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STATEWIDE ARTICULATION AGREEMENT

For the coordination of curricula between Maine's Career and Technical Education (CTE) Centers/Regions and the Colleges of the Maine Community College System

Statewide Articulation defined

Statewide Articulation is a systematically planned process linking a secondary Career and Technical Education school program to a postsecondary Career and Technical Education system program. Unlike the Articulation Agreement which can be institution to institution, the Maine Statewide Articulation Agreement is from secondary Career and Technical Education schools to postsecondary Career and Technical Education system which offer like career and technical programs. The postsecondary articulation will cross all community colleges which offer the like Career and Technical Education program. The secondary programs will have to meet the requirements of the community colleges system wide articulation to qualify. Maine State-wide Articulation Agreements between secondary career and technical programs and postsecondary institutions must allow students to earn a minimum of 3 college credits.

All secondary and postsecondary eligible recipients that offer the program chosen for State-wide articulation must participate.

Program Objectives

- To encourage Career and Technical Education students to pursue a postsecondary education.
- To reduce repetition of mastered competencies between secondary Career and Technical Education and community college.
- To provide a smooth transition from secondary Career and Technical Education to community college education.
- To reduce student and State costs.
- Allow secondary Career and Technical Education students in any part of the State of Maine to smoothly transition to postsecondary education within the State Community College system.

Role of the Institutions

The secondary Career and Technical Education schools and community college campuses are jointly responsible for developing and executing Maine State-wide Articulation Agreements. Secondary and postsecondary faculty should collaborate to identify competencies a student will need to successfully transition into the professional/technical program(s) being articulated. As the needs of students and the demands of business and industry change, this agreement will be reevaluated and updated every three (3) years.

Secondary and college faculties will identify competencies to be examined for the courses to be articulated. They will jointly develop a Maine State-wide Articulation Agreement listing the student requirements needed to achieve the articulated credits.

The Career and Technical Education centers/regions and community colleges will develop methods of publicizing the Maine Statewide Articulation Agreements to encourage students to take advantage of seamless transitions and advanced placement opportunities. To benefit from Statewide articulation, all community college admissions requirements must be met by the student.

The State requires that a contact/position be identified by the individual postsecondary community colleges and the individual secondary CTE schools to be responsible for the facilitation, record keeping, and reporting on Articulation, Maine State-wide Articulation and Program of Study Agreements.

Earning College Credit

College credits become available when the student satisfactorily completes the secondary CTE program and then requests the community college credit, once s/he is enrolled and has satisfied the community college requirements to complete the articulation. The college credit program is governed by a formal, written agreement that identifies courses or sequence of courses at a career and technical center upon which successful completion assures the community college that the student has the necessary background, instruction and preparation to progress to the next level of instruction at the community college. These college credits are applied to a degree, but do not carry quality points. They are listed on a transcript as "P" for passed.

Time Consideration

Secondary CTE students are encouraged to begin their continued program at their chosen Maine Community College the fall semester immediately following graduation from high school. To take advantage of the articulation credits offered through the State-wide Articulation Agreement students must enroll in the MCCS college no later than two fall semesters immediately following graduation from high school.

Statewide Articulation Agreement

1. Secondary institution name:
All Secondary CTE schools with Culinary programs
2. Postsecondary institution name:
All Maine Community Colleges with Culinary programs
3. Secondary course of study:
Culinary Arts
4. Postsecondary course of study:
Culinary Arts at (CMCC, EMCC, KVCC, SMCC and YCCC) and Culinary and Baking at WCCC
5. Secondary course(s) to be used for articulation:
All courses in the secondary CTE Culinary program, in addition to passing the ServSafe certification assessment exam.
6. Postsecondary course(s) to be waived because of articulation:
As each Culinary program of the colleges of the MCCS serve the specific needs of their region, each Culinary program offers a different course structure. The secondary CTE students qualifying for this articulation will receive the following 3 – credit course based on the college they choose to attend.

The following 3 credit courses at MCCS institutions are considered for this articulation:

CUA 121	Food Preparation Sanitation	CMCC
CUL 131-01	Culinary Sanitation Theory	EMCC
CUL 111	Sanitation for Culinary Arts	KVCC
CA-106	Introduction to Culinary Arts	SMCC
FDS 125	Sanitation	WCCC
CUL 104	Food Preparation Sanitation	YCCC

7. What are the minimum and maximum number of credits a student may articulate from the postsecondary institution?
The number of credits awarded on successful completion of this Statewide Articulation agreement is three (3).
8. How will the student demonstrate meeting the competencies?
Secondary CTE students must:
Successfully complete their CTE Culinary Program;
Successfully pass the ServSafe certification exam;
In addition students must meet the following Learning Outcomes:

Learning Outcomes:

(CTE programs must align with the curriculum outcomes listed below)

- a. Trace the growth and development of the food service industry.
- b. Analyze various cuisines, and world cultures.
- c. Explain the purposes and benefits of various professional organizations within the field.
- d. Outline the organization, structure, and functional areas in various food service organizations as a perspective for later courses in menu planning, purchasing, food production and service, food and beverage controls, management, etc.
- e. Evaluate industry trends as they relate to career opportunities and the future of the industry.
- f. Critique trade periodicals.
- g. Learn food Service Sanitation and take the national certification exam for ServSafe:
 - Identify proper hand washing procedures.
 - Identify the need to maintain food safety training records.
 - Analyze evidence to determine the presence of food-borne illness outbreaks.
 - Identify the characteristics of potentially hazardous food.
 - Differentiate between food borne intoxication, infections, and toxin mediated infections.
 - Identify biological, chemical, and physical contamination.
 - Identify methods to prevent biological, chemical, and physical contamination.
 - Identify the eight most common allergens, associated symptoms, and methods of prevention.
 - Identify personal behaviors that can contaminate food.
 - Identify criteria for excluding an employee from the establishment or restricting them from working with or around food.
 - Identify illnesses that are required to be reported to the health agency.
 - Identify methods for preventing cross-contamination.
 - Identify methods for preventing time temperature abuse.
 - Identify an approved food source.
 - Identify accept and reject criteria for:
 1. Meat and poultry
 2. Seafood
 3. Milk and dairy products
 4. Eggs
 5. Fruit and vegetables
 6. Canned goods and other dry goods
 7. Ready to eat food
 8. Frozen foods
 9. Bakery goods
 - Identify the minimum internal cooking time and temperatures for potentially hazardous foods.
 - Identify methods and time and temperature requirements for cooling cooked food.
 - Identify procedures for preventing time temperature abuse and cross-contamination when displaying and serving food.
 - Identify hazards associated with the transportation of food and methods for preventing them.
 - Identify Hazard Analysis Critical Control Point (HACCP) principles for preventing food borne illness.
 - Identify when HACCP plan is required.
 - Identify organizations that certify equipment that meets sanitation standards.

- Identify cross-connection and backflow.
- Identify potable water sources and testing requirements.
- Identify requirements for storing indoor and outdoor waste.
- Recognize the importance of keeping physical facilities in proper repair.
- Explain the difference between cleaning and sanitizing.
- Identify requirements of an integrated pest management program.
- Differentiate between pest prevention and pest control.
- Identify ways to prevent pests from entering the facility.
- Identify the signs of pest infestation and/or activity.
- Identify the principles and procedures needed to comply with food safety regulations.
- Identify state and local regulatory agencies and regulations that require food safety compliance.
- Identify the proper procedures for guiding a health inspector through the establishment.
- Assess the training needs of employees.
- Evaluate the success of a training program.
- Recognize the importance of food safety certification.

9. How will the secondary instructor document the student as meeting the competencies?

The secondary instructor will mark the CTE Culinary student's transcript with a passing mark for the entire secondary CTE Culinary program and indicate that the student has successfully passed the ServSafe certification assessment exam.

10. What are the education, training, and/or experience requirements for the secondary instructor?

Texts: Required

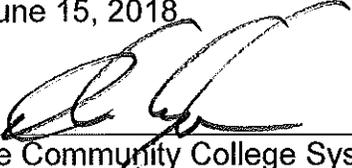
ServSafe, sixth edition, The National Restaurant Association Educational Foundation

Note: This text must be purchased "new" and be sealed in plastic. The text contains an exam answer sheet that you must have in order to take the certification exam. If you plan on taking the exam, you cannot buy a second hand book.

11. What college entrance requirements must be met by the student?

1. Student must meet all criteria for admission to the MCCS institution's Culinary Arts program at the college of their choice; and
2. Be formally admitted into an MCCS Institution's Culinary Arts program to receive credit for the course listed above as part of the Statewide Articulation Agreement between the MCCS institutions and the MDOE CTE Centers.
3. Enroll in their chosen MCCS institution no later than two fall semesters after graduation from high school. (The ServSafe certification must be renewed every 5 years and students should finish their college program with an active certification to allow them entrance into the industry without needing recertification. In addition students must maintain the knowledge learned in this entry level course at the completion of the program.)

The Maine Community College System, upon the recommendation of the Academic Affairs Council (AAC) and Presidents Council, authorizes the establishment of this Maine Statewide Articulation Agreement as defined above through the collaborative work of the AAC and representatives of the Maine Department of Education/Career and Technical Education to provide secondary CTE Culinary Arts students a seamless transition from high school instruction to Community College instruction under the guideline of the current Carl D. Perkins grant. It is understood that in order to receive Perkins funding the MCCS colleges which offer a Culinary Arts program must participate and adhere to this Maine Statewide Articulation Agreement. This agreement will be reviewed periodically but no less frequently than three year intervals to review its effectiveness and to adjust as necessary to reflect appropriate enhancements and curriculum changes. The first required review with signatory endorsements will occur before June 15, 2018.



Maine Community College System President / Date 6/15/15



Maine Community College System Chief Academic Officer / Date 6/22/15

We, the secondary Career and Technical Education (CTE) Center/Region, agree to enter into this Maine Statewide Articulation Agreement and to abide by the conditions set forth within in order to provide our secondary CTE Culinary Arts students a seamless transition from high school instruction to Community College instruction. It is understood that in order to receive Perkins funding all schools which offer a Culinary Arts program must participate and adhere to this Maine Statewide Articulation Agreement.

Career and Technical Education Center Director / Date

District Superintendent of Schools / Date