



April 13, 2018

Dr. James D. Fielder  
Secretary of Higher Education  
Maryland Higher Education Commission  
6 N. Liberty St.  
Baltimore, MD 21201

Dear Dr. Fielder,

Frederick Community College (FCC) is requesting MHEC approval of the following program and substantial certificate revision:

**Substantial Changes to Certificate:**                      **Culinary Skills**    **\$50**

The **Culinary Skills Certificate** requires substantial revisions in order to respond to current workforce needs for students to have increased knowledge, skills, and competencies upon completion of the program in order to be successful upon entering the workforce. The certificate still provides short-term training as it can be completed in 3 semesters.

A check for administrative costs in the amount of **\$50** is enclosed. The MHEC proposal with a copy of this letter will be transmitted electronically to MHEC.

Thank you for your consideration of this proposal. If you have any questions regarding FCC's request for approval, please do not hesitate to call me at 301-846-2491.

Sincerely,

Dr. Tony D. Hawkins  
Provost/Vice President for Academic Affairs  
thawkins@frederick.edu

pc: Erin Peterson, FCC (epeterson@frederick.edu)  
Patricia Meyer, FCC (pmeyer@frederick.edu)  
Karen Wilson, FCC (kwilson@frederick.edu)

MARYLAND HIGHER EDUCATION COMMISSION  
ACADEMIC PROGRAM PROPOSAL

**PROPOSAL FOR:**

- NEW INSTRUCTIONAL PROGRAM  
 SUBSTANTIAL EXPANSION/MAJOR MODIFICATION  
 COOPERATIVE DEGREE PROGRAM  
 WITHIN EXISTING RESOURCES or  REQUIRING NEW RESOURCES  
*For each proposed program, attach a separate cover page.*

Institution Submitting Proposal

Frederick Community College

Projected Implementation Date

July 1 2018

Award to be Offered

Title of Proposed Program

\_\_\_\_\_  
Suggested  
HEGIS Code

\_\_\_\_\_  
Suggested CIP Code

Continuing Education Workforce Development

Patricia Meyer

Department of Proposed Program

Name of Department Head

Elizabeth DeRose

ederose@frederick.edu

240-346-2404

Contact Name

Contact E-Mail Address

Contact Phone Number

  
Signature and Date

President/Chief Executive Approval

\_\_\_\_\_  
Date

Date Endorsed/Approved by Governing Board

Maryland Higher Education Commission  
Academic Program Proposal, Revision  
Culinary Skills, Certificate

**A. Centrality to institutional mission statement and planning priorities:**

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

The Culinary Skills Certificate prepares students as trained hospitality professionals in a variety of sectors including hotels, resorts, clubs, restaurants, convention centers, and tourism related businesses, and many more. With input from current hiring industry leaders, the program is designed to ensure that students will learn the practical skills needed to excel in the food service industry. Students will apply what they learn through capstone projects and experience in a field based practicum. The course offerings emphasize the professional competencies necessary to meet industry standards. Graduates should qualify for entry-level positions in the culinary and hospitality sector and, with experience, advance to managerial positions or continue on to four year academic programs. Successful completion of the Culinary Skills Certificate results in students earning two industry credentials:

- Certified Guest Service Professional® (CGSP®) Certification from the American Hotel and Lodging Educational Institute (AHLEI)
- ServSafe Food Protection Manager Certification, accredited by the American National Standards Institute (ANSI)-Conference for Food Protection (CFP).

The mission of Frederick Community College (FCC) identifies teaching and learning as our primary focus, and states that, "FCC prepares an increasingly diverse student body to complete their goals of workforce preparation, transfer, career development, and personal enrichment with quality, innovative lifelong learning. In traditional and alternative learning environments, we anticipate and respond to the needs of our local, regional, and global communities."

The Culinary Skills Certificate program will help the College fulfill its mission and goals. Food Service managers are in high demand at the local, state, and national levels. As a leader in career education and training, FCC has been encouraged by the Frederick County community to start this program.

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

This program is supported by the following goals of our College Strategic Plan, FCC 2020:

*Goal 5-Enhance access, support, and opportunities that meet the needs of diverse and changing populations.*

*Goal 8 - Articulate career pathways for continuing education and credit students which enhance their ability to secure employment. Objective 1: Align programs with current and future jobs.*

*Goal 9-Increase access, affordability, and student goal completion.*

One of our strategic priorities for 2016-2017 is to “Position FCC as a primary provider of workforce education and career pathways to employment in Frederick County.” The strategic action plan associated with this is to “*Align Frederick Community College program development with city, county, and state economic development priorities.*” We have had expressed interest from the Frederick business community and from prominent leaders in the local hospitality industry in support of this program.

**B. Adequacy of curriculum design and delivery to related learning outcomes consistent with Regulation .10 of this chapter:**

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

<u>Course Number &amp; Title</u>	<u>Credits</u>
HOS 110 Intro to Hospitality Management	3
HOS 112 Culinary I	3
HOS 114: Culinary Baking	3
HOS 121: Sanitation and Food Safety	1
HOS 113: Culinary II	3
HOS 123: Purchasing and Cost Control	3
HOS 214: Advanced Baking & Pastry	4
HOS 210: Garde Manger	4
HOS 161: Event Management	3
HOS 216: Food and Beverage Ops	3
HOS 240: International & American Cuisine	4
HOS 250: Restaurant Production & Svc	4
HOS 265: HCTI Practicum	1
	<b>39</b>

Departmental Course Descriptions

**HOS 110 Intro to Hospitality Management (3)**

Introduces students to various careers in the hospitality industry and history of hospitality. Develops an understanding of the hospitality industry by taking a management perspective in introducing students to the organization and structure of various sectors including: travel and tourism, meeting/convention and event planning, hotels, healthcare, restaurants, retail, contract food service, clubs, cruise ships, casino hotels and more. Examines the forces and issues that are shaping the current and future hospitality industry. Topics include various aspects of hospitality operations and information on delivering excellent customer service. Students will earn certification from the American Hotel Lodging Educational Institute (AHLEI) as a Certified Guest Service Professional (CGSP®).

**HOS 112 Culinary I (3)**

Examines the basic concepts, skills and attributes related to the preparation of food: knife skills, product identification, and culinary terminology. Discusses food service industry history, professional careers and trends. Develops, executes and converts standardized recipes. Learns and applies classical cooking principles and techniques to food preparation. Topics include soup, stock and sauce preparation; egg cookery; product qualities and preparation of vegetables, fruit, and

starches. Strengthen knife skills; recipe conversions and measurements; sanitation and safe food handling practices. Extra fees required.

### **HOS 114 Culinary Baking (3)**

Provides students with the basic skills required for entry-level work in a bakery or pastry shop of a food service operation. These skills include working in a safe and sanitary manner; reading, scaling and accurately following a recipe; demonstrating proper use of terminology, tools and equipment; preparing, baking and evaluating cookies, cakes, breads, pastries, pies and tarts. Beginning plating techniques, cake decorating and dietary alternatives explored. Extra fees required.

### **HOS 121 Sanitation and Food Safety (1)**

Develops an understanding of basic principles of sanitation and safety in food, beverage and hospitality operations. The course focuses on procedures and protocol recommended for the prevention of foodborne illnesses. After introduction to HACCP planning, students will develop a HACCP plan. Successful passing of the National Restaurant Association ServSafe exam is required and earns certification as a ServSafe Food Protection Manager.

### **HOS 113 Culinary II (3)**

Emphasizes meat, poultry and seafood qualities, specifications and fabrication. Learns and applies various cooking techniques for proteins. Expands knowledge of sauces, vegetables and starch cookery with demonstrations of proper plating techniques. Emphasis is on building production skills in a commercial setting. Extra fees required.

### **HOS 123 Purchasing and Cost Control (3)**

Examines food purchasing as a process and emphasizes the dynamics of managing the flow of food through the operation. Provides an introduction to food recognition and basic menu planning and their effects on production, service, labor and other financial control procedures. Emphasizes establishing operating standards, monitoring actual results and taking corrective action to account for variances. Introduces students to the budgeting process with strong emphasis placed on control of prime costs. Offers discussion on selection, training, and retention of employees and the effects of Human Resources functions on daily operations and cost control.

### **HOS 214 Advanced Baking and Pastry (4)**

Builds upon learned basic skills and theories to develop proficiency in baking and pastry production. Students will further explore a range of classical and modern baking preparations for breads, doughs, cakes, custards, fillings, toppings and pastries. Develop design, finishing and plating techniques. Extra Fees required.

### **HOS 210 Garde Manger Operations (4)**

Discuss and demonstrate cold food production. Preparation of display trays and platters with emphasis on presentation design and garnishes. Prepare canapés, hors d'oeuvres, appetizers, forcemeats, cheeses and food preservation items. Extra fees required.

### **HOS 161 Event Management (3)**

Discusses and demonstrates aspects of planning and implementing an event for success. Included is a project where students will be involved in a hands-on experience of planning an event while utilizing the skills learned in class.

### **HOS 216 Food and Beverage Operations (3)**

Provides an analysis of different types of food service operations, beginning with an overview of the food service segment of the hospitality industry. Detailed consideration is given to food and beverage operations, food service marketing, menu planning, nutrition concerns, menu cost and pricing strategies, production, service, beverage management, sanitation and safety issues, facility design and equipment, accounting and food service automation.

### **HOS 240 International and American Regional Cuisine (4)**

Prepares, tastes and evaluates traditional regional dishes from the United States, Central and South America, the Caribbean, Asia, Europe, and the Mediterranean. Students will explore these cuisines from a cultural, geographical, religious and historical perspective. Emphasis is placed on ingredients, flavor profiles, preparations, and techniques for these cuisines. Develops an expanded understanding and appreciation of why and how people from diverse world cultures approach food and cooking differently. Extra fees required.

### **HOS 250 Restaurant Production and Service (4)**

Provides the capstone student experience of applying learned knowledge and skills in an operational restaurant setting. Students rotate through the dining room and kitchen in this intensive course. Front-of-the-House students train and carry out dining room rules of service from set-up to closeout. Back-of-the-House students learn brigade station responsibilities of à la carte preparation, cooking and plating techniques. All students work together to provide quality customer service to guests. Extra fees required.

### **HOS 265 HCTI Practicum (1)**

Provides students with supervised experience in a hospitality/culinary/tourism setting. In-service training and practical experience totaling a minimum of 240 hours in an approved hospitality operation, lodging, commercial or institutional food service/restaurant, meeting planning, or the related travel/tourism field. Focuses on the acquisition of employability, business, hospitality and/or culinary technical and problem-solving skills that will give students the tools to become successfully employed in the hospitality, culinary, and tourism industry.

#### **b. Describe the educational objectives and intended student learning outcomes.**

- Understands organization, structure, and management of different hospitality sectors.
- Identify and describe financial and operational controls utilized in various sectors of the hospitality industry.
- Demonstrate safe and sanitary working practices in a commercial kitchen.
- Identify product qualities, storage and preparation of vegetables, fruits, potatoes, grains and pastas.
- Demonstrate correct baking techniques, with special attention to time and cooking temperatures.
- Recognize sanitary and safety design and construction features for food production equipment and facilities.
- Successfully pass the National Restaurant Association ServSafe Food Manager's Certification exam.
- Successfully pass the Certified Guest Service Professional (CGSP) exam.
- Present knowledge of recipe conversions, scaling and use.

- Present prepared meals with proper plating.
- Prepare and evaluate advanced applications of breads, meringues, creams, custards and related sauces, dessert sauces, fillings and toppings.
- List, describe and demonstrate basic preparation of forcemeats such as pâté, galantine, terrine and sausage. Evaluate and present.
- Describe and demonstrate various food preservation practices.
- Given an event scenario, create an outline of an event plan with a timeline that includes all elements of initial planning, event design and organization, and day-of execution.
- Explain common types of menu approaches, describe menu components, and fundamental principles of menu-design.
- Describe various types of beer, wine and spirit and explain various types of alcohol service and the fundamentals of responsible alcohol service.
- Demonstrate culinary techniques in the preparation of various international foods and American regional cuisines.
- Explain the cultural, geographical, religious, economic and historical influences on each of the international cuisines explored and of the American regional cuisines explored.
- Describe and demonstrate scaling and efficient execution of recipes for batch production.
- Demonstrate principles of dining room service and customer service.
- Demonstrate knowledge of basic business principles in hospitality/culinary operations.
- Describe and meet the demands of working in a commercial kitchen/hospitality environment.

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

Not applicable

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

There are no specialized accreditation or graduate certification requirements for this program. However, students are required to maintain a 'C' in all departmental courses and a GPA of 2.0.

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

Not applicable

**C. 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:**
  - i. **The need for the advancement and evolution of knowledge;**
  - ii. **Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education;**
  - iii. **The need to strength and expand the capacity of historically black institutions to provide high quality and unique educational programs.**

**2. Provide evidence that the perceived need is consistent with the Maryland State Plan for Postsecondary Education.**

Demand for jobs in this sector outweighs the supply, and a workforce training program in Culinary Arts includes Certificate and AAS Degree options which will expand the educational opportunities and choices for minorities and educationally disadvantaged students, a population whom this sector historically employs.

According to the Maryland Workforce Exchange, employment of managers in this sector is projected to grow 8 percent from 2014 to 2024, about as fast as the average for all occupations.<sup>1</sup> Applicants with a bachelor's degree in hotel or hospitality management are expected to have the best job opportunities, underscoring the need for advanced knowledge and training of workers in this field. Offering an expanded Certificate in Culinary Skills provides more students the opportunity to further pursue an AAS Degree in Culinary Arts & Supervision with the completion of only an additional 21 credits.

In "*Maryland's Forgotten Middle-Skill Jobs*", written by National Skills Coalition (formerly The Workforce Alliance), of Washington, D.C., middle-skill jobs are defined as those that require more than a high school diploma but less than a four-year degree. The report cites that "Middle-skill jobs represent the largest share of jobs in Maryland—some 47 percent—and the largest share of future job openings. Prior to the recession, Maryland was already experiencing shortages of middle-skill workers."<sup>2</sup> Food Service jobs fall into this category.

**D. Quantifiable & reliable evidence and documentation of market supply & demand in the region and State:**

- 1. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.**
- 2. 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.**
- 3. Data showing the current and projected supply of prospective graduates.**

Department of Labor Bureau of Labor Statistics cited in its December 2, 2016 Current Employment Statistics Highlights Report: "Employment in leisure and hospitality continued its upward trend in November (+29,000). Year to date, this industry has added an average of 24,000 jobs per month, compared to an average monthly gain of 37,000 in 2015. Over the last year, food services has gained 374,000 jobs, accounting for almost 80 percent of net growth in leisure and hospitality during the same period. Food services and drinking places employment continued to trend up in November (+19,000), coinciding with strength seen in the Consumer Confidence Index Despite recent fluctuations in the index, employment growth within food services has remained steady<sup>3</sup>.

<sup>1</sup><https://mwejobs.maryland.gov/vosnet/drills/occupation/occdrill.aspx?enc=n0ndustfNIAJ30x3sndoWORWiiHAh7ekK8eRRlqqn3JbZ6A1u2e2HwWK3vzbzmwDI/HcikW7huI60/rTyDjwSL5liSqaVdLY7HCh6WmQhRCmJQxPZf2yB0s+5h9MfTYIh>

<sup>2</sup>[www.nationalskillscoalition.org/resources/publications/.../marylands-forgotten-jobs.pdf](http://www.nationalskillscoalition.org/resources/publications/.../marylands-forgotten-jobs.pdf)

<sup>3</sup><https://www.bls.gov/web/empsit/ceshighlights.pdf>



Based on data from the Maryland Workforce Exchange, employment of food service managers is projected to grow 5 percent from 2014 to 2024, and for lodging/hospitality managers, growth is projected at 8 percent for the same period. Frederick County is located less than one hour from Washington, D.C., Baltimore, and Gettysburg, and has experienced a significant increase in tourism over the past 6 years. The results of recent tourism study found that the amount of money and length of time spent by visitors to Frederick County reached an all-time high in 2014, topping \$1 million a day for the first time. More than 1.7 million people visited the county in 2014, On average, visitors to Frederick County spent about \$1.04 million a day in 2014, totaling about \$380.4 million for the entire year, Tourism industry sales in Frederick County over the past 5 years show a healthy increase each year:

- 2010: \$288.5 million
- 2011: \$325 million
- 2012: \$352.4 million
- 2013: \$361.2 million
- 2014: \$380.4 million

The jobs supported by the culinary and hospitality industry range from lodging, restaurant and shop employees in downtown Frederick to those working at the companies supplying food, merchandise and items for these entities, which represents 1 in every 4 jobs.<sup>4</sup> The results from the statewide tourism report show Frederick County as a growing tourist destination, according to John Fieseler, the Tourism Council of Frederick County’s Executive Director. Spending increased in lodging, food and beverage, retail, recreation and transportation. With over 36 lodging establishments and 26 wineries, breweries and distilleries in Frederick County alone, there is high demand for a professionally trained workforce.

The Culinary Skills Certificate program provides students with education and training that prepares them for immediate career employment or further career education. This is consistent with the programs within the county that offer a culinary education program at the high school level based on regional demand. Students pursuing this career interest at the high school level can then continue their education and training in culinary arts management in either the certificate or AAS Degree program.

Estimated number of graduates from the Culinary Skills Certificate program is based on historical data from the current Culinary Arts and Supervision Certificate and AAS Degree programs. Annual growth is estimated at approximately 25% for the next 5 years.

**Historical and Estimated # of Graduates: Culinary Skills Certificate**

Plan	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
Culinary Skills Certificate	22	19	18	7	9
AAS Culinary Arts	3	6	10	15	7
<b>Totals:</b>	<b>25</b>	<b>25</b>	<b>28</b>	<b>22</b>	<b>16</b>
Plan	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022
Culinary Skills Certificate	11	14	17	22	27

<sup>4</sup>[https://www.fredericknewspost.com/news/economy\\_and\\_business/tourism/study-tourism-brings-in-average-million-daily-to-frederick-county/article\\_01a91502-e736-5e54-895e-fd392dbdb28d.html](https://www.fredericknewspost.com/news/economy_and_business/tourism/study-tourism-brings-in-average-million-daily-to-frederick-county/article_01a91502-e736-5e54-895e-fd392dbdb28d.html)

**E. 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.**
- 2. Provide justification for the proposed program.**

Similar Culinary Skills Certificate programs in the state include Allegany College of Maryland, Howard Community College, Montgomery College, and Anne Arundel Community College. Frederick Community College's Culinary Skills Certificate program will continue to serve students not just from Frederick County, but also from neighboring Carroll and Washington Counties whose community colleges do not offer similar training and education.

There is a critical need for more qualified managers in the culinary and hospitality field in the mid-Maryland area as demand continues to outpace supply of qualified workers. This program will support articulation with programs at partner institutions including Johnson and Wales University and University of Maryland System at Shady Grove and Hagerstown. Additionally, this program awards articulated credits from Frederick County Public Schools Career and Technology Center's Culinary Program.

**Relevance to Historically Black Institutions (HBIs)**

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

Not applicable

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

Not applicable

**F. If proposing a distance education program, please provide evidence of the Principles of Good Practice.**

Not applicable

**G. Adequacy of faculty resources**

- 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.**

The Hospitality, Culinary and Tourism Institute's Culinary Skills Certificate and AAS Degree programs will be supported by adjunct faculty with significant professional and instructional experience until the College determines full-time instructional capacity. In addition, as the program grows, additional adjunct faculty may be hired as needed for any courses not taught by staff already employed by the College. From semester to semester, the exact courses each faculty member teaches may change. A summary list of current program faculty is below. In addition, a full-time program manager provides advising, curricular leadership, and program management functions.

Current College adjunct faculty and staff from the Hospitality, Culinary and Tourism Institute will continue to teach the following courses in the Culinary Skills Certificate program:

<b>Course</b>	<b>Instructor</b>	<b>Degree</b>
Intro to Hospitality Management	Peter Lee, Part-time Adjunct	M.S., Human Relations
Culinary I	Mary Evans, Full-time Instructional Specialist	A.O.S., Culinary Arts
Baking II	Maiya Lonesome, Part-time Adjunct	M.A.T., Food Service Education
Sanitation and Food Safety	Charles Colison, Part-time Adjunct	M.S., Nutrition and Food Science
Culinary II	Mary Evans, Full-time Instructional Specialist	A.O.S., Culinary Arts
Purchasing and Cost Control	Donald Wharton, Part-time Adjunct	M.A., Administration
Baking II	Maiya Lonesome Part-time Adjunct	M.A.T., Food Service Education
Garde Manger	Eric McCoy, Part-time Adjunct	M.B.A., Business Administration
Event Management	Ray Maldo, Part-time Adjunct	M.B.A., Finance
Food and Beverage Operations	Ray Maldo, Part-time Adjunct	M.B.A., Finance
International & American Cuisine	Rich Regan, Part-time Adjunct	A.O.S., Culinary Arts
Restaurant Production & Service	Eric McCoy, Part-time Adjunct	M.B.A., Business Administration
HCTI Practicum	Elizabeth DeRose, Full-time Program Manager	B.S., Finance

**H. Adequacy of library resources**

- 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.**

No new library holdings will need to be purchased for this program. Currently library loan mechanisms and electronic data retrieval methods can be utilized. The library exceeds state and national standards for community, junior, and technical college learning resource programs. There is a librarian who may be contacted for bibliographical searches and for the purchase of discipline-specific materials.

**I. Adequacy of physical facilities, infrastructure and instructional equipment**

- 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 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.**

Classrooms, facilities, and laboratories on campus currently support courses for the program and no additional facilities are needed.

**J. Adequacy of financial resources with documentation**

1. Complete Table 1: Resources and Table 2: Expenditures. Finance data for the first five years of program implementation are to be entered. Figures should be presented for five years and then totaled by category for each year.
2. Provide a narrative rationale for each of the resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.

Table 1: RESOURCES					
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocation funds	0	0	0	0	0
2. Tuition/Fee Revenue (c+g below)	\$ 33,744	\$ 43,776	\$ 56,160	\$ 74,880	\$ 92,496
a. # F/T Students	8	10	13	17	20
b. Annual Tuition/Fee Rate	\$ ,3552	\$ 3,648	\$ 3,744	\$ 3,840	\$ 3,936
c. Total F/T Revenue (a*b)	\$ 28,416	\$ 36,480	\$ 48,672	\$ 65,280	\$ 78,720
d. # P/T Students	3	4	4	5	7
e. Credit Hr. Rate	\$ 148	\$ 152	\$ 156	\$ 160	\$ 164
f. Annual Credit Hrs. FT/PT	24/12	24/12	24/12	24/12	24/12
g. Total P/T Revenue (d*e*f)	\$ 5,328	\$ 7,296	\$ 7,488	\$ 9,600	\$ 13,776
3. Grants, Contracts, & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
<b>5. Total (Add 1-4)</b>	<b>\$ 33,744</b>	<b>\$ 43,776</b>	<b>\$ 56,160</b>	<b>\$ 74,880</b>	<b>\$ 92,496</b>

Tuition and fee revenue is based upon the in-county combined tuition/fee rate of \$144 per credit hour for part-time and full-time students with an annual average increase of 2.6% for both part-time and full-time students. Part-time students historically comprise approximately 25% of total students. Full-time students are taking, on average, 12 credits per semester (24 credits/yr) and part-time students are taking, on average, 6 credits per semester (12 credits/yr). Enrollment projections are based on Fall 2016 with a projected 25% increase each year in combined full-time and part-time enrollment.

TABLE 2: EXPENDITURES					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	\$ 27,573	\$ 27,573	\$ 41,359	\$ 41,359	\$ 41,359
a. # FTE	2	2	3	3	3
b. Total Salary	\$ 25,452	\$ 25,452	\$ 38,178	\$ 38,178	\$ 38,178
c. Total Benefits	\$ 2,121	\$ 2,121	\$ 3,181	\$ 3,181	\$ 3,181
2. Admin. Staff	0	0	0	0	0
(b + c below)					

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	0	0	0	0	0
(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
8. Total (Add 1-7)	\$ 27,573	\$ 27,573	\$ 41,359	\$ 41,359	\$ 41,359

FCC has sufficient faculty and administrative staff to meet the needs of the program. Additional part-time faculty may be needed as the projected number of students pursuing this program of study increases during the first five years. No additional funding for equipment, space or library needs is anticipated. Salary is based on 9 credits per semester for each adjunct at an average rate of \$707 per credit ( $\$707 \times 9 \text{ credits} \times 2 \text{ semesters} = \$12,726$ )

**Resources – See Appendix X**

Reallocated Funds – No college funds are being reallocated for this program.  
Grants, Contracts, and Other External Resources – none.

**Expenditures – See Appendix Y**

Faculty – No additional faculty will be needed.  
Administrative staff – No additional staff will be needed.  
Support staff – No additional support staff will be needed.  
Equipment – No additional equipment will be needed.  
Library – No additional Library costs will be needed.  
New or revised space – No new or revised space will be needed.  
Other Expenses – No additional expenses are needed.

**Finances**

There will be no impact on college finances as a result of this revised certificate; existing college resources will be sufficient as adjunct faculty expenditures are within current budget.

**K. Adequacy of provisions for evaluation of program**

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

Both the Hospitality, Culinary and Tourism Institute’s Advisory Board and the curriculum committee at FCC review the program and the required departmental courses. The Vice President for Continuing Education Workforce Development, and Executive Director for Workforce Training, assisted by the Institute Manager of the Hospitality, Culinary and Tourism Institute oversees the Culinary Skills Certificate program, including an extensive, formal program review that takes place every five years. The primary purpose of the periodic comprehensive academic program review is for faculty to self-reflect upon, evaluate, and improve the education provided by their program. The review process provides a framework within which to make program improvements and also provides an opportunity for programs to showcase successes.

The Institute Manager evaluates the full-time Instructional Assistant annually in the form of a written performance appraisal. Adjunct faculty are observed by the Program Manager regularly (more often when they are new or teaching a new course), and student evaluation of faculty happens in every course, every semester.

A spring 2016 site visit by the Middle States Commission on Higher Education found the college to be in compliance with all Middle States Standards around evaluation of courses, faculty, and student learning outcomes.

**L. Consistency with the State’s minority student achievement goals**

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

Frederick Community College has long been committed to the recruitment and retention of minority students and will expand its services and policies to include this program. Data on minority enrollment in the Culinary Skills Certificate and AAS programs will be monitored by the Executive Director; Senior Researcher, Academic Affairs; and Institute Manager to see how underrepresented minority enrollment reflects the college-wide average (35% in Fall 2017). In July 2016, the population of non-white persons in Frederick County was 18%. The percentage of underrepresented minority students at FCC has increased 16% from 2013- 2017.

**M. Relationship to low productivity programs identified by the Commission:**

**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.**

Not applicable