educational institution in preparing its students, faculty, and staff to become contributing members of the global community. HCC's Diversity Committee promotes conversation, exchange, and an increased awareness of diversity issues affecting the college community. HCC acknowledges that diversity is recognizing, appreciating, respecting, listening to, and learning from the unique talents and contributions of all people.

Faculty and staff of HCC are committed to the success of each student. HCC values and has clear policies on diversity, which are followed by all employees. Employees are required to complete online training modules focused on FERPA rights and responsibilities, harassment awareness and avoidance, safety, and emergency operations, and the College Vision, Mission, Values, Beliefs, and Strategic Initiatives. Refresher training models are required at intervals determined by HCC's president's team.

HCC recognizes the importance of addressing the issue of minority student achievement, as evidenced by our Silas Craft Collegians (SCC) program, Ambiciones program, and Howard P.R.I.D.E. program. The SCC program focuses on recent high school graduates whose academic achievement does not reflect their true potential. The program attempts to close this gap by maximizing academic achievement, retention, graduation, and transfer. The Ambiciones program builds community among Hispanic/Latino students by providing networking opportunities, educational and recreational activities, and workshops with other Hispanic/Latino students and campus organizations. In addition, students can receive specialized guidance with campus services such as advising and financial aid. Howard P.R.I.D.E. encourages the continued academic, professional, and personal development of black and minority male students via tutoring, mentoring, service learning, leadership seminars, and individual academic advising and career plans.

**O. Relationship to Low Productivity Programs Identified by the Commission:**

## Proposal for new AAS in Baking and Pastry Arts Management

1. If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this program.

The Baking and Pastry Arts Management AAS is not related to an identified low productivity program.

### **P. Adequacy of Distance Education Programs** (as outlined in [COMAR 13B.02.03.22](#))

1. Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.

This program is not being proposed as a distance education program.

2. Provide assurance and any appropriate evidence that the institution complies with the C-RAC guidelines, particularly as it relates to the proposed program.

N/A