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Port Charlotte, FL

Self-Study Report
September 25 – 28, 2017

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Preface

On behalf of the faculty, staff, and the College Advisory Committee of Charlotte Technical College, I am pleased to present this self-study report, which is submitted as a requirement for reaffirmation of our accreditation. This report is the culmination of the efforts of our entire faculty and staff. It has been a valuable experience for everyone.

The self-study process began over a year ago with the formation of the Self-Study Steering Committee, required attendance at the COE sponsored workshops, Professional Learning Community meetings and an honest self-assessment of processes, policies, and procedures of CTC. The crafting of each standard’s narrative and relevant exhibits was an iterative process which ensured that every aspect of operation was examined to validate our compliance with the standards. The committees and program instructors are to be commended for the thorough and professional manner with which they carried out their assignments.

We feel that this self-study report presents an accurate assessment of our institution and we look forward to working with the COE Visiting Team throughout the accreditation reaffirmation visit. I believe you will find that this institution embodies COE’s motto: “Assuring Quality and Integrity in Career and Technical Education.”

DeeLynn Bennett

DeeLynn Bennett, Director
SCHOOL BOARD OF
CHARLOTTE COUNTY PUBLIC SCHOOLS

Ian Vincent, Chairman, District 4
Robert Segur, Vice Chairman, District 3
Kim Amontree, Member, District 2
Wendy Atkinson, Member, District 5
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CHARLOTTE COUNTY PUBLIC SCHOOLS

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Superintendent

Jerry Olivo
Assistant Superintendent, District Support

Chuck Breiner
Assistant Superintendent, Human Resources, Employee Relations,
   Equity Coordinator, Compliance Officer

Cheryl Edwards
Executive Director of Learning

Mike Desjardins
Executive Director of Student Support Services
## Self-Study Committee

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<th>Committee Chair</th>
<th>DeeLynn Bennett</th>
</tr>
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<td>Standard 5: Learning Resources</td>
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<td>Standard 6: Physical Resources and Technical Infrastructure</td>
<td>Paul Carkhuff/Steve Schrock</td>
</tr>
<tr>
<td>Standard 7: Financial Resources</td>
<td>Karin O’Neil</td>
</tr>
<tr>
<td>Standard 8: Human Resources</td>
<td>Tom Viele/Maureen Watts</td>
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<td>Standard 9: Organizational Structure</td>
<td>David Maietta</td>
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<td>Standard 10: Student Services and Activities</td>
<td>Barbara McCauley</td>
</tr>
<tr>
<td>Editing/Scanning/Document Reproduction</td>
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(941) 255-7509 - FAX

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www.englwood-fire.com
History of the Institution

On October 19, 1979 ground was broken for a vocational training center in Charlotte County, fulfilling a three-year study and plan. The first day of classes on the new campus was August 11, 1980, and the first students received certificates from CTC in January 1981. Practical Nursing students were the first students to occupy the new facility. Prior to CTC opening, the Charlotte County School of Practical Nursing was housed in temporary quarters at St. Joseph Hospital (currently known as Bayfront, Port Charlotte), 2370 Harbor Boulevard in Port Charlotte, from January 1978 to August 1980. In the 2001-2002 school year, CTC officially changed its name to Charlotte Technical Center. On May 16, 2016 COE approved the name change to Charlotte Technical College.

CTC is operated under the authority of Charlotte County Public Schools.

Overall Summary

Currently, the college has 20 full-time postsecondary career preparatory programs. Two of those programs are Applied Technology Diploma programs and the remaining programs are career certificate programs. CTC does allow secondary students to dually-enroll on a part-time basis if unable to attend full time; however, administration has chosen not to include secondary enrollment as part of this reaffirmation of accreditation.
### Current Educational Programs by Campus

<table>
<thead>
<tr>
<th>Program</th>
<th>Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Air Conditioning, Refrigeration and Heating Technology I</td>
<td>CTC</td>
</tr>
<tr>
<td>Automotive Service Technology</td>
<td>CTC</td>
</tr>
<tr>
<td>Baking and Pastry Arts</td>
<td>CTC</td>
</tr>
<tr>
<td>Building Construction Technologies</td>
<td>CTC</td>
</tr>
<tr>
<td>Commercial Foods and Culinary Arts</td>
<td>CTC</td>
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<tr>
<td>Computer Systems &amp; Information Technology</td>
<td>CTC</td>
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<tr>
<td>Cosmetology</td>
<td>CTC</td>
</tr>
<tr>
<td>Dental Assisting Technology and Management ATD</td>
<td>CTC</td>
</tr>
<tr>
<td>Digital Design I</td>
<td>CTC</td>
</tr>
<tr>
<td>Digital Design II</td>
<td>CTC</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>CTC</td>
</tr>
<tr>
<td>Emergency Medical Technician ATD</td>
<td>CTC</td>
</tr>
<tr>
<td>Firefighter I &amp; II (Englewood)</td>
<td>ISC</td>
</tr>
<tr>
<td>Firefighter/Emergency Medical Technician Combined</td>
<td>CTC/ISC</td>
</tr>
<tr>
<td>Game Simulation/Animation Programming</td>
<td>CTC</td>
</tr>
<tr>
<td>Game Simulation/Animation Visual Design</td>
<td>CTC</td>
</tr>
<tr>
<td>Network Support Systems</td>
<td>CTC</td>
</tr>
<tr>
<td>Nursing Assistant (Articulated)</td>
<td>CTC</td>
</tr>
<tr>
<td>Paramedic</td>
<td>CTC</td>
</tr>
<tr>
<td>Practical Nursing</td>
<td>CTC</td>
</tr>
</tbody>
</table>
The training offered at CTC is designed to meet the needs of the business community and our students. The curriculum designed for each program satisfies the Florida Department of Education curriculum frameworks. Student outcomes are measured and aligned to the established standards for each career and technical education program. All career certificate programs allow for students to earn industry certifications, State licensures or applied technology diplomas.

As of April 24, 2017, the enrollment was 159 postsecondary students. Of that number, 66.7 percent were female and 33.3 percent male. Students ranged in age from 15 to 64 years, with the median age being 18. The school population is 73 percent white, 8.2 percent black, 3.1 percent mixed race, 13.8 percent Hispanic, 1.9 percent Asian, and 0 percent Native American.

CTC employs 2 full-time administrators, 25 full-time instructors, 3 Student Services personnel, 1 health science manager, 12 part-time instructors, 12 support personnel, and 8 custodians. In addition to the 20 full-time programs offered by the college, special industry training or continuing education is offered to meet the demands of local employers for short-term custom designed programs. Such programs result from employer specific inquiries and/or referrals from state agencies such as Economic Development. These programs allow for continuing education units to be earned by health professionals in addition to certificates needed to work in a specific industry. CTC offers classes in Wastewater and Drinking Water Class C, IV Therapy, CPR, and other courses upon request. The adult career center (ACC) provides assessment and remediation in basic academic skills, GED remediation and a variety of adult education programs for basic literacy, ESOL, citizenship, and family literacy.

**Calendar System**

CTC operates on a semester calendar system and enrolls students bi-annually in August and again in January. Each semester is approximately 90 days allowing for 180 instructional days in most programs. The CTC’s calendar is correlated with the district calendar whenever possible. Calendars for licensure programs are adapted to meet state-mandated clock hour requirements.

In most programs, a full-time postsecondary student attends classes 5 days per week, 6.75 hours per day for a total of 33.75 instructional hours per week. Most evening students attend 4 days per week at 5 hours per day from 4:00 p.m. – 9:00 p.m. CTC makes every attempt to encompass program
hours within the 180-day instructional CCPS calendar; however, administration makes accommodations to the calendar to allow students to complete a program within a year. CTC operates from late July into June and does not have a separate summer session. Most programs have a 9-week summer break. Programs with state-mandated requirements have a 5-week break. Normal operating hours are from 7 a.m. to 9 p.m. Monday through Thursday and 7 a.m. to 3:30 p.m. on Friday.

**Method of Instructional Delivery**

The educational delivery systems include combinations of traditional lecture and discussion, laboratory exercises, one-to-one instruction, hands-on experience, clinical experiences, work-based activities, continuing education, and computer-assisted learning with emphasis on an integrated technology curriculum.

**Community Characteristics**

CTC serves the geographical area of Charlotte, Desoto and Sarasota counties, attracting students from adjoining Lee county also. Sixty-eight percent of the student body is drawn from Charlotte County with only 32 percent from the contiguous geographical areas.

Charlotte County is located on Southwest Florida’s Gulf Coast and borders Sarasota, Desoto and Highlands Counties to the north, Glades County to the east, Lee and Hendry Counties to the south and the Gulf of Mexico to the west. At 5 to 25 feet above sea level, Charlotte Harbor and the Gulf Islands enjoy a climate characterized as sub-tropic, where extremes of temperature in both summer and winter are checked by the tempering influence of the Gulf of Mexico. The mild winter season lasts from January to March. Average temperatures range from a low of 74.8 degrees to a high of 81.6 degrees.

The county has a total area of 859.12 square miles or 448,640 acres, of which 693.60 square miles or 80.7 percent is land, and 165.51 square miles or 19.25 percent is water. Charlotte Harbor Estuary is an important natural preserve and one of the most productive in Florida. It is a natural estuary spanning the west coast of Florida from Venice to Bonita Springs on the Gulf of Mexico and is one of the most productive wetlands in Florida. The estuary has a large
watershed, and includes Charlotte Harbor itself, as well as the Peace River, Caloosahatchee River and the Myakka River basins. It covers 4,885 square miles, the second largest open water estuary in the state. Shoreline mileage for Charlotte County is 830 miles including river passages, mangrove-edged aquatic preserve and 28 miles of sandy beaches.

The communities of Charlotte County cover a diverse landscape of cities and towns: the barrier island of Boca Grande, Palm Island, Don Pedro Island, Little Gasparilla Island, Punta Gorda, Englewood, Port Charlotte, El Jobean, Manasota Key, Cape Haze and the village of Placida. CTC is in the Murdock section of Port Charlotte. This area has developed into the metropolitan center of the county. Three major highways serve the county: Interstate 75, U.S. 17, and U.S. 41. Maps illustrate the convenient location of CTC to all residential areas.

The county has an overall population of 173,115 residents, an 8.2 percent increase from the 2010 census. Table I gives an overview of the demographics in the three main cities in Charlotte County.

Table I (US Census Bureau Quick Links)

<table>
<thead>
<tr>
<th>Area</th>
<th>Population</th>
<th>Percent Change from 2010 Census</th>
<th>Percent of Population in Civilian Labor Force</th>
<th>Median Household Income</th>
<th>Persons Between 18-64</th>
<th>Bachelor’s Degree or Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Punta Gorda</td>
<td>18,150</td>
<td>9.1%</td>
<td>34.5%</td>
<td>$56,081</td>
<td>40.6%</td>
<td>36.5%</td>
</tr>
<tr>
<td>Port Charlotte</td>
<td>55,206</td>
<td>1.5%</td>
<td>52.0%</td>
<td>$39,387</td>
<td>51%</td>
<td>17.8%</td>
</tr>
<tr>
<td>Englewood</td>
<td>14,366</td>
<td>-3.5%</td>
<td>36.1%</td>
<td>$41,949</td>
<td>42.4%</td>
<td>25.0%</td>
</tr>
</tbody>
</table>

As of the latest data collected for 2015, there was a population of 173,115 persons reflecting an increase of 8.2 percent from the April, 2010 census. The county’s population has been predominately senior citizens. The workforce is primarily a service industry. The percentage of the population that was 65 years old or older increased from 34 percent in 2010 to 38 percent in 2015, however, the County’s median age continues to hold at 58 as compared to Florida’s median age of 38.7.
Enterprise Charlotte Economic Council hired Vision First Advisors to develop a strategic plan to level-set the county’s progress toward a sustainable economy. The results of the study published May 24th, 2016 included: Workforce Demographics and Industry Trends.

**Workforce Trends**

Charlotte County labor force is only 46.9 percent of the population compared to 61.7 percent for the state of Florida. Most of Charlotte County residents are either under the age of 19 or over the age of 65. This demographic makes up 52 percent of the population. The age groups of 40-44 and 35-39 are prime age groups for the labor force. Both age groups showed a decline while ages 70 to 85 plus showed an increase. The education level of the residents in Charlotte County lags in the state with only 30 percent of the population having an associate’s degree or higher.

**Industry Trends**

The average salary in Charlotte County is $35,000 compared to Florida’s $45,000. Three out of ten residents travel outside the county for work. The top ten employers in the county in order are:

- Charlotte County School Board
- Walmart
- County Commissioners
- Bayfront Hospital- Port Charlotte
- Fawcett Memorial Hospital
- Publix
- Bayfront Hospital-Punta Gorda
- Sheriff’s Office
- Home Depot
- Charlotte County Correctional Institute

**Challenges for the Community**

A skilled and available workforce is a limiting factor in the county. The primary workforce age group is shrinking. The education levels of the workforce do not compare favorably with the rest of the state and nation. Because of the lack of manufacturing industry, the workforce is shrinking and potential employees that cannot find work within the fields mentioned above tend to leave the community to seek employment in other counties or states.
**Challenges for Charlotte Technical College**

Due to the loss of students in Charlotte County over the last five years and with very little change in state appropriations, Charlotte County Public Schools is facing a $5 million deficit. The facilities are aging and the school system has not had the capital dollars to retrofit the existing facilities. This limits the ability to offer new programs and entice students to enroll in programs in aging buildings. Charlotte Technical College is located approximately 15 miles from the new Sarasota Technical College extension campus.

**Opportunities for Charlotte Technical College**

Charlotte County needs certificate programs and training in the trades. The projected employment growth continues to be in the service producing industries that employ approximately 64% of Charlotte County’s labor force, with sizable projected growth in specific occupations such as nursing, food service, automotive mechanics, and various careers in business technology. Occupational training at Charlotte Technical College is on target to meet the demands of the present and projected job market.

According to a 2009 study prepared by Florida Gulf Coast University, the entire Southwest Florida region including Charlotte County has been impacted dramatically by the economic downturn because of the region’s heavy reliance on housing and development related industries and finance. Charlotte County has experienced decreased economic growth and high unemployment. Since 2004 the labor force has decreased and the unemployment rate has risen from 2% to over 12.9%. Student enrollment for Charlotte County Public Schools has dropped 12%, and the median age of the county continues to remain high at 58 as compared Florida’s average median age of 38.7. The loss of over 600 businesses since 2004 has never been recouped and new, diversified industry has been hard to attract; therefore, the projected employment growth continues to be in the service producing industries that employ approximately 64% of Charlotte County’s labor force in occupations such as retail, food service, nursing and health related occupations. Because of the changing demographic and economic characteristics facing Charlotte County and the Southwest Florida region, CTC has a unique opportunity to grow by adapting to these changes and working with local government and businesses to assess the needs and skills that are currently required by the local economy. CTC will implement the courses necessary to provide those skills as full or part-time
programs as needed for the local workforce by becoming an active part of the community’s visioning and planning committees and by being proactive in providing courses that provide training for new industries moving into the area that will require a new workforce.

CTC was developed because of a vision of what the evolving community needed, and it plays a significant role in the ongoing progress of the community. Education is the greatest influencing factor on workers’ employability and earnings with success tied directly to workers’ education and skills. For 31 years, CTC has continued to provide quality occupational training for the community it serves.
CHARACTERISTICS

EXHIBIT LIST

Exhibit C.1a  Updates Approved Program List
Exhibit C.1b  COE Program List Instructional Service Center
Exhibit C.1c  17-18 Master Schedule
Exhibit C.1d  2017 Economic Development
Exhibit C.1e  Demographic Report
Exhibit C.1f  District Overview
Exhibit C.1g  Campus Map
## CONDITIONS

<table>
<thead>
<tr>
<th>Conditions</th>
<th>YES</th>
<th>NO</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The institution demonstrates that it satisfies each of the eligibility</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>requirements to become a Candidate for Accreditation. (See Handbook of</td>
<td></td>
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<tr>
<td>Accreditation)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The institution conducts its affairs with acceptable standards of</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>honesty and integrity.</td>
<td></td>
<td></td>
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<tr>
<td>3. The institution meets all lawful obligations imposed by state and federal</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>agencies.</td>
<td></td>
<td></td>
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<tr>
<td>4. The institution has notified the Commission of any individual</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>affiliated with the institution who has been debarred by a government</td>
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<td></td>
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<tr>
<td>agency or another accrediting agency or was an owner, an administrator,</td>
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<tr>
<td>or a governing-board member of a COE-affiliated institution that was</td>
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<tr>
<td>denied accreditation, was dropped from accreditation, or closed without</td>
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<tr>
<td>providing a teach-out or refunds to currently enrolled students.</td>
<td></td>
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<tr>
<td>5. The institution occupies its own physical facilities and is not</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>co-located with another institution.</td>
<td></td>
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<tr>
<td>6. The institution maintains a permanent accreditation file which</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>contains items set forth in the Commission conditions. (See Handbook of</td>
<td></td>
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<tr>
<td>Accreditation)</td>
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<tr>
<td>Non-Public Institutions Only</td>
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<tr>
<td>7. (If required to operate) The institution has an original current</td>
<td>X</td>
<td></td>
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<tr>
<td>license for the main campus and each branch and/or extension.</td>
<td></td>
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<tr>
<td>Item 8: This item is to be completed by Visiting Teams during accreditation</td>
<td></td>
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<tr>
<td>visits.</td>
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<tr>
<td>Non-Public Institutions Only</td>
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<tr>
<td>8. List ID numbers and expiration dates of licenses for all campuses:</td>
<td></td>
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<tr>
<td>9. The on-site administrator or other full-time employee at the main</td>
<td>X</td>
<td></td>
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</tr>
<tr>
<td>campus attended required workshop(s) within six to eighteen months prior</td>
<td></td>
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</tr>
<tr>
<td>to hosting the accreditation visiting team. (See Handbook of Accreditation)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. For initial accreditation or reaffirmation of accreditation, the</td>
<td>X</td>
<td></td>
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<tr>
<td>institution has placed a notice in the appropriate newspaper(s) and/or</td>
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<tr>
<td>media services no more than sixty (60) days prior to hosting the</td>
<td></td>
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<tr>
<td>accreditation visit stating that it is applying for initial accreditation</td>
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<tr>
<td>or reaffirmation of accreditation with the Commission of COE in compliance</td>
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<tr>
<td>with Commission criteria.</td>
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<tr>
<td>Item 11: This item is to be completed by Visiting Teams during accreditation</td>
<td></td>
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<tr>
<td>visits.</td>
<td></td>
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<tr>
<td>11. Date notice was published, broadcast, or televised:</td>
<td>7-3-2017</td>
<td></td>
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<tr>
<td>12. The institution has submitted an evaluation of standards form from</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>one of its occupational advisory committees prior to hosting an</td>
<td></td>
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<tr>
<td>accreditation visiting team.</td>
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<tr>
<td>13. The institution has informed the Commission of all planned and</td>
<td>X</td>
<td></td>
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<tr>
<td>unplanned substantive changes.</td>
<td></td>
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<tr>
<td>14. Innovative or experimental programs operated at variance with the</td>
<td>X</td>
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<tr>
<td>standards have received Commission concurrence prior to</td>
<td></td>
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<tr>
<td>implementation.</td>
<td></td>
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<tr>
<td>15. Documents the institution has filed with the Commission accurately</td>
<td>X</td>
<td></td>
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<tr>
<td>represent the status of the institution. (NOTE: If this statement is</td>
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<tr>
<td>checked “NO&quot;, documentation which demonstrates the institution’s</td>
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<tr>
<td>misrepresentation must be submitted with the team report.)</td>
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<tr>
<td>Accredited Institutions Only</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>16. The institution’s use of the accreditation seal is in compliance</td>
<td>X</td>
<td></td>
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<tr>
<td>with Commission conditions. (See Handbook of Accreditation)</td>
<td></td>
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<tr>
<td>17. The institution adheres to the Commission’s condition on the</td>
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<tr>
<td>monitoring of institutional growth and has notified the Commission of</td>
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<tr>
<td>increases in total Full-Time Equivalent (FTE) that equal or</td>
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</tbody>
</table>
exceed 25% of the established baseline, and for non-public institutions, increases in gross revenue of 100% or more from the previous year have been reported to the Commission.

<p>| 18. All student recruitment activities used by the institution are truthful and avoid any false or misleading impressions of the institution, its programs and services, or employment, and are in compliance with Commission conditions. (See Handbook of Accreditation) | X |</p>
<table>
<thead>
<tr>
<th></th>
<th>CONDITIONS (continued)</th>
<th>YES</th>
<th>NO</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>19.</td>
<td>All media used by the institution for advertising purposes are truthful and presented with dignity to avoid any false or misleading impressions of the institution, its programs and services, or employment, and are in compliance with Commission conditions. (See Handbook of Accreditation)</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>A catalog and/or other official publications, which are published in hard copy or provided online, provide information specified in the Handbook of Accreditation, and are readily available to students, prospective students, and other members of the interested public.</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td>If the institution employed a consultant for the purpose of assisting in the accreditation process, it submitted a copy of the consultant’s resume within 7 days after employment was secured.</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td>If the institution participates in Title IV Financial Aid programs, it does not contract more than 25 percent of the instruction of one or more of its programs with an external agency, corporation, institution, or individual.</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23.</td>
<td>There is a clear indication that the faculty and staff were primarily responsible for the preparation, editing, and revision of documents required in the accreditation process.</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24.</td>
<td>The institution’s accreditation liaison officer is a permanent staff member located at the main campus.</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Status with Other Agencies: A “YES” response for statements #25-30 signifies that the institution is in compliance with the Commission’s Conditions.</td>
<td></td>
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<tr>
<td>25.</td>
<td>The institution is not the subject of an interim action by a state or federal agency potentially leading to the suspension, revocation, or termination of the institution’s legal authority to provide postsecondary education.</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26.</td>
<td>The institution has not had its state license suspended, revoked, or terminated, even if the required due process procedures have not been completed.</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>27.</td>
<td>The institution has not voluntarily withdrawn its candidacy or accreditation while not in good standing from a nationally recognized accrediting agency.</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>28.</td>
<td>The institution has not had its candidacy or accreditation withdrawn or been placed on public probation by a nationally recognized accrediting agency.</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>29.</td>
<td>The institution is not the subject of an interim action by another accrediting agency potentially leading to the suspension, revocation, or withdrawal of candidacy or accreditation.</td>
<td>X</td>
<td></td>
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<tr>
<td>30.</td>
<td>The institution has not been notified of the loss of any agency’s accreditation even if the due process procedures have not been completed.</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>31.</td>
<td>If the institution is presently accredited by another nationally recognized accrediting agency, it describes itself in identical terms to each agency with regard to identity (i.e., main campus, branch campus, branch campus to main campus relationship), mission, governance, programs, degrees, diplomas, certificates, personnel, finances, and constituents.</td>
<td>X</td>
<td></td>
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<tr>
<td>32.</td>
<td>If the institution is seeking dual accreditation, the reasons for wanting dual accreditation have been submitted to each accrediting agency and to the Secretary of the U.S. Department of Education, and the institution has also designated which agency’s accreditation is to be utilized in determining the institution’s eligibility for program participation under the Higher Education Act.</td>
<td>X</td>
<td></td>
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<tr>
<td>Campuses other than the Main Campus: General</td>
<td></td>
<td></td>
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<tr>
<td>33.</td>
<td>Branch or extension ownership is the same (same entity, proprietorship or partnership, or the same corporation) as the main campus.</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>34.</td>
<td>Branch or extension names that have been expanded from the name of the main campus to clearly identify different locations or specific programs have been approved by the Commission.</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>35.</td>
<td>Non-main campus locations that operate under the supervision of a full-time, on-site, local administrator who reports to the chief administrative officer of the main campus are properly identified as branch campuses with the Council.</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Campuses other than the Main Campus: Branch Campuses</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>36.</td>
<td>The complete name of the main campus is identified in all publications and advertisements when referring to a branch campus, extension campus, or instructional service center.</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>37.</td>
<td>Duplicate records on personnel, financial matters, student attendance, and educational progress for branches, extensions, extended classrooms, instructional service centers, and/or auxiliary instructional sites are kept at the main campus. (NOTE: Institutions capable of maintaining and accessing records electronically may keep all records previously mentioned at the main campus.)</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conditions Check Sheet: Generic Version - 2016 Edition</td>
<td>Page 3</td>
<td></td>
<td></td>
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<tr>
<td>--------------------------------------------------------</td>
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</tbody>
</table>

### Campuses other than the Main Campus: Branch Campuses (continued)

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>The on-site branch administrator reports to the on-site chief administrator at the main campus.</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Programs offered at branches are described in the main campus catalog or branch supplement.</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Programs offered at the branch that are not offered at the main campus are described in the main campus catalog.</td>
<td>X</td>
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<td></td>
</tr>
</tbody>
</table>

### Campuses other than the Main Campus: Extension Campuses

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>All extensions are located within a 50-mile radius of the main campus.</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All extension programs are included in the main campus catalog.</td>
<td>X</td>
<td></td>
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</tbody>
</table>

### Campuses other than the Main Campus: Extended Classrooms

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>All extended classrooms are located within two miles of a main or branch campus.</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All extended classrooms are supervised by the administration of the main or branch campus.</td>
<td>X</td>
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</tr>
</tbody>
</table>

### Campuses other than the Main Campus: Instructional Service Centers

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program instruction at all instructional service centers is under the direct control of the main campus and located within the geographic service area designated by the governing board of the institution.</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All instructional service center offerings are approved by the Commission.</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Appropriate Student Services are available on-site at the instructional service center and the full range of services is made accessible to participating students at the main campus.</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All instructional service centers are a joint venture between the institution and an employer or another educational agency.</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The complete name of the main campus is identified in all publications and advertisements when referring to an instructional service center.</td>
<td>X</td>
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</tbody>
</table>

### Campuses other than the Main Campus: Additional Space

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional space acquired for instructional or administrative purposes is located within one quarter of a mile from a main campus or branch campus.</td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

### Requirement for Clock/Credit Hour Conversion for Federal Student Financial Aid

Institutions that are required to convert their programs to Federal Credit Hours for the processing of Federal Financial Aid programs must undergo a review of a sampling of the course prep hours included in a sampling of the total number of programs covered under the conversion. Indication of compliance with this requirement is made by visiting teams under Standard 2 – Educational Programs for each program chosen as part of the sample.
CONDITIONS OF ACCREDITATION

EXHIBITS

Exhibit C.1.a: CPL Report
Exhibit C.1.b: Eligibility of Reaffirmation
Exhibit C.2.a: Standard of Honesty & Integrity
Exhibit C.3.a: CTC Audit Report 2016
Exhibit C.3.b: District 063015 audit report
Exhibit C.3.c: District 063016 audit report
Exhibit C.3.d: FSA Federal Student Aid 2015 eZ audit
Exhibit C.3.e: FSA Federal Student Aid 2016 eZ audit
Exhibit C.4.a: Non-Applicable Statement
Exhibit C.5.a: CTC-ACAD FISH Drawing
Exhibit C.5.b: Fire Training Site Map
Exhibit C.6.a: Substantive Correspondence Permanent Accreditation File
Exhibit C.6.b: Copy of Last Self-Study
Exhibit C.6.c: Copy of Last Visiting Team Accreditation Report
Exhibit C.6.d: Institution’s Response from last Accreditation Report
Exhibit C.6.e: Substantive Change Applications
Exhibit C.6.f: COE Annual Reports
Exhibit C.7.a: Non-Applicable Statement
Exhibit C.8.a: Non-Applicable Statement
Exhibit C.9.a: Annual Report for Beginners
Exhibit C.9.b: Student Retention Best Practices
Exhibit C.9.c: Improving Student Achievement
Exhibit C.9.d: Reporting CPL Data
Exhibit C.9.e: Self-Study Certificate
Exhibit C.9.f: Self-Study Workshop.2015
Exhibit C.9.g: Self-Study Workshop.2016
Exhibit C.9.h: Team Member Certification
Exhibit C.10.a: Public Announcement
Exhibit C.11.a: Date notice was published
Exhibit C.12.a: Occupational Advisory Survey
Exhibit C.13.a: Application for Name Change
Exhibit C.13.b: Substantive Change – HVAC
Exhibit C.13.c: Substantive Change – Paramedic
Exhibit C.14.a: Non-Applicable Statement
Exhibit C.15.a: Updated Approved Program List
Exhibit C.16.a: COE Logo-Student Handbook
Exhibit C.16.b: Use of COE logo
Exhibit C.17.a: COE FTE report
Exhibit C.18.a: Paramedic Prerequisite Requirements
Exhibit C.18.b: Paramedic – Timeline-Checklist-1
Exhibit C.18.c: Recruiting
Exhibit C.19.a: CTC Brochure
Exhibit C.19.b: ECE Rack Card
Exhibit C.19.c: HVAC Rack Card
Exhibit C.19.d: Kaleidoscope Newsletter Insert
Exhibit C.19.e: Kaleidoscope Newsletter
Exhibit C.19.f: Program Summary
Exhibit C.19.g: Website Screen Shot
Exhibit C.20.a: Charlotte Technical College Student Handbook
Exhibit C.21.a: Non-Applicable Statement
Exhibit C.22.a: External Agencies
Exhibit C.23.a: Self Study Committees
Exhibit C.24.a: CTC Director Job Description
Exhibit C.24.b: Organization Chart
Exhibit C.25.a: Attestation of Institutional Compliance
Exhibit C.26.a: Attestation of Institutional Compliance
Exhibit C.27.a: Attestation of Institutional Compliance
Exhibit C.28.a: Attestation of Institutional Compliance
Exhibit C.29.a: Attestation of Institutional Compliance
Exhibit C.30.a: Attestation of Institutional Compliance
Exhibit C.31.a: Non-Applicable Statement
Exhibit C.32.a: Non-Applicable Statement
Exhibit C.33.a: Accreditation
Exhibit C.33.b: COE Program List. ISC
Exhibit C.33.c: COE Program Matrix
Exhibit C.34.a: COE Program List ISC
Exhibit C.35.a: COE Program List ISC
Exhibit C.35.b: CTC Organizational Chart
Exhibit C.36.a: Non-Applicable Statement
Exhibit C.37.a: Non-Applicable Statement
Exhibit C.38.a: Non-Applicable Statement
Exhibit C.39.a: Non-Applicable Statement
Exhibit C.40.a: Non-Applicable Statement
Exhibit C.41.a: Non-Applicable Statement
Exhibit C.42.a: Non-Applicable Statement
Exhibit C.43.a: Non-Applicable Statement
Exhibit C.44.a: Non-Applicable Statement
Exhibit C.45.a: COE Program List-ISC
Exhibit C.45.b: Google Printout
Exhibit C.46.a: Program List-ISC
Exhibit C.47.a: Counselor Services
Exhibit C.47.b: CTC Student Services
Exhibit C.47.c: Student Handbook/CTC Student Services
Exhibit C.47.d: Student Services at ISC
Exhibit C.48.a: Firefighter Training Final Signed Agreement
Exhibit C.49.a: CTC Handbook Extract
Exhibit C.50.a: Non-Applicable Statement
STANDARDS
INTRODUCTION

Career preparation and workforce education are the primary focus at Charlotte Technical College. To that end, CTC relies on instructors who have in-field experience, advisors from businesses, and local contacts to place students in positions after graduation. Programs currently offered are a direct result of current and anticipated occupational needs of the community to assure gainful employment and/or career placement in vital positions in our local area.

ANALYSIS

1. The primary mission of the institution is to instruct students to such competency levels that they are qualified for initial employment and/or career advancement.

MISSION

The mission of Charlotte Technical College is to provide an effective, innovative technical education preparing students to enter, advance, and succeed in the workplace. CTC is the secondary and postsecondary career and technical education college for the Charlotte County Public School system. CTC’s primary goal is to provide career and preparatory training and continuing education to the area’s high school students, postsecondary students, and local residents.

Exhibit 1.1.a: COE Annual Completion, Placement and Licensure form

2. The institution’s mission is clearly and concisely stated in written form and represents the official statement of the institution.
The mission of Charlotte Technical College is to provide an effective, innovative technical education preparing students to enter, advance, and succeed in the workplace.

The clear and concise written mission statement appears in all rooms and on placards around the campus for all to read. This statement reflects our collaborative effort of community and school to be responsive to the needs of the students and the adult population of the area.

Exhibit 1.2.a: Charlotte Technical College Mission Statement

3. The institution has an appropriate hard-copy and/or online publication which it uses to accurately present its mission statement and the educational programs offered to achieve its mission.

Charlotte Technical College presents its mission statement and the educational programs it offers in many in-house publications both in print and online. The print publications include the Adult Program Summary Information “Finding Your Future” and the Charlotte Technical College Catalog/Student handbook. The mission statement appears on the homepage of the college’s website.

Exhibit 1.3.a: Charlotte Technical College Catalog/Student Handbook
Exhibit 1.3.b: Adult Brochure “Finding Your Future”
Exhibit 1.3.c: Charlotte Technical College Website

4. The current mission statement is publicly available and used consistently in publication.

The current mission statement is publicly available and is used consistently in publications including the Catalog/Student Handbook, program guides, and the community newsletter “Kaleidoscope.”

Exhibit 1.4.a: Charlotte Technical College Catalog/Student Handbook
Exhibit 1.4.b: High School Program Guides
Exhibit 1.4.c: Kaleidoscope Newsletter
5. The institution has an organized and functional instructional advisory committee.

The institutional advisory committee meets the following requirements:

6. Is composed of at least three persons with a majority being external to the institution.

7. Meets at least once annually, if serving only in an institutional advisory capacity; or twice annually, if serving in an occupational advisory capacity;

8. Keeps minutes to document their activities, recommendations and meeting attendance; and,

9. Is used to provide community involvement in maintaining a relevant mission for the institution.

Charlotte Technical College has an established College Advisory Board that meets quarterly. The College Advisory Board consists of community business owners, school board members, staff, and other interested parties. The College Advisory Board consists of at least three persons with a majority being external to the institution. Currently, the College Advisory Board consists of eleven members other than the director of CTC. One member is from the Charlotte County School Board and the others are external stakeholders.

The College Advisory Board meets quarterly in September, November, February, and April. The members of the College Advisory Board may also serve on program advisory boards. The College Advisory Board operates under a set of by-laws, which are reviewed and approved annually at one of the four meetings. The Director’s secretary attends each meeting and keeps the minutes that document the activities, recommendations, and meeting attendance. The minutes are e-mailed to each member of the College Advisory Board for review before the next meeting.

The College Advisory Board is used to provide community involvement in maintaining a relevant mission for the institution. The College Advisory Board minutes are posted on the web page under the title “About CTC: Advisory Boards.” The College Advisory Board is composed primarily of persons, mostly employers, who are actively involved in the community who have an
interest in the development of the workforce. The College Advisory Board is active in open house, career fairs, career and technical student organization activities, and school/program graduations.

Exhibit 1.5a: Charlotte Technical College Advisory Board Member List
Exhibit 1.6a: Charlotte Technical College Advisory Board Member List
Exhibit 1.7.a: Charlotte Technical College Advisory Board By-Laws
Exhibit 1.7.b-1.7e: Charlotte Technical College Advisory Board Agenda
Exhibit 1.7f-1.7g: CTC Dental Assisting Technical Advisory Board Agenda
Exhibit 1.8.a: Charlotte Technical College Advisory Board Minutes
Exhibit 1.8.b: Charlotte Technical College Advisory Board Attendance
Exhibit 1.9.a: Charlotte Technical College Open House Flyer
Exhibit 1.9.b: Charlotte Technical College Graduation Announcement

10. A program of public information and community relations is maintained to promote the institution’s mission in its community.

A program of public information and community relations is maintained to promote Charlotte Technical College’s mission. CTC’s faculty, as well as individuals employed by the Charlotte County Public School Board who may not be employed at the CTC, and members of the community carry out CTC’s program of public information and community relations.

The Director of the Charlotte Technical College, the postsecondary Occupational specialist, and Program Planners often serve as representatives, public speakers, or presenters to promote the mission of Charlotte Technical College to many community organizations.

At Charlotte Technical College, we believe that all members of the faculty and staff play important roles in the promotion of the CTC to the community. Each member is active in supporting the mission of the CTC attending community functions, open houses, career nights, job fairs, SkillsUSA (technical student organization) functions, and graduation.
Community relations are the responsibility of all staff members of Charlotte Technical College. The institution has relations with the Charlotte County Chamber of Commerce, Careersource of Southwest Florida, Goodwill, United Way, Habitat for Humanity, Early Childhood Coalition of the Heartland, Florida Southwestern College, Charlotte Water District, Dial-A-Ride, and many other community organizations. Our Director is a member of The Careersource Program and Planning Committee and the Charlotte County Entrepreneurial Support Organization.

Charlotte Technical College is in a partnership with Career Edge. Career Edge is a collaborative group of funders dedicated to training the next generation of skilled workers. Through community funders such as the Gulf Coast Community Foundation, Career Edge provides grant funding to schools to facilitate soft skills training for students to increase job placement. The program at CTC is called Bridges to Careers. Charlotte Technical College is a member of the Charlotte County Chamber of Commerce and actively engages with the community in promoting CTC and its mission.

Exhibit 1.10.a: Business Contact Log

Exhibit 1.10b: Career Source Program and Planning Committee

Exhibit 1.10c: Charlotte County Entrepreneurial Support Organization

Exhibit 1.10.d: CTC Grant Announcement

Exhibit 1.10.e: Chamber of Commerce Business Directory, Page 66,

Exhibit 1.10.f: Media Examples
CHALLENGES AND PROPOSED SOLUTIONS

No areas of non-compliance occur within this standard.

No proposed solutions occur in this standard due to the fact that no areas of noncompliance exist.

SUMMARY

The primary mission of Charlotte Technical College is to provide an effective, innovative, technical education preparing students to enter, advance, and succeed in the workplace. Charlotte Technical College achieves this mission by presenting material that is workforce driven, supported, and responsive to the needs of the community and the businesses within the community. Charlotte Technical College serves the economic needs of Charlotte County and the surrounding areas by producing highly skilled workers ready for employment.
## STANDARD 1

### STUDENT SERVICES AND ACTIVITIES

#### EXHIBIT LIST

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<th>Exhibit</th>
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<td>1.1.a</td>
<td>COE Annual Completion, Placement, and Licensure form</td>
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<td>1.2.a</td>
<td>Charlotte Technical College Mission Statement</td>
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<td>1.3.a</td>
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<td>1.3.b</td>
<td>Adult brochure “Finding your Future”</td>
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<td>1.3.c</td>
<td>Charlotte Technical College Web site</td>
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Exhibit 1.10 c: Charlotte County Entrepreneurial Support Organization
Exhibit 1.10 d: CTC Grant Announcement
Exhibit 1.10 e: Chamber of Commerce Business Directory Page 66
Exhibit 1.10 f: Media Examples
STANDARD 2
EDUCATIONAL PROGRAMS (COMPOSITE)

INTRODUCTION

Charlotte Technical College currently offers 20 full-time career training programs. Each program is an “in demand” program for our service delivery area. The mission of Charlotte Technical College is to provide an effective, innovative, technical education preparing students to enter, advance and succeed in the workplace. Our goal is to assure that students have demonstrated proficiency in the standards for the career training program for which they have enrolled and to produce highly skilled employable individuals and resourceful leaders who meet the ever-changing needs of our communities and workforce. The vision of CTC models the district vision of “student success.”

ANALYSIS

Programs available at Charlotte Technical College are directly related to actual or anticipated opportunities for gainful employment and are suited to the needs, interests, and abilities of the persons to be served. Preparatory programs have been developed in the career clusters of Architecture and Construction, Arts, A/V Technology & Communications, Education and Training, Health Science, Hospitality and Tourism, Human Services, Information Technology, and Transportation, Distribution and Logistics.

Admissions/Recruiting

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<td>1. Published,</td>
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<td>2. Clearly stated,</td>
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<td>3. Consistently communicated to students,</td>
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<tr>
<td>4. Made available to students prior to enrollment, and</td>
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<tr>
<td>5. Updates made and communicated immediately.</td>
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The admissions policies for Charlotte Technical College are published in various locations: the college’s website at www.charlottetechcollege.net, pre-enrollment handouts, and the CTC student handbook. The admissions policies processes are clearly stated so readers can easily understand enrollment requirements and complete the enrollment process bi-annually. The admissions policies are communicated to students through the College’s website, CTC Student Handbook, and face-to-face interaction with faculty and staff. Prior to enrollment, potential students are provided admissions requirements to the specific programs requested. All changes or updates to the admission policies and processes are made available to students and the public through the College’s website, the CTC Student Handbook, and interaction with faculty and staff.

Exhibit 1.AR 1 – 5a: Charlotte Technical College Admissions Policy
Exhibit 1.AR 1 – 5b: CTC Student Catalog Admissions Screenshot
Exhibit 1.AR 1 – 5c: CTC Student Catalog-Handbook 2016-1017
Exhibit 1.AR 1 – 5d: Postsecondary Application and Registration
Exhibit 1.AR 1 – 5e: Adult Registration Packet
Exhibit 1.AR 1 – 5f: Dental Assisting Timeline-Checklist
Exhibit 1.AR 1 – 5g: CNA Registration Checklist

6. For all students admitted to a Vocational English-As-A-Second-Language Program, the institution utilizes written admission procedures that comply with policies established by the Commission.

This criterion is not applicable. Charlotte Technical College and the off-site instructional service center do not offer a Vocational English-As-A-Second-Language program.

Exhibit 6.AR.6a: Non-Applicable Statement

7. The institution clearly defines and publishes a policy on the transfer of students between programs within the institution and the transfer of students from other institutions.
Charlotte Technical College clearly defines and publishes a policy on the transfer of students between programs within the institution and the transfer of students from other institutions. Any student who wishes to transfer from one program to another must see a counselor. The policy is published in the College’s Student Handbook on page 22 at: http://charlottetechcollege.net/wp-content/uploads/2017-18-Student-Handbook-Course-Catalog.pdf and in the Student Services section of the schools website at: http://charlottetechcollege.net/wpcontent/uploads/CharlotteTechnicalCollegeTransferPolicy.docx.pdf

The published policy includes the following relevant criteria:

- Program changes are available through the first week of the semester as space is available or at the discretion of administration beyond the first week. Students wishing to change technical programs may do so only after: 1) talking to school counselor, 2) informing current instructor of program change, 3) interviewing and shadowing with desired instructor and new program, 4) consulting financial aid advisor (if applicable), 5) consulting bookkeeping for possible change in program fees, 6) consulting with sponsoring agency (if applicable). Before the change is finalized, both program instructors must approve. Financial aid awards may be affected by program changes. Depending on the circumstances, an administrative review may be necessary.

- Students transferring from other postsecondary institutions may enter on a space available basis usually at the beginning of the semester. Transfer students are required to meet the technical college’s admission standards before entering the program. Students are required to provide an official transcript from all former postsecondary schools attended. Students transferring to CTC from another institution must file applications and supporting academic documents. Students must be in good standing at the transferring institution. Transcripts are reviewed for transfer credit and placement prior to enrollment.

- All transfers are considered on an individual basis provided space is available and admission requirements are met. The appropriate Department of Education Statewide
Course Numbering System discipline committee has reviewed and assigned a "transfer value" to the curriculum content for certificate programs. Student placement will be the result of mutual planning by the student, instructor, counselor/career advisor and administration.

Exhibit 7.AR.7a: 2017-2018 Course Catalog/Student Handbook P.22
Exhibit 7.AR.7b: Charlotte Technical College Transfer Policy

8. The institution clearly defines and publishes a policy on the transfer of credits that includes a statement of the criteria established by the institution regarding the transfer or credit earned at another institution.

Charlotte Technical College uses the clock-hour system. CTC does not offer credits; however, advanced training is evaluated to determine best placement. CTC clearly defines and publishes its policy on the transfer of credits. The policy is published in the College’s Student Handbook on page 22 at http://charlottetechcollege.net/wp-content/uploads/2017-18-Student-Handbook-Course-Catalog.pdf. The published policy includes the following relevant criteria regarding the transfer of credit earned at another institution.

- Students transferring from other postsecondary institutions may enter on a space available basis usually at the beginning of the semester. Transfer students are required to meet the technical college’s admission standards before entering the program. Students are required to provide an official transcript from all former postsecondary schools attended. Students transferring to CTC from other institutions must file their applications and supporting academic documents. Students must be in good standing at the sending institutions. Transcripts are reviewed for transfer credit and placement prior to enrollment.

- All transfers are considered on an individual basis provided space is available and admission requirements are met. The appropriate Department of Education Statewide Course Numbering System discipline committee has reviewed and assigned a "transfer
value" to the curriculum content for certificate programs. Student placement will be the result of mutual planning by the student, instructor, counselor/career advisor and administration.

Exhibit 8.AR.8a: 2017-18 Course Catalog/Student Handbook P. 22

Exhibit 8.AR.8b: Charlotte Technical College Transfer Policy

| 9. Admission requirements offer reasonable expectations for successful completion of the occupational programs offered by the institution regardless of the delivery mode. |

Charlotte Technical College follows the Florida Department of Education’s basic skill exit requirements for students and the requirements can be found in the CTC Student Handbook /Catalog and Section 1004.91, Florida Statute (F.S.) and the State Board of Education Rule 6A-10.040. These regulations mandate that a student who enrolls in a program of 450 hours or more “may not receive a career and technical certificate of completion without first demonstrating the basic skills required in the state curriculum frameworks for the career education program.” CTC provides the opportunity for a student to demonstrate basic skill requirements through the Test of Adult Basic Education (TABE). The Florida Department of Education has placed basic skill levels on all programs in the curriculum frameworks. Only the advanced and difficult levels of the TABE test meet CTC requirements. The purpose of assessment is to determine whether the student has the basic skills necessary to be successful in the chosen career program.

A student enrolled in a career education program that does not meet the basic skills requirements, but passes an identified certification exam, should be recorded as “incomplete” until the Technical College receives documentation of the certification and then reports the student as a “completer” for the career and technical education program. If the student does not meet the basic skills requirements for completion or is not exempt, the student cannot be reported as a program completer form the final OCP and cannot earn a Career Certificate of Completion.
Charlotte Technical College maintains an admissions policy and updates the policy to align with changes in statutes. Some programs have additional specific admissions requirements including acceptable test scores and completion of admissions packets.

Exhibit 9.AR.9a: CTC Student Handbook/Admissions Requirements

Exhibit 9.AR.9b: F.S. 1004.91

Exhibit 9.AR.9c: CTC Admissions Policy

10. Students admitted into Associate Degree programs have a high school diploma or its equivalent.

This criterion is not applicable. Charlotte Technical College and the off-site instructional service center do not offer Associate Degrees.

Exhibit 10.AR.10a: Non-Applicable Statement

An institution that admits students by exception to its standard admissions policies must:

11. Have written admissions policies and procedures for these exceptions,

12. Apply them uniformly,

13. Provide documented evidence on how they are used,

14. Maintain records on student progress, and

15. Regularly evaluate the effectiveness of the procedures used in admitting students by exception.

Charlotte Technical College and the off-site instructional service center do not admit students by exception; therefore, these criteria are not applicable.
Recruitment is an ongoing priority at the College. Charlotte Technical College has a postsecondary career counselor/recruiter to lead recruitment activities. The College is actively involved in several recruiting activities, including career days sponsored by local high schools, college job fairs, classroom presentations in local middle and high schools, campus tours for secondary students, and Chamber of Commerce and community groups. All staff play a pivotal role in recruitment activities for the College. Many different mediums, such as printed materials, newspaper advertising, social media, student and alumni recruitment, employee presentations, and the College website (www.charlottetechnicalcollege.net) are used in recruitment.

The institution ensures recruiting activities are ethical and all materials used in recruiting accurately describe the mission, instructional outcomes, student performance expectations, and completion requirements of each program.

- Exhibit 16.AR.16a: Program Flyer
- Exhibit 16.AR.16c: 2016-17 Student Handbook P. 23
- Exhibit 16.AR.16d: Dental Assisting Website & Mission Statement Screenshot
- Exhibit 16.AR.16e: BHW and CAN Syllabus – August 2015
- Exhibit 16.AR.16f: Program Rack Card
- Exhibit 16.AR.16g: Facebook Screenshot
- Exhibit 16.AR.16h: Instagram Screenshot
- Exhibit 16.AR.16i: Job Fair Flyer
17. **Prior to admission, students are informed of the costs, equipment, services, time, and technical competencies, if any, required by the program, including if applicable, personal data collection and processes, and charges associated with verification of student identity.**

Prior to admission, students are informed of the costs of the program and any equipment and services required. Fees charged to students are in accordance with Florida Department of Education guidelines with all fees and tuition approved by the Charlotte County School Board. Program cost sheets are available to students prior to admission – either on the program’s area on the college website (link to the Dental Assisting program cost sheet):

[http://charlottetechcollege.net/wp-content/uploads/DENTAL-ASSISTING-MANAGEMENT-TECHNOLOGY-ATD-1.pdf](http://charlottetechcollege.net/wp-content/uploads/DENTAL-ASSISTING-MANAGEMENT-TECHNOLOGY-ATD-1.pdf) or by request from the Student Services department. Student Services maintains a cost sheet and timeline for each program, including costs of registration, tuition, books, and instructional supplies. Cost sheets are subject to change and are periodically updated.

**Exhibit 17.AR.17a: DOE Attachment for tuition and fees 2016-17**

**Exhibit 17.AR.17b: Memorandum for School Board Approval for tuition and fees**

**Exhibit 17.AR.17c: BCT Cost Sheet Sample**

**Exhibit 17.AR.17d: BCT Timeline-Checklist for admissions**

18. **Orientation to technology is provided and technical support is available to students.**

Prior to enrolling, CTC students complete a registration packet that requires students to sign the Internet Usage Agreement document. The internet usage agreement is a part of the registration checklist for CTC students. In addition, the College employs a
part-time network technician who works at the site a minimum of two days per week and a
technology facilitator (supplement position) who is available to assist students and
program instructors with technical support daily.

The student handbook contains a section regarding computer use. Students must
sign an acknowledgement page at the beginning of each year confirming their receipt of the
website information to access the student handbook. Charlotte Technical College has a
technology committee that meets quarterly to evaluate the CTC technology plan and make
updates as needed.

Exhibit 18.AR.18a: CTC Student Internet Usage Agreement, P. 39
Exhibit 18.AR.18b: Registration checklist
Exhibit 18.AR.18c: Network Technician Job Description
Exhibit 18.AR.18d: Student Handbook Computer Use P. 31
Exhibit 18.AR.18e: Student Acknowledgement P.77
Exhibit 18.AR.18f: CTC Technology Plan

19. For all coursework delivered via distance education: The institution has processes in
place to establish that the student who registers for a distance education course or
program is the same student who participates in and completes the program and receives
the academic credit.

Charlotte Technical College or the off-site instructional service center do not deliver
distance education; therefore, this is not applicable.

Exhibit 19.AR.19a: Non-applicable statement
The policies established for each occupational program are congruent with the policies of Charlotte County Public School Board, the local governing body for Charlotte Technical College and Charlotte County Public Schools.

The statewide governing board is the Florida Department of Education and each program is governed by the curriculum frameworks which includes program specific policies. Occupational programs are congruent with the College mission to provide an effective, innovative technical education preparing students to enter, advance and succeed in the workplace.

Each occupational education program has clearly stated objectives and defined content relevant to the objectives and current needs of the business industry.

A part of the criteria for approval of programs is whether the proposed program is congruent with the educational and occupational needs of the residents within our local service delivery area, Workforce Region 24.

Our occupational programs are congruent with our mission and perhaps the best evidence for this is our placement rate percentages for all programs that meet and/or exceed the COE required benchmarks. The College meets its objectives by providing effective, competency-based training that prepares students to enter, advance, and be successful in the workplace.

Exhibit 20.P 1 – 3a: Sample District Policy, located on P. 31 & 32 of CTC Student Handbook
Exhibit 20.P 1 – 3b: Florida Dept. of Education authorization letter to provide programs
Exhibit 20.P 1 – 3c: Snapshot of Mission Statement on Website
Exhibit 20.P 1 – 3d: EMT Curriculum Framework
Occupational education program policies are:

4. Publicly accessible,
5. Non-discriminatory, and
6. Consistently applied.

CTC is committed to equal opportunity and maintaining an environment that is free from discrimination. Occupational education program policies are publicly accessible through the CTC’s student handbook and the website at http://charlottetechcollege.net/wp-content/uploads/2017-18-Student-Handbook-Course-Catalog.pdf. Policies are written and administered in a non-discriminatory manner. CTC is part of the School Board of Charlotte County. Policy 1122 is consistently applied to all occupational programs and accessible within the individual program handbooks. The student handbook is distributed electronically on the website at http://charlottetechcollege.net/wp-content/uploads/2017-18-Student-Handbook-Course-Catalog.pdf and program handbooks are distributed, reviewed, and signed by each student as representation of their understanding of policies on the first day of class.

Differences, if any, in occupational education program policies are justified by:

7. Student learning outcomes and/or,
8. Program outcomes
There are no differences in occupational program policies. All students must complete their program’s required curriculum and related activities; therefore, these two criteria are not applicable.

**Exhibit 22.P.7 – 8a: Not Applicable Statement**

**Each occupational education program has:**

9. Clearly stated objectives,
10. Defined content relevant to these objectives and the current needs of business and industry,
11. Assessment of student achievement based on the program objectives and content, and
12. Annual assessments of each program.

Each occupational program has clearly stated objectives, as well as defined content relevant to these objectives and the current needs of business and industry. Assessment of student achievements are based on the program objectives and content which is included in the course syllabi given to each student at the beginning of each course. The syllabi are also posted on the instructor’s Edline pages. As stated, objectives and content are substantially developed by the Florida Department of Education for the program within the state system and are embodied in the curriculum frameworks. FLDOE Curriculum Frameworks are reviewed and updated every five (5) years.

Each framework has skills and competencies called occupation completion points (OCPs) that are grouped to correspond with potential occupations. OCPs are related to current needs of business and industry and are earned at the completion of courses. Each student works through the OCPs and is evaluated for mastery of skills and competencies. Instructors use a variety of methods to determine student mastery of subject matter. Such methods include traditional exams, lab exercises, competency demonstrations, and work-based activities within our community. Grades are assigned for all methods and determine a student’s movement through the curriculum. The College’s grading policy is detailed in the
student handbook and specific grading categories outlined on the instructor’s syllabi. The college has developed a course syllabi template that is shared annually with the staff.

Exhibit 23.P.9 – 10a: Dental Assisting Course Syllabus-A
Exhibit 23.P.9 – 10b: FLDOE Curriculum Frameworks.16-17
Exhibit 23.P.9 – 10c: CTC Course Syllabi Template

Student evaluation is based on program objectives and content. Instructors use a variety of methods to determine student mastery of subject matter. Such methods include traditional exams, lab exercises, competency demonstrations, and clinical activities. Grades are assigned for the methods and determine a student’s movement through the curriculum. Grades are assigned at the end of each course or OCP and at the end of the regular school year. Grading policies are detailed in program handbooks and on the program’s course syllabus.

Exhibit 23.P11a: Health Science Handbook
Exhibit 23.P11b: SAMPLE Anesthesia and Pain Control Quiz. Dental
Exhibit 23.P11c: SAMPLE Chapter 43-2 Test. Dental
Exhibit 23.P11d: CTC Employability Skills Rubric
Exhibit 23.P11e: Fabricating an Acrylic Crown. Dental
Exhibit 23.P11f: Instructor Clinical Evaluations
Exhibit 23.P11g: Preceptor Clinical Evaluations
Exhibit 23.P11h: Taking an Alginate Impression. Dental

Each program has an advisory committee consisting of representatives from related businesses and industries. Annually, the objectives for each program are evaluated and rated accordingly by the program advisory committee members. Objectives for the program are developed using the Florida Department of Education Curriculum Frameworks as a guide. The objectives of the program are evaluated annually as evidenced by Program Advisory Committee minutes and Employer Verification Forms. Advisory Committee evaluations and meeting minutes are kept for documentation.
Instructors gain valuable employer input through program advisory meetings. During these meetings instructors talk with peers and learn more about new technologies, current equipment and processes utilized by the industry. Information obtained is used to evaluate and improve program effectiveness. The Occupational Program Advisory Committees meet at least twice annually.

Exhibit 23.P12a: Dental Roster, Agenda, Minutes. 14-15
Exhibit 23.P12b: Dental Member List 14 – 15
Exhibit 23.P12c: Dental Roster, Agenda, Minutes.15 – 16
Exhibit 23.P12d: Dental Member List 15 – 16
Exhibit 23.P12e: Dental Roster, Agenda, Minutes 16 – 17
Exhibit 23.P12f: Dental Member List 16 – 17
Exhibit 23.P12g: Dental Employer Verification Forms

A systematic process has been implemented to document:

13. That the objectives and content of programs are current, and
14. That coursework is qualitatively and quantitatively relevant.

A systematic process has been implemented to document the objectives and content of all programs hosted by the FLDOE. The Florida Department of Education reviews the curriculum frameworks on a cyclical schedule to maintain their status. These reviews are through committees and include the curriculum specialist from the DOE department staff, educators, and business people from across the state. A “change document summary” issued in the spring of each year highlights changes in programs and any added or deleted programs. Based on the information from FLDOE, CTC provides information to Program Planners on updated curriculum frameworks for the upcoming school year. As instructors review curriculum frameworks, needed adjustments are made to update curriculum materials. The program syllabus is updated annually to meet changes and requirements. Each program instructor may choose to incorporate additional relevant information into individual curriculum.
A systematic process has been implemented to document the objectives and to ensure that contents of the programs are current. Annually, Occupational Advisory Committees review program content and objectives to ensure they remain current. Advisory committees provide input on the qualitative and quantitative aspects of the coursework ensuring students are provided the necessary instruction and hands-on experience to progress in their career paths.

Exhibit 24.P.13a: FLDOE EMT Curriculum Frameworks
Exhibit 24.P.13b: Change Document for 17-18
Exhibit 24.P.13c: Dental Assisting Curriculum Framework
Exhibit 24.P.13d: Dental Assisting Syllabus
Exhibit 24.P.13e: Dental Assisting Curriculum Sequence
Exhibit 24.P.13f: Dental Assisting Instruction Plan
Exhibit 24.P.14a: Dental Employer Verification Forms

15. Three bona fide potential employers review each educational program annually and recommend:
16. Admission requirements,
17. Program content that is consistent with desired student learning outcomes,
18. Program length,
19. Program objectives,
20. Competency tests,
21. Learning activities,
22. Instructional materials,
23. Equipment,
24. Methods of program evaluation,
25. Level of skills and/or proficiency required for completion, and
26. Appropriate delivery formats for the subject matter being taught.
Program advisory committees meet twice annually and are composed of a minimum of three bona fide potential employers and/or individuals possessing expertise in each respective field of study. Each program formally surveys area business and industry annually, utilizing the COE developed Employer Verification Report Form.

The committee evaluates all aspects of the program within the guidelines of the Department of Education and COE. These employers provide suggestions for program modifications. This review includes admissions requirements, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, and levels of skills and/or proficiency required for completion and appropriateness of the delivery mode for the program. Evaluation forms are kept for documentation.

Exhibit 25.P.15 – 26 a: Dental Assisting Employer Surveys
Exhibit 25.P.15 – 26b: Dental Employer Verification Forms 15-16
Exhibit 25.P.15 – 26c: Dental Employer Verification Forms 16 – 17
Exhibit 25.P.15 – 26d: Dental Sign-In, Agenda, Minutes 11-12
Exhibit 25.P.15 – 26e: Dental Sign-In, Agenda, Minutes 12-13
Exhibit 25.P.15 – 26f: Dental Sign-In, Agenda, Minutes 13-14
Exhibit 25.P.15 – 26g: Dental Sign-In, Agenda, Minutes 14-15
Exhibit 25.P.15 – 26h: Dental Sign-In, Agenda, Minutes 15-16
Exhibit 25.P.15 – 26i: Dental Sign-In, Agenda, Minutes September 2016

27. The institution considers the length and the tuition of each program in relation to the documented entry-level earnings of completers.

The State Board of Education establishes tuition and length of programs through the general appropriations as the outcome of the legislative session each spring. A tuition memo is prepared and approved by the Charlotte County School Board. CTC, in conjunction with the Program Advisory Committee and CareerSource Florida, evaluates the relationship between these two factors and the documented entry level earnings of completers. Program costs and
length are reviewed annually by employers completing Employer Verification Forms and average wage information provided by CareerSource Florida. When analyzing new program offerings, this information is also utilized.

Exhibit 26. P.27a: Tuition and Fees Memo from Chancellor Duckworth

Exhibit 26.P.27b: District Postsecondary Fees Survey

Exhibit 26.P.27c: Sample Tuition and Fees Memo to school board

Exhibit 26.P.27d: Regional Demand Target Occupations List

Exhibit 26.P.27e: Dental Assisting Employer Surveys

Exhibit 26.P.27f: Dental Assisting Employer Verification Forms

28. Courses required for each program are offered with sufficient frequency for the student to complete the program within the publicized time frame.

Charlotte Technical College enrolls students at the semester for most programs. Courses are taught utilizing a competency-based approach allowing students to move through a curriculum plan within the publicized time frame. Instructors act as coaches/facilitators for the training as the students’ progress through the standards. OCP timetables conveying the length of time needed to satisfactorily complete the courses are communicated to all students in each course syllabus. Many programs utilize OCP specific calendars and are given to students at the beginning of the course.

Exhibit 27.P.28a: Curriculum Sequence

Exhibit 27.P.28b: Syllabus January 2017 OCP-A

Exhibit 27.P.28c: Dental Assisting OCP Calendar
Associate Degree programs offered must meet the following requirements:

29. The program is designed to lead graduates directly to employment in a specific career.

30. The appropriate applied degree title, such as Associate of Applied Technology, Associate of Applied Science, Associate of Occupational Studies, Associate of Science, or Associate of Occupational Technology, is used and includes the specific career and technical education field (i.e. Associate of Applied Science in Veterinary Technology)

31. The program has a minimum of 60 semester hours or 90 quarter hours.

32. The program includes a minimum of 15 semester hours or 23 quarter hours of general education courses, with a minimum of one course from each of the following areas: humanities, behavioral sciences, natural or applied sciences, and mathematics. The program is designed to lead graduates directly to employment in a specific career.

Charlotte Technical College and the off-site instructional service center do not offer Associate Degrees. These criteria are not applicable.

Exhibit 28.P.29 – 32a: Not Applicable Statement

33. For all coursework delivered via distance education: The institution’s distance education courses and programs are identical to those on campus in terms of the quality, rigor, breadth of academic and technical standards, completion requirements, and the credential awarded.

Charlotte Technical College and the off-site Instructional Service Center do not offer programs via distance learning education. The criterion does not apply.

Exhibit 29.P.33a: Not Applicable Statement
Each program offered by the institution:

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<td>34.</td>
<td>Is approved and administered under established institutional policies and procedures and supervised by an administrator who is part of the institutional organization,</td>
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<td>35.</td>
<td>Has appropriate and continuous involvement of on-campus administrators and faculty in planning, and approval,</td>
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<td>36.</td>
<td>Has varied evaluation methodologies that reflect established professional and practice competencies,</td>
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<td>37.</td>
<td>Is qualitatively and quantitatively consistent at each campus where it is offered,</td>
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<td>38.</td>
<td>Has measures of achievement of the student learning objectives,</td>
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<td>39.</td>
<td>Has individual student records, including period of enrollment, financial, and educational program records, permanently maintained by the institution at the main campus,</td>
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<tr>
<td>40.</td>
<td>Is identically described in appropriate catalogs, brochures, and/or other promotional materials and include tuition/fee charges, refund policies, admissions and academic requirements, and information technology requirements, and</td>
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<tr>
<td>41.</td>
<td>Provides for timely and meaningful interaction among faculty and students.</td>
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All programs regardless of location, time or mode of delivery follow the State of Florida Department of Education Curriculum Framework and operate under the approved policies and procedures set forth by the FLDOE, Charlotte County Public School Board as well as the written policies and procedures of the Technical College. Each occupational program is supervised by the College Director and/or Assistant Director. All occupational programs have an assigned Program Planner who provides expertise within the program area and reports directly to the Director and/or designee.
In addition to CTC’s main campus, the College has an Instructional Service Center. The CTC Instructional Service Center is in the west county area of Englewood and is under the guidance and direction of the Englewood Fire Chief.

Campus administrators and faculty are actively involved in the planning and supervising of all programs and evaluate the program annually through end of year data. Final decisions are made through a facilitative and collaborative process with “student success” driving all decision-making processes. Charlotte Technical College produces a meeting calendar at the beginning of each year that allows for monthly communication between administration and staff. This is a calendared time to collaborate, review and discuss policies as needed. The size of Charlotte Technical College permits daily communication when needed between Program Planners and the College administration. Administration is present in every program area every day and practices an open-door policy that makes daily communication easily accomplished. These informal, as well as formally planned meetings provide many opportunities for direct communication between the Program Planner and the College administrators.

Input from faculty is liberally solicited from the Director on decisions that directly affect the program(s) and more specifically, courses they teach within the program.

Examples of faculty input include:

- Submit technology plan for the program
- Input for the yearly budget and authorize purchase requisitions for equipment, student lab supplies, and instructor classroom and software needs
- Select and plan preventive maintenance of equipment and equipment replacement
- Allow academic freedom as evidenced by curriculum development and textbook selection
- Design the teaching schedule each term and arrange courses to allow for appropriate pre-clinical experience and practice
- Maintain clinical affiliation agreements for clinical site rotations
- Adhere to all program policies and procedures and determined disciplinary action
- Estimate lab fees before final submission
- Redesign admission interview sheets, rubric, and matrix
- Participate in development of recruitment
- Participate in review of the CTC Strategic Plan

Charlotte Technical Program Planners and instructors incorporate multiple evaluation methodologies which include traditional exams, lab exercises, competency demonstrations, and work-based activities within our community.

Each program demonstrates qualitative and quantitative achievements through End Of Course Assessments (EOCA), given at the end of each OCP. Paralleling the course syllabi with the FLDOE Curriculum Frameworks guarantees that all required course objectives are being taught. Additional demonstration includes the completion, placement and licensure of each program.

All CTC programs measure the achievement of the student learning objectives using various competency-based assessments, lab exercises, competency demonstrations, and work-based activities within our community. Evaluation may include a competency checklist to validate mastery of the competencies that students need to know to become program completers.

For those programs that have clinical experiences, clinical procedures are evaluated by program faculty and/or clinical preceptors.

**Exhibit 30.P.34a: CTC Organizational Chart**
**Exhibit 30.P.34b: COE Approved Program Lists**
**Exhibit 30.P.34c: COE Approved ISC List**
**Exhibit 30.P.34d: Director Job Description**
**Exhibit 30.P.34e: Asst. Director Job Description**
**Exhibit 30.P.34f: Program Planner Job Description**
**Exhibit 30.P.35a: Postsecondary Exit Survey**
**Exhibit 30.P.35b: CTC 2016-17 meeting calendar**
**Exhibit 30.P.35c: PPC minutes, faculty approval**
**Exhibit 30.P.35d: Collaborative Decision Making**
**Exhibit 30.P.35e: Faculty planning**
**Exhibit 30.P.36a: CTC Employability Rubric**
**Exhibit 30.P.36b: Instructor Clinical Evaluations**
**Exhibit 30.P.36c: Dental Assisting Skill/Lab Competency Evaluation**
**Exhibit 30.P.37a: Dental Assisting Technology DOE Framework**
The CTC Student Services Department maintains permanent student and financial aid records and other pertinent information. Daily attendance, grades, and counseling notes are reported to Student Services via the computerized Student Information Management System (SIMS). The Charlotte County Public School System uses the FOCUS (SIMS) system for Postsecondary collection of information.

The CTC student handbook describes training programs, tuition/fee charges, refund policies, admission policy and academic requirements and information technology requirements.

All programs are clearly described and documented in the CTC student handbook, program flyers, as well as on the CTC website at www.charlottetechcollege.net. Program information including tuition, fees, refund policy, admission requirements and other requirements are all stated in the publications listed.

Exhibit 30.P.39a: Dental Assisting Student Record Sample
Exhibit 30.P.40a: CTC Student Catalog (Admissions Screenshot)
Exhibit 30.P.40b: CTC Refund Policy
Exhibit 30.P.40c: Dental Assisting Website Screenshot
Exhibit 30.P.40d: CTC Student Catalog- Handbook (Grading Policy)
The faculty workweek and student class schedule allow for ample time for students, faculty, and staff to interact. Full-time program instructors work from 7:00 to 3:00 which includes a 30-minute duty-free lunch. Students attend from 7:45 to 3:00 (including a 30-minute lunch not included as program completion hours) for 6.75 hours per day or 33.75 hours/week. Full time instructors have from 7:00 to 7:45 to provide support for students if not in a scheduled staff or department meeting.

Program instructors have significant and timely interaction with students. The instructors have time before and after class to conference with students. The instructors communicate with students by e-mail, phone, and one-to-one meetings. Instructors have a website that provides valuable resources to students. Students are evaluated weekly, with grades posted at the end of each course in FOCUS. Instructors meet with students frequently to provide feedback regarding student progress.

| Exhibit 30.P.41a: Yearly CTC Meeting Calendar |
| Exhibit 30.P.41b: Dental Assisting Clinical Schedule |
| Exhibit 30.P.41c: Dental Assisting Course Calendars |
| Exhibit 30.P.41d: Screenshot of teacher websites |

42. A credit hour is equivalent to a minimum of each of the following: one semester credit for 15 clock hours of lecture, 30 clock hours of laboratory, or 45 clock hours of work-based activities; or one quarter credit for 10 clock hours of lecture, 20 clock hours of laboratory, or 30 clock hours of work-based activities.

Charlotte Technical College and its off-site Instructional Service Center’s educational programs are based on a contact clock hour system. This criterion is not applicable.

| Exhibit 31.P.42a: Non-Applicable Statement |
43. For all coursework delivered via distance education: The institution ensures timeliness of its responses (synchronously or asynchronously) to students’ requests by placing a requirement on response time of no more than 24 hours within the institution’s published operational schedule of the program/course.

Charlotte Technical College and the off-site Instructional Service Center do not offer programs via distance education. This criterion is not applicable.

Exhibit 32.P.43a: Non-Applicable Statement

INSTRUCTION

1. Academic competencies and occupational skills are integrated into the instructional program for each occupational area.

The curricula for CTC’s instructional programs integrate academic competencies and occupational skill development by means of various methods such as: utilization of lectures, hands-on exercises, power-point presentations, audiovisuals, written materials and other instructional methodologies which provide differentiated learning for all types of learners. The programs curricula is sequential, providing optimal learning by correlating theory with clinical or work based practice. All programs correlate to an industry certification or state licensure exam vetted through an independent sponsoring agency. Competencies taught align to the certification/state licensure exam; therefore, instructional methodologies utilized are to prepare the student for the certification exam. Lab experiences allow students the opportunity to work in a variety of job settings that require the application of these skills. Clinical practice allows students the opportunities to apply classroom theory to real life situations. Within the curriculum frameworks provided by FLDOE, the academic competencies are linked to the occupational skills for each skill required by the program.

Exhibit 33.I.1a: Dental Assisting Course Syllabi OCP – C1
Exhibit 33.I.1b: Postsecondary Industry Cert/Licensure list
Exhibit 33.I.1c: Clinical Competency Summary
2. The instructional programs provide instruction in the competencies essential to success in the occupation, including job knowledge, job skills, work habits, and attitudes.

The FLDOE curriculum frameworks are used as a guide for all CTC program instruction. State required frameworks provide consistency, programmatic quality and integrity and include career-ready practices. Students have ample opportunities to practice job skills and competencies. Employability skills are an integral part of the training and are included in all programs. All programs are designed to prepare students for employment and to provide supplemental training for persons previously or currently employed in any of these occupations. The course syllabi for each program details adequate experiences to develop the skill proficiencies necessary for employment. The classroom lab provides students the opportunities to practice and develop skill proficiency under the direction of qualified faculty. The ability to perform is monitored by written tests and performance appraisals administered by the instructor(s). Clinical performance is evaluated by the instructor(s) in the clinical area. Work habits, attitudes, and interpersonal skills are integral parts of program curriculum. Beginning day one and extending throughout the entire year, instructors are actively involved in working with our Bridges to Careers transition counselor in teaching and role modeling the skills needed for gainful employment.

Exhibit 34.I.2a: Career Ready practices within frameworks
Exhibit 34.I.2b: CTC Employability Rubric
Exhibit 34.I.2c: Syllabus OCP-C1 16-17
Exhibit 34.I.2d: CTC Instructor Information-Bridges 8.3.15
Exhibit 34.I.2e: Bridges January Calendar example

3. The sequence of instruction required for program completion (lecture, lab, and work-based activities) is determined by desired student learning outcomes.
The sequence of instruction required for program completion (lecture, lab, and work-based activities) is effectively organized to maximize the learning of competencies essential to success in the occupation. Relevant information is presented to the students in the classroom. Students use this information to practice their skills in the lab, demonstrate competency in the required areas, and finally apply these skills and knowledge in work-based activities. The instructional sequence has been successful as demonstrated by positive learning outcomes such as completion, placement and licensure as well as end of course assessment results.

Exhibit 35.I.3a: Dental Assisting Curriculum Sequence
Exhibit 35.I.3b: Major Instructional Plan/Dental
Exhibit 35.I.3c: COE Annual Report
Exhibit 35.I.3d: EOCA Assessment Results.PN

The sequence of instruction required for program completion is used to:

4. Organize the curriculum,
5. Guide the delivery of instruction,
6. Direct learning activities, and
7. Evaluate student progress in order to maximize the learning of competencies essential to success in the occupation.

The sequence of instruction follows the prescribed curriculum framework provided by the FLDOE for each program and OCP. Most programs are organized so that the student begins his/her educational program with the basic concepts and advances to more difficult concepts as outlined by the curriculum frameworks.

The curriculum framework serves as the guide to deliver instruction for each OCP. Each OCP provides an established number of training hours which are designated by the FLDOE. Each student is provided with a timeline of expectations in order to keep the student on track for program completion. Each program area incorporates theory, hands-on and/or lab experiences, and worker ethics training. Student evaluation is based on the competencies required to be successful in the chosen occupation. Instructors use a variety of methods to determine student
mastery of subject matter. Such methods include, but are not limited to traditional exams, lab exercises, competency demonstrations, and live work projects.

Exhibit 36.I.4a: EMT Curriculum Frameworks
Exhibit 36.I.5a: Dental Assisting Technology and Management 16-17
Exhibit 36.I.6a: Dental Assisting Course Calendars
Exhibit 36.I.6b: Dental Assisting Course Outlines
Exhibit 36.I.7a: CTC Employability Skills Rubric
Exhibit 36.I.7b: Fabricating an Acrylic Crown or Bridge Competency
Exhibit 36.I.7c: Taking an Alginate Impression and Pouring Model Competencies
Exhibit 36.I.7d: Major Instruction Plan/Dental

8. The institution has appointed an occupational advisory committee for each program or program area offered.

Charlotte Technical College has an occupational advisory board for each program that consists of at least three external members. The advisory committee members play a pivotal role in CTC’s ability to offer successful programs that respond to the needs of students and communities in our service delivery area.

Exhibit 37.I.8a: Master List of Advisory Boards

9. Occupational advisory committees appointed for each program or program areas are used to ensure that desirable, relevant, and current practices of each occupation are being taught.

All CTC advisory committees evaluate the programs to ensure that course content is current, to suggest appropriate changes, and to confirm that program content meets the workforce needs of area businesses.

Exhibit 38.I.9 a – f: Dental Assisting Sign in, agendas and minutes
Exhibit 38.I.9: Dental Assisting Employer Verification Forms
Each occupational advisory committee must:

10. Consist of a minimum of three members external to the institution,
11. Has at least three external members who represent the geographical service area covered by the programs taught by the institution.,
12. Has at least three external members who have expertise in the occupational Program,
13. Meet at least twice annually,
14. Have at least three external members who meet these criteria present at each meeting (with at least two members physically present and one virtually present); and for membership physically present at each meeting, and
15. Keeps minutes to document their activities, recommendations, and meeting attendance.

The advisory committee consists of a minimum of three members who are external to the institution. These members represent local industry within the service area. These committee members bring experience and expertise from the field. At least two meetings are held each year with at least three committee members physically attending the meeting. Minutes of each meeting are kept to document activities, recommendations, and member attendance.

Exhibit 39.I.10-15: Master List Advisory Board Members
Exhibit 39.I.10-15 a-f: Dental Assisting Sign In, Agendas and Minutes

At least once per year, CTC’s Occupational Advisory Committees review the appropriateness of the instructional methods in order to ensure that students master the competencies required in the field.

16. Occupational advisory committees review, at least annually, the appropriateness of the type of instruction (such as lecture, laboratory, work-based instruction, and/or mode of delivery) offered within each program to assure that students gain competency with specific skills required for successful completion of the program.

Exhibit 40.I.16a: Employer Verification Forms Dental
17. **Job-related health, safety, and fire-prevention are an integral part of instruction.**

Safety is at the top of each training program’s agenda. Job-related health, safety, and fire prevention training are an integral part of all curricula taught and part of the frameworks. Students are introduced to facility safety policies and procedures during the first days of entry into the program. Career-specific safety training is covered by the program instructors. A Health and Safety Plan is in place for the wellbeing of all students and staff. The CTC Safety Committee is responsible for yearly review and update of all procedures. Evacuation routes are posted in each classroom. The school performs scheduled monthly drills. Designated personnel monitor the drill and report to the district the outcome.

To minimize the possibility of accidents, instructors ensure that students are under the supervision at all times. A first aid kit is maintained in each program area with the program director responsible for maintaining the supplies.

- Exhibit 41.I.17a: BCT FLDOE Frameworks. Safety
- Exhibit 41.I.17b: Commercial Foods FLDOE Frameworks. Safety
- Exhibit 41.I.17c: Health and Safety Plan
- Exhibit 41.I.17c: Health and Safety Plan
- Exhibit 41.I.17d: Safety Committee Agenda 8.30
- Exhibit 41.I.17e: Safety Committee Minutes 8.30.16
- Exhibit 41.I.17f: Evacuation Route
- Exhibit 41.I.17g: Fire drill Schedule
- Exhibit 41.I.17h: Dental First Aid Kit

18. **To develop skill proficiency, sufficient practice is provided with equipment and materials similar to those currently used in the occupation.**
All programs strive to utilize training equipment and materials similar to those used in the profession. The College also leverages funding opportunities to upgrade equipment as made available by vocational capital outlay requests and the Federal Perkins Grant. In addition, Occupational Advisory Committees are asked to donate equipment used by their operations for use as trainers. All students are required to demonstrate proficiency on the equipment assigned and incorporated into the curriculum.

19. **All instruction is effectively organized as evidenced by course outlines, lessons, competency tests, and other instructional materials.**

All occupational programs use course outlines, lessons, competency-based assessments, and other instructional material in an organized approach. They provide training in essential competencies by the use of current quality textbooks, workbooks, hands-on projects, visual aids, computer software, and oral instruction. Course outlines, tests, and other instructional materials are used throughout the course to guide the student in completion of OCPs.

Exhibit 43.I.19a: Curriculum Sequence
Exhibit 43.I.19b: Dental Assisting Course Calendar
Exhibit 43.I.19c: Dental Assisting Course Outline
Exhibit 43.I.19d: Dental Assisting Technology and Management – ATD 17-18 Cost Sheet with Textbook List
Exhibit 43.I.19e: Fabricating an Acrylic Crown or Bridge Competency
Exhibit 43.I.19f: Major Instruction Plan
Exhibit 43.I.19g: Taking an Alginate Impression and Pouring Model Competencies
20. The institution uses a systematic, objective, and equitable method of evaluating student achievement based on required competencies.

Standards of achievement are clearly outlined and explained in program handbooks and/or course syllabi. Each course outline includes specific standards of achievement identified for that course. Successful completion of OCP-A is a pre-requisite for OCP-B, etc. Each student must maintain at least a C average (75%) in each course in order to continue in the program. The grading process is described in the syllabus for each course. All programs use state-approved competency standards established by the FLDOE curriculum frameworks to rate student performance and the CTC student handbook outlines grading and assessment policies. Many programs utilize criteria developed by industry accrediting agencies such as ASE, HVAC Excellence, American Design Drafting Association, and the Florida Board of Nursing. Program competencies can be documented in the student SIMS system. End of course assessments are designed to measure competency attainment related to program objectives. The student transcript is the official documentation of student achievement based on required competencies.

Exhibit 44.I.20a: Handbook 2017-18 Final
Exhibit 44.I.20b: Syllabus OCP-C1 16-17
Exhibit 44.I.20c: Syllabus OCP-C2 16-17
Exhibit 44.I.20d: Student Catalog-Handbook Grading Policy Screenshot
Exhibit 44.I.20e: Documentation of Competencies in Student MIS System
Exhibit 44.I.20f: EOCA Assessment for PN
Exhibit 44.I.20g: Student Transcript
21. For all coursework delivered via distance education: The institution directly verifies the currency and quality of all contracted courseware on an annual basis, is directly responsible for such currency and quality, and maintains curriculum oversight responsibility within all contracts.

CTC and the off-site instructional service center do not offer courses via distance learning. This criterion is not applicable.

Exhibit 45.I.21 Non-Applicable Statement

22. For all coursework delivered via distance education: The institution has in place a standardized course template, course descriptions, learning objectives, course requirements (i.e. Standard syllabus, outcomes, grading, resources, etc.), and learning outcomes of its programs in order to facilitate quality assurance and the assessment of student learning.

CTC and the off-site instructional service center do not offer courses via distance learning. This criterion is not applicable.

Exhibit 46.I.22 Non-Applicable Statement

23. For all coursework delivered via distance education: The institution monitors student progress and participation by means such as course management systems that provide student time online, frequency of logins, electronic footprints, electronic grade book, and percentage of course completed.

CTC and the off-site Instructional Service Center do not offer courses via distance learning. This criterion is not applicable.

Exhibit 47.I.23 Non-Applicable Statement
Written agreements with work-based activity agencies, if any:

24. Are current,
25. Specify expectations for all parties, and
26. Ensure the protection of students.

The Work-Based Educational Program at CTC is an optional work-based education program that provides students with a combination of school-based preparation and supervised work experience designed to enable the student to acquire attitudes, skills, and knowledge for a career in their chosen occupational area. These written agreements remain current, identify the expectations for all parties, and ensure the protection of students. Unpaid practicum (internships/externships/clinical) experiences are an integral part of health care programs. Students are required to participate in administering direct patient care under the guidance of an instructor or preceptor, as well as some observational experiences. Students are assessed in their knowledge, skills and work habits while participating in these work-based learning experiences. Clinical and practicum sites are pre-arranged by the Program Planner or instructor and are established by a training agreement contract with a facility. The paperwork required for the unpaid practicum experience is program specific and based on the requirements and/or contract of the health care or training facility. Some agencies will have specific forms for students to sign as part of the agreement. All agreements/affiliations go through the CCPS school board attorney for approval.

Exhibit 48.I.24-26a: List of CTC Affiliation Agreements
Exhibit 48.I.24-26b-f: Work Based Activity Program Application (P.9), Training Agreement (P.10), Training Plan Worksheet (P.11), Attendance/Time Card (P.12), Training Evaluation Form (P.13)
Exhibit 48.I.24-26g: CTC Work Based Activities Plan
Exhibit 48.I.24-26h: Sample Health Science Affiliation Agreement
Exhibit 48.I.24-26i: Mercer Student Liability Insurance
27. Each work-based activity has a written instructional plan for students.

The work-based assignment must correlate classroom instruction and skill training with closely supervised on-the-job training. To guide the student’s learning process, each activity has a written instructional plan that is agreed on between the affiliate, student and instructor.

Exhibit 49 I.27a: Clinical Competency Summary

Exhibit 49 I.27b: Clinical Journal Criteria

Exhibit 49 I.27c: Clinical Log

Exhibit 49 I.27d: Clinical Rotation Handbook

28. The written instructional plan for each work-based activity specifies the particular objectives, experiences, competencies, and evaluations that are required.

The work-based program incorporates real work as an essential part of the educational process. The cooperative assignment must correlate classroom instruction and skill training with closely supervised on-the-job training. Each work-based plan specifies the objectives, experiences, competencies, and evaluations associated with the activity.

Exhibit 50 I.28a: Clinical Competency Summary

Exhibit 50 I.28b: Clinical Journal Criteria

Exhibit 50 I.28c: Clinical Log

Exhibit 50 I.28d: Clinical Rotation Handbook

Exhibit 50 I.28e: Instructor Clinical Evaluations

Exhibit 50 I.28f: Preceptor Clinical Evaluations

Exhibit 50 I.28g: Work-based Activities, P.10 and 11
29. The written instructional plan for each work-based activity designates the on-site employer representative responsible for guiding and overseeing the students’ learning experiences and participating in the students’ written evaluations.

The work-based program contract designates the on-site employer representative who is responsible for overseeing the student’s learning experience while at the place of work. This individual participates in completing a student evaluation detailing the performance of the student while at the workplace. In regards to the practical nursing and dental clinical agreements, all agreements specify the CTC clinical instructor shall have the responsibility for supervising students at the clinical site.

Exhibit 51 I.29a: Clinical Rotation Handbook
Exhibit 51 I.29b: Work-based Activities, P. 11-13
Exhibit 51 I.29c: Instructor Clinical Evaluations
Exhibit 51 I.29d: Preceptor Clinical Evaluations

30. All work-based activities conducted by the institution are supervised by a designated employee possessing appropriate qualifications.

The work-based program contract designates the on-site employer supervisor has the responsibility of supervising the student while at the employer’s place of work. The CTC instructor is responsible for coordinating such supervisory efforts with the employer. The instructor will conduct periodic visits to the workplace to ascertain student progress. In addition, the instructor will review all employer performance evaluations on the student as submitted by the employer.

Exhibit 52 I.30a: Instructor Credentials
CHALLENGES AND SOLUTIONS

The pace in which community partners improve and upgrade their equipment is astounding. As with any publicly funded institution, CTC experiences challenges when it comes to funding much needed upgrades of equipment for the occupational programs and infrastructure. CTC will continue to seek out federal and state grant opportunities while also continuing to work with our advisory committees and area employers to provide the skilled training required in our service delivery area.

In addition, other than Building A, the facility is aging. The Director will continue to work with the Building and Maintenance Department to plan for upgrades to the existing facility in order to provide students with a learning environment that is current and up-to date as compared to the industry for which they are being trained.

SUMMARY

CTC’s greatest strength is the capability to train students for employment efficiently and quickly in a safe, clean and welcoming environment. Our highly qualified, dedicated and energetic faculty and staff are committed to technical education and are strongly capable of facilitating student success and assisting students to enter the workforce. CTC offers programs that combine academic skills and hands-on experiences that are fully supported by our community through advisory board participation.
**Instructions for Completing the POSTSECONDARY EDUCATIONAL PROGRAMS CHART**

**GENERAL INSTRUCTIONS**
1. Complete one chart for each campus of the institution (main campus, branch, extension, instructional service center).
2. Indicate the manner in which the length of the program is measured (clock hours/semester credit hours/quarter credit hours). More than one option may be indicated.
3. One Clock Hour/Credit Hour Chart must be completed for each program measured in credit hours and must accompany the Postsecondary Educational Programs chart.
4. All documentation submitted to the Commission must be TYPED and provided in English.

**IMPORTANT DEFINITIONS** (from the *Handbook of Accreditation*)
- **Program**: A combination of courses and related activities (e.g., laboratory activities and/or work-based activities) that leads to a credential and is offered by an institution to develop competencies required for a specific occupation.
- **Distance Education**: As defined for the purposes of accreditation review, education that uses one or more of the technologies to deliver instruction to students who are separated from the instructor; and supports regular and substantive instruction between students and the instructor, synchronously or asynchronously. Technologies used may include the internet, print-based media, e-mail, one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, sound and lines, fiber optics, satellites, or wireless communications devices; audio conferencing; or video cassettes, DVDs, and CD-ROMs. If the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed.

A **Credit Hour** is equivalent to a minimum of each of the following: one semester credit for 15 clock hours of lecture, 30 clock hours of laboratory, or 45 clock hours of work-based activities; or one quarter credit for 10 clock hours of lecture, 20 clock hours of laboratory, or 30 clock hours of work-based activities.

**LISTING PROGRAMS**
1. List all programs offered by the institution as of the date the chart is completed.
2. List only those programs that educate students for the purpose of job entry or job advancement.
3. List only those programs that are actively enrolling students or those that have enrolled students within 12 months prior to the date of the chart. All programs must be listed no matter the length of the program.
5. Indicate the name of each program as it appears in the institution’s catalog. Program names must be consistent with the names printed in institutional publications and state approval documentation.
6. Be sure to indicate what percentage of the program’s total length is available through distance education delivery methods.

**EXAMPLE:**

<table>
<thead>
<tr>
<th>PROGRAM NAME</th>
<th>PROGRAM LENGTH</th>
<th>INSTRUCTIONAL METHODS</th>
<th>CREDENTIAL</th>
<th>NUMBER OF STUDENTS ENROLLED IN OTHER CHARTS</th>
<th>NUMBER OF INSTRUCTORS ASSIGNED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>52.00</td>
<td>10</td>
<td>Y</td>
<td>X</td>
<td>18</td>
</tr>
<tr>
<td>Business</td>
<td>52.00</td>
<td>20</td>
<td>X</td>
<td>X</td>
<td>20</td>
</tr>
<tr>
<td>Computer</td>
<td>52.00</td>
<td>25</td>
<td>Y</td>
<td>X</td>
<td>20</td>
</tr>
</tbody>
</table>

**Legend:**
- **Program**: Program education that is offered by an institution to educate students for the purpose of job entry or job advancement.
- **Instructional Method**: Program’s length is measured in clock hours, semester credit hours, or quarter credit hours.
- **Credentialed**: Program is credentialed by the institution.
- **Number of Students Enrolled in Other Charts**: Number of students enrolled in other charts.
- **Number of Instructors Assigned**: Number of instructors assigned.
## POSTSECONDARY EDUCATIONAL PROGRAMS

**DATA COMPILED AS OF (date):**

**August, 2017**

*Programs listed below are those of which campus:*

<table>
<thead>
<tr>
<th>PROGRAM NAME / CP Code</th>
<th>PROGRAM LENGTH</th>
<th>INSTRUCTIONAL DELIVERY METHOD (Check One or More)</th>
<th>CREDENTIAL</th>
<th>PROGRAM START DATE</th>
<th>Number of Students Enrolled on the date chart is completed</th>
<th>Number of Instructional Airmiles</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Conditioning, Refrigeration and Heating Technology-A</td>
<td>1350</td>
<td>0</td>
<td>0</td>
<td>✓</td>
<td>0</td>
<td>1/17/2017</td>
</tr>
<tr>
<td>Building Construction Technologies</td>
<td>600</td>
<td>0</td>
<td>0</td>
<td>✓</td>
<td>0</td>
<td>8/15/2018</td>
</tr>
<tr>
<td>Dental Assisting Technology and Management-A</td>
<td>1230</td>
<td>0</td>
<td>0</td>
<td>✓</td>
<td>0</td>
<td>8/16/2016</td>
</tr>
<tr>
<td>Emergency Medical Technician—ATG 51190</td>
<td>100</td>
<td>0</td>
<td>0</td>
<td>✓</td>
<td>0</td>
<td>2/10/2018</td>
</tr>
<tr>
<td>Nursing Assistant(Assoc. deg.) 511902</td>
<td>60</td>
<td>0</td>
<td>0</td>
<td>✓</td>
<td>0</td>
<td>10/1</td>
</tr>
<tr>
<td>Paramedic</td>
<td>1100</td>
<td>0</td>
<td>0</td>
<td>✓</td>
<td>0</td>
<td>8/3/2017</td>
</tr>
<tr>
<td>Practical Nursing 513901</td>
<td>1350</td>
<td>0</td>
<td>0</td>
<td>✓</td>
<td>0</td>
<td>6/18/2017</td>
</tr>
<tr>
<td>Program</td>
<td>Hours</td>
<td>C</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>-------</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>Baking and Pastry Arts 12001</td>
<td>600</td>
<td>C</td>
<td>0</td>
<td>√</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>
| Commercial Foods and Culinary Arts 12003 | 1200 | C   | 0   | √   | □   | □   | □   | □   | □   | □   | □   | □   | 8/13/13
| Geomatics 12001                      | 1200   | C   | 0   | √   | □   | □   | □   | □   | □   | □   | □   | □   | 8/15/15
| Computer Systems & Information Technology (CSIT) 11001 | 900   | C   | 0   | √   | □   | □   | □   | □   | □   | □   | □   | □   | 8/20/13
| Game Simulation/Animation Programming 20041 | 600   | C   | 0   | √   | □   | □   | □   | □   | □   | □   | □   | □   | 9/15/15
| Game Simulation/Animation Visual Design 20041 | 600   | O   | 0   | √   | □   | □   | □   | □   | □   | □   | □   | □   | 9/15/15
| Network Support Services 11001        | 1050  | O   | 0   | √   | □   | □   | □   | □   | □   | □   | □   | □   | 8/24/14
| Fire Fighter Emergency Medical Technical — Combined 430201 | 656   | O   | 0   | √   | □   | □   | □   | □   | □   | □   | □   | □   | 8/28/17
| Fire Fighter I and II 43201         | 396   | O   | 0   | √   | □   | □   | □   | □   | □   | □   | □   | □   | 1/4/18
| Automotive Service Technology 27000 | 1800   | O   | 0   | √   | □   | □   | □   | □   | □   | □   | □   | □   | 8/15/15

*Traditional Program* — Program that requires all instructional hours to be completed on campus.

*Hybrid Program* — Program in which less than 50% of the required instructional hours are available via distance education delivery methods.

*Distance Education Program* — Program in which 50% or more of the required instructional hours are available via distance education delivery methods.
STANDARD 2

EDUCATIONAL PROGRAMS (COMPOSITE)

EXHIBIT LIST

Exhibit 1 – 5 AR.a: Charlotte Technical College Admissions Policy
Exhibit 1 – 5 AR.b: CTC Student Catalog Admissions Screenshot
Exhibit 1 – 5 AR.c: CTC Student Catalog- Handbook 2016-17
Exhibit 1 – 5 AR.d: Postsecondary Application and Registration
Exhibit 1 – 5 AR.e: Adult Registration Packet
Exhibit 1 – 5 AR.f: Dental Assisting Timeline-Checklist
Exhibit 1 – 5 AR.g: CNA Registration Checklist
Exhibit 6 AR.6a : Non-Applicable Statement
Exhibit 7 AR.7a: 2017-18 Student Handbook, Course Catalog P. 22
Exhibit 7 AR.7b: Charlotte Technical College Transfer Policy
Exhibit 8 AR.8a: 2017-18 Student Handbook, Course Catalog P. 22
Exhibit 8 AR.8b: Charlotte Technical College Transfer Policy
Exhibit 9 AR.9a: 2017-18 Student Handbook, Course Catalog Admissions Requirements
Exhibit 9 AR.9b: F.S. 1004.91
Exhibit 9 AR.9c: Charlotte Technical College Admissions Policy
Exhibit 10 AR.10a: Non-Applicable Statement
Exhibit 11 – 15 AR.a: Non-Applicable Statement
Exhibit 16 AR.16a: Program Flyer
Exhibit 16 AR.16b: 2017-18 Student Handbook, Course Catalog P.25
Exhibit 16 AR.16c: 2016-17 Student Handbook, Course Catalog P. 23
Exhibit 16 AR.16d: Dental Assisting Website & Mission Statement
Exhibit 16 AR.16e: BHW and CNA Course Syllabus – August 2015
Exhibit 16 AR.16f: Dental Assisting Rack Card
Exhibit 16 AR.16g: Facebook Page
Exhibit 16 AR.16h: Instagram Screenshot
Exhibit 16 AR.16i: Job Fair Flyer
Exhibit 16 AR.16j: Twitter Screenshot
Exhibit 17 AR.17a: DOE Memo attachment for tuition and Fees 2016
Exhibit 17 AR.17b: 2016-17 Memo for School Board Approval for Tuition and Fees
Exhibit 17 AR.17c: BCT Cost Sheet Sample
Exhibit 17 AR.17d: BCT Timeline-Checklist for admissions
Exhibit 18 AR.18a: CTC Student Internet Usage Agreement, P. 39
Exhibit 18 AR.18b: Check sheet for adult admissions
Exhibit 18 AR.18c: Network Technician Job Description
Exhibit 18 AR.18d: Student Handbook Computer Use P.31
Exhibit 18 AR.18e: Student Handbook Acknowledgement P. 77
Exhibit 18 AR. 18f: CTC Technology Plan
Exhibit 19 AR.19a : Non-Applicable Statement
Exhibit 20 P.1 – 3a: Sample District Policy, located on P. 31&32 of CTC Student Handbook
Exhibit 20 P.1 – 3b: Florida Department of Education authorization letter to provide programs
Exhibit 20 P.1 – 3c: Snapshot of Mission Statement on Website
Exhibit 20 P.1 - 3d: EMT Curriculum Frameworks
Exhibit 20 P.1 - 3e: Target Occupation List, Region 24
Exhibit 20 P.1 – 3f: COE Annual Report
Exhibit 20 P.1 – 3g: Employer Survey
Exhibit 21 P.4 – 6a: Screenshot of District Anti-Compliance Officers for Reporting
Exhibit 21 P.4 – 6b: Screenshot of Discrimination Policy 1122
Exhibit 21 P.4 – 6c: Health Science Program Handbook Sample
Exhibit 22 P.7 – 8a: Not Applicable Statement
Exhibit 23 P.9 – 10a: Dental Assisting Course Syllabus OCP-A
Exhibit 23 P.9 – 10b: FLDOE Curriculum Frameworks. 16-17
Exhibit 23 P.9 – 10c: CTC Common Course Syllabi Template
Exhibit 23 P.11a: Health Science Handbook
Exhibit 23 P.11b: SAMPLE Anesthesia and Pain Control Quiz, dental
Exhibit 23 P.11c: SAMPLE Chapter 43-2 Test, dental
Exhibit 23 P.11d: CTC Employability Skills Rubric
Exhibit 23 P.11e: Fabricating an Acrylic Crown, dental
Exhibit 23 P.11f: Instructor Clinical Evaluations
Exhibit 23 P.11g: Preceptor Clinical Evaluations
Exhibit 23 P.11h: Taking an Alginate Impression, dental
Exhibit 23 P.12a: Dental Roster, Agenda, Minutes 14-15
Exhibit 23 P.12b: Dental Member List 14 – 15
Exhibit 23 P.12c: Dental Roster, Agenda, Minutes 15 – 16
Exhibit 23 P.12d: Dental Member List 15 – 16
Exhibit 23 P.12e: Dental Roster, Agenda, Minutes 16 – 17
Exhibit 23 P.12f: Dental Member List 16 – 17
Exhibit 23 P.12g: Dental Employer Verification Forms
Exhibit 24 P.13a: EMT Curriculum Frameworks
Exhibit 24 P.13b: Change Document for 17 – 18
Exhibit 24 P.13c: Dental Assisting Curriculum Frameworks
Exhibit 24 P.13d: Dental Assisting Syllabus. January OCP – A
Exhibit 24 P.13e: Dental Assisting Curriculum Sequence
Exhibit 24 P.13f: Dental Assisting Instruction Plan
Exhibit 24 P.14a: Dental Employer Verification Forms
Exhibit 30  P. 35d  Collaborative Decision Making
Exhibit 30  P.35e  Faculty Planning
Exhibit 30  P.36a  CTC Employability Skills Rubric
Exhibit 30  P.36b  Instructor Clinical Evaluations
Exhibit 30  P.36c  Dental Assisting Skill. Lab Competency Evaluation
Exhibit 30  P.37a  Dental Assisting Technology and Management DOE Framework
Exhibit 30  P.37b  Syllabus OCP-C1 16-17
Exhibit 30  P.37c  EOCA OCP-C1
Exhibit 30  P.37d  EOCA OCP-A
Exhibit 30  P.37e  2016 COE Annual Report
Exhibit 30  P.38a  Grading and Assessment
Exhibit 30  P.38b  Instructor Clinical Evaluations
Exhibit 30  P.38c  Preceptor Clinical Evaluations
Exhibit 30  P.38d  Taking an Alginate Impression and Pouring Model Competencies
Exhibit 30  P.38e  Trimming and Finishing Dental Models Competency
Exhibit 30  P.38f  Anesthesia and Pain Control Quiz
Exhibit 30  P.38g  Chapter 43 – 2 Test
Exhibit 30  P.39a  Dental Assisting Student Record Sample (attendance, grades, teacher
documentation, standards based assessment)
Exhibit 30  P.40a  CTC Student Catalog (Admissions Screenshot)
Exhibit 30  P.40b  CTC Refund Policy
Exhibit 30  P.40c  Dental Assisting Website Screenshot
Exhibit 30  P.40d  CTC Student Catalog-Handbook (Grading Policy Screenshot)
Exhibit 30  P.40e  Charlotte Technical College Admissions Policy
Exhibit 30  P.40f  Screenshot of fees and tuition from catalog 2017-18
Exhibit 30  P.41a  Yearly CTC Meeting Calendar
Exhibit 30  P.41b  Dental Assisting Clinical Schedule
Exhibit 30  P.41c  Dental Assisting Course Calendars
Exhibit 30  P.41d  Screenshot Sample of Teacher Websites in Edline
Exhibit 31  P.42a  Not Applicable Statement
Exhibit 32  P.43a  Not Applicable Statement
Exhibit 33  I.1a  Dental Assisting Course Syllabus OCP-C1 16-17
Exhibit 33  I.1b  Postsecondary Funding List 2016-17 approved
Exhibit 33  I.1c  Clinical Competency Summary
Exhibit 33  I.1d  Dental Assisting Technology and Management 16-17
Exhibit 34  I.2a  Career Ready Practices within Frameworks
Exhibit 34  I.2b  CTC Employability Skills Rubric
Exhibit 34  I.2c  Syllabus OCP-C1 16-17
Exhibit 34  I.2d  CTC Instructor Information-Bridges 8.3.15
Exhibit 34  I.2e  January Bridges Calendar
Exhibit 35  I.3a  Dental Assisting Curriculum Sequence
Exhibit 35  I.3b  Major Instruction Plan/Dental
Exhibit 35  I.3c  2016 COE Annual Report
Exhibit 35  I.3d  EOCA Assessment Results, PN
Exhibit 36  I.4a  EMT Curriculum Frameworks
Exhibit 36  I.5a  Dental Assisting Technology and Management 16-17
Exhibit 36  I.6a  Dental Assisting Course Calendars
Exhibit 36  I.6b  Dental Assisting Course Outlines
Exhibit 36  I.7a  CTC Employability Skills Rubric
Exhibit 36  I.7b  Fabricating an Acrylic Crown or Bridge Competency
Exhibit 36  I.7c  Taking An Alginate Impression and Pouring Model Competencies
Exhibit 36  I.7d  Major Instruction Plan
Exhibit 37  I.8a  17-18 Master List Advisory Boards
Exhibit 38  I.9  Dental Assisting Employer Verification Forms
Exhibit 38  I.9a-f: Dental Assisting Sign in, Agendas, Minutes
Exhibit 39  I.10-15  17-18 Master Advisory List
Exhibit 39  I.10-15a-f: Dental Assisting Sign In, Agendas, Minutes
Exhibit 40  I.16a  Employer Verification Forms Dental
Exhibit 40  I.16b  Employer Verification Forms Auto
Exhibit 41  I.17a  BCT FLDOE Frameworks. Safety
Exhibit 41  I.17b Commercial Foods FLDOE frameworks. Safety
Exhibit 41  I.17c Health and Safety Plan -.CTC
Exhibit 41  I.17d Safety Committee Agenda 8.30.16
Exhibit 41  I.17e Safety Committee Minutes 8.30.16
Exhibit 41  I.17f Evacuation Route
Exhibit 41  I.17g Fire Drill Schedule
Exhibit 41  I.17h Dental First Aid Kit
Exhibit 42  I.18a Cap. Out request
Exhibit 42  I.18b CTC Postsecondary Perkins Grand Awards
Exhibit 42  I.18c Palm auto parts donation to CTC
Exhibit 42  I.18d Dental Assisting Equipment Inventory
Exhibit 43  I.19a Curriculum Sequence
Exhibit 43  I.19b Dental Assisting Course Calendars
Exhibit 43  I.19c Dental Assisting Course Outlines
Exhibit 43  I.19d Dental Assisting Technology and Management – ATD 17-18 Cost Sheet with Textbook List
Exhibit 43  I.19e Fabricating an Acrylic Crown or Bridge Competency
Exhibit 43  I.19f Major Instruction Plan
Exhibit 43  I.19g Taking An Alginate Impression and Pouring Model Competencies
Exhibit 43  I.19h Trimming and Finishing Dental Models Competency
Exhibit 44  I.20a Handbook 2017-18 Final
Exhibit 44  I.20b Syllabus OCP-C1 16-17
Exhibit 44  I.20c Syllabus OCP-C2 16-17
Exhibit 44  I.20d CTC Student Catalog-Handbook (Grading Policy Screenshot)
Exhibit 44  I. 20e Documentation of Competencies in Student MIS System
Exhibit 44  I.20f EOCA Assessment Results, PN
Exhibit 44  I.20g Student Transcript
Exhibit 45  I.21 Non-Applicable Statement
Exhibit 46  I.22 Non-Applicable Statement
Exhibit 47  I.23 Non-Applicable Statement
Exhibit 48  I.24-26a: All Affiliation Agreements
Exhibit 48  I.24-26b – f: CTC Work Based Activities
Exhibit 48  I.24-26g: CTC Work Based Activities Plan
Exhibit 48  I 24-26h: Sample Health Science Affiliation Agreement
Exhibit 48  I 24-26i: Mercer Student Liability Insurance
Exhibit 49  I.27a: Clinical Competency Summary
Exhibit 49  I.27b: Clinical Journal Criteria
Exhibit 49  I.27c: Clinical Log
Exhibit 49  I.27d: Clinical Rotation Handbook
Exhibit 50  I.28a: Clinical Competency Summary
Exhibit 50  I.28b: Clinical Journal Criteria
Exhibit 50  I.28c: Clinical Log
Exhibit 50  I.28d: Clinical Rotation Handbook
Exhibit 50  I.28e: Instructor Clinical Evaluations
Exhibit 50  I.28f: Preceptor Clinical Evaluations
Exhibit 50  I.28g: CTC Work Based Activities, P. 10 and 11
Exhibit 51  I.29a: Clinical Rotation Handbook
Exhibit 51  I.29b: CTC Work Based Activities, P. 11 - 13
Exhibit 51  I.29c: Instructor Clinical Evaluations
Exhibit 51  I.29d: Preceptor Clinical Evaluations
Exhibit 52  I.30a: 2016 Instructor Credentials
STANDARD 3

PROGRAM AND INSTITUTIONAL OUTCOMES

INTRODUCTION

The placement of technically trained students supports the mission of Charlotte Technical College in preparing students to enter, advance and succeed in the workplace as well as meeting the needs of employers in our service delivery area. To assist with fulfilling the mission, the college has a placement follow-up plan in place. The plan measures and evaluates completers, non-completers, and employer satisfaction. Program and institutional outcomes are reported annually to the Council on Occupational Education. If any program demonstrates a deficiency, the college develops an action plan to address the deficiency. Charlotte Technical College strives to meet all suggested performance outcomes.

ANALYSIS

Program and institutional outcomes are continually monitored and ever-changing due to State of Florida Department of Education changes. CTC strives to meet all standardized benchmarks.

1. Individual student progress data, including (a) appropriate evaluations of knowledge and skills required for occupation(s) studied and (b) notations of completion(s) of and/or withdrawal from programs, are maintained and made a part of his/her record.

Individual student progress is determined daily by the program instructor.

(a) Each instructor monitors and evaluates student progress based on the standards from the curriculum frameworks and intended student outcomes from the Florida Department of Education (FLDOE). Progress is maintained by the program instructor.

(b) As a student completes the competencies and hours for the program occupational completion point (OCP), Data Management schedules the student in the student database program to the next OCP and documents program completion or withdrawal.
(c) The OCP tracking/completion is organized through the FOCUS software student database program. All CTC instructors, counselors and support staff who have direct involvement in maintenance of the student records utilize this program. The OCP tracking/completer permanent record is kept in the student’s electronic file.

Exhibit 3.1.a: Student’s Homework with Instructor’s Redirection
Exhibit 3.1.b: Student’s Test with Instructor’s Redirection
Exhibit 3.1.c: Test Scantron
Exhibit 3.1.d: Student Documentation (FOCUS)
Exhibit 3.1.e: Student Progress Report (FOCUS)
Exhibit 3.1.f: Governor’s Letter of Congratulations
Exhibit 3.1.g: Student Certifications
Exhibit 3.1.h: Student Program Certificate

2. The institution submits accurate and verifiable program completion data each year to the Commission for comparison with required benchmarks.

It is the duty of the Postsecondary Occupational Specialist to report completion data to the Council on Occupational Education (COE). The instructors submit accurate and verifiable information quarterly and annual completion data to the Postsecondary Occupational Specialist. The Postsecondary Occupational Specialist submits program completion, placement, and licensure data to COE via the annual report. The Director reviews the report and action is taken should the completion rates not meet the standard benchmarks. The completion, placement, and licensure benchmarks give the institution a guideline by which to evaluate and improve the performance of the programs offered.

Exhibit 3.2.a: COE Annual Report Postsecondary
CTC is an accredited institution, therefore this criterion is non-applicable.

Exhibit 3.4.a: No Exhibit

5. FOR ACCREDITED INSTITUTIONS ONLY: All programs meet the required benchmark for completion OR the institution has taken any actions required by the Commission due to program completion rates failing to meet the required benchmark.

CTC reported placement data on 11 programs on the 2016 COE Annual Report, of which all twenty-five programs are located on the main campus. All programs met and/or exceeded the completion benchmark as set by COE.

Exhibit 3.5.a: 2016 COE Annual Report Postsecondary CPL Data

Exhibit 3.5.b: 2016 Annual Report Completion and Placement Stats

6. The institution submits accurate and verifiable program placement data each year to the Commission for comparison with required benchmarks.

It is the duty of the Postsecondary Occupational Specialist to report placement data to COE. The instructors submit accurate and verifiable information quarterly and annual completion data to the Postsecondary Occupational Specialist. The postsecondary occupational specialist submits program placement data to COE via the annual report. The Director reviews the report and action is taken should the completion rates not meet the standard benchmarks. The
completion, placement, and licensure benchmarks give the institution a guideline by which to evaluate and improve the performance of the programs offered.

**Exhibit 3.6.a: 2016 COE Annual Report Postsecondary CPL Data**

**Exhibit 3.6.b: 2016 COE Annual Report Completion and Placement Stats**

**Exhibit 3.6.c: Institutional Plan of Improvement for Triggered Program-CSIT**

*7 Item 7: This data is to be completed by visiting teams during accreditation visits.*

8. **FOR INITIAL ACCREDITATION, ONLY:** The majority of programs meet the required benchmark for placement for the most recent 12-month period possible.

CTC is an accredited institution; therefore, this criterion is non-applicable.

**Exhibit 3.8.a: No Exhibit**

9. **FOR ACCREDITED INSTITUTIONS, ONLY:** All programs meet the required benchmark for placement OR the institution has taken any actions required by the Commission due to program placement rates failing to meet the required benchmark.

CTC reported placement data on twenty-five (25) programs on the 2016 COE Annual Report, of which all twenty-five (25) programs are located on the main campus. All programs met and/or exceeded the placement benchmark as set by COE, with the exception of one program.

Computer Systems Information Technology had a 53% placement rate, which did not meet the required 70% required benchmark. An Institutional Plan of Improvement for Triggered Programs was submitted to COE. The action was geared to improve the program placement rate.
It is the duty of the Postsecondary Occupational Specialist to report licensure data to COE. The instructors submit accurate and verifiable information quarterly and annual completion data to the postsecondary occupational specialist. The Postsecondary Occupational Specialist submits program completion, placement, and licensure data to the COE via the annual report. The Director reviews the report and action is taken should the licensure rates not meet the standard benchmarks. The completion, placement, and licensure benchmarks give the institution guidelines by which to evaluate and improve the performance of the programs offered.

CTC is an accredited institution; therefore, this criterion is non-applicable.

Exhibit 3.12.a: No Exhibit
CTC reported licensure data on two programs on the 2016 COE Annual Report. Both are located on the main campus. Both programs met and/or exceeded the competition benchmark as set by COE.

13. FOR ACCREDITED INSTITUTIONS ONLY: All applicable programs meet the required benchmark for licensure exam pass rates OR the institution has taken any actions required by the commission due to licensure exam pass rates failing to meet the required benchmark.

CTC has developed a systematic and continuous follow-up plan to evaluate and improve the quality of program outcomes and to assist its students in job placement. As the CTC students, completers, and non-completers exit throughout the school year, follow-up procedures are in place and data is collected at regular intervals. Student information is entered into a student follow-up database for further reporting. Student survey information is compiled by the Postsecondary Occupational Specialist and disseminated to administrators, instructors and Student Services for review.

14. The institution has a written plan to ensure that follow-up is systematic and continuous.

CTC has developed a systematic and continuous follow-up plan to evaluate and improve the quality of program outcomes and to assist its students in job placement. As the CTC students, completers, and non-completers exit throughout the school year, follow-up procedures are in place and data is collected at regular intervals. Student information is entered into a student follow-up database for further reporting. Student survey information is compiled by the Postsecondary Occupational Specialist and disseminated to administrators, instructors and Student Services for review.

Exhibit 3.13.f: Practical Nursing Licensure Verification

Exhibit 3.14.a: Follow-Up and Placement Policy and Procedures
Exhibit 3.14.b: Student Mid-Term Survey
Exhibit 3.14.c: Student Exit Survey
Responsibilities for follow-up activities are described in the written plan for placement. There are three primary parties responsible for the follow-up activities: instructors, the Postsecondary Occupational Specialist, and the Administrative Office Specialist.

**Exhibit 3.15.a: Follow-Up and Placement Policy and Procedures**

Student employment information is received by students self-reporting through Student Exit Surveys and Student Follow-up Surveys, and from secretarial follow-up phone surveys. An Employers Survey is initiated by CTC based on employment information received from the students.
Completers provide program effectiveness feedback through Student Exit Surveys done at the completion of the program. Employers provide effectiveness feedback through the Advisory Board meetings, and secretarial follow-up surveys.

The instructors along with the Postsecondary Occupational Specialist are responsible for information used to evaluate and improve the quality of program outcomes based on exit and follow-up surveys and employer surveys. The College’s written plan for follow-up includes placement and follow-up information made available at least on an annual basis to all instructional personnel and administrative staff.

The placement/follow-up program at CTC is a joint, cooperative venture for faculty, staff and administration. Placement and follow-up data is made available to instructional and administrative personnel at least on an annual basis at a staff meeting. The exit interview results and placement data is provided to the appropriate staff and is maintained in Google Docs.

Exhibit 3.16.a: Follow-Up and Placement Policy and Procedures
Exhibit 3.16.b: Student Exit Survey
Exhibit 3.16.c: Employer Survey
Exhibit 3.16.d: Student Follow-Up Survey
Exhibit 3.17.a: Student Exit Survey
Exhibit 3.17.b: Employer Survey
Exhibit 3.17.c: Student Follow-Up Survey
Exhibit 3.18.a: Student Exit Survey
Exhibit 3.18.b: Employer Survey
Exhibit 3.18.c: Student Follow-Up Survey
Exhibit 3.19.c: Student Exit Survey Results
CHALLENGES AND PROPOSED SOLUTIONS

The placement and follow-up procedures are continuously evaluated for improvements. Staff cuts have caused existing support personnel to take on additional duties and responsibilities with regards to placement and follow-up; therefore, increasing the importance of instructors maintaining relationships with their students to report placement. The continuing challenge facing the follow-up is the collection of accurate and timely data from the students completing the follow-up surveys or responding to follow-up phone calls and/or emails. Faculty, administration and the occupational advisory boards identify weaknesses within programs through the student exit survey data. Administration is working more closely with instructors in evaluation of data and realizing the importance of the data and the overall program assessment. Charlotte Technical College will continue to work with the FOCUS (SIMS) administrators to update and help us to manage and correlate data for reporting purposes.

SUMMARY

Charlotte Technical College continues to provide quality employment opportunities for students using CareerSource Southwest Florida, the occupational advisory boards, business and industry service employers, instructors and staff. The entire institution works continuously with representatives of community to assist in the placement of students. The follow-up system that obtains information from former students and their employers about the quality of the programs allows for continuous program improvement. Our tracking plan and policies continues to be revised and addressed to meet the ever-changing workplace environment challenges.
## 104900 - Charlotte Technical College

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104903 - Charlotte Technical College - Englewood Area Fire Control Campus, District Admin Office

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Institution Totals

TRIGGERED PROGRAMS REQUIRING ACTION

One or more programs on the Annual Completion, Placement, and Licensure Form are highlighted which indicates they have been triggered as not meeting minimum benchmarks for completion, placement, and/or licensure. The minimum benchmarks for all programs are:

- 60% Total Completion Rate (Column 23 on the Form)
- 70% Total Placement Rate (Column 25 on the Form)
- 70% Licensure Exam Pass Rate (Column 26 on the Form)

(There are some exemptions to the minimum benchmarks given to institutions that offer special programs and serve special populations. Institutions that are given exemptions should have a letter on file from the Commission which specifies their minimum benchmarks.)

A plan of improvement for each triggered program must be submitted with this annual report. Plans must address all steps to be taken to address the specific area of concern (completion, placement, and/or licensure). Please refer to the Suggested Procedures for Development of an Improvement Plan for Programs in the Help Menu of the software. Plans for Improvement must be uploaded into the software using the 'Uploads' feature in the blue task bar.

https://flame.annual.cqj/technical/certification/annual_report/annual_report/2017-08-30_23320067
The timeline for compliance with minimum required benchmarks is as follows: Institutions whose longest program is less than one year in length will have 12 months to bring triggered programs into compliance; institutions whose longest program is one year, but less than two years, will have 18 months for compliance; and institutions whose longest program is two years in length will have two years for compliance.

Compliance with all minimum benchmarks must be accomplished within the specified timeframe. Institutions that fail to bring all triggered programs into compliance will face loss of accreditation or candidate status. Extensions for compliance may be granted by the Commission with good cause. Good cause is defined in the Handbook of Accreditation.

After submission of the annual report, the Commission will send an official notice to the institution regarding the next steps required to demonstrate compliance with the minimum benchmarks. The Commission takes action on annual reports at its winter meeting in February each year. The timeline for compliance described above will start with the date of the Commission's letter.
### STANDARD 3
**PROGRAM AND INSTITUTIONAL OUTCOMES**

#### EXHIBIT LIST

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<tr>
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<td>Student’s Text With Instructor’s Redirection</td>
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<td>2016 COE Annual Report Completion and Placement Stats</td>
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Exhibit 3.10.a: 2016 COE Annual Report Postsecondary CPL Data
Exhibit 3.10.c: Cosmetology Student List (2014-2015)
Exhibit 3.10.d: Cosmetology License Verification
Exhibit 3.10.f: 2014-2015 PN License Verification
Exhibit 3.12.a: No Exhibit
Exhibit 3.13.a: 2016 COE Annual Report Postsecondary CPL Data
Exhibit 3.13.d: Cosmetology License Verification
Exhibit 3.13.f: Practical Nursing License Verification
Exhibit 3.14.a: Follow-Up and Placement Policy and Procedures
Exhibit 3.14.b: Student Mid-Term Survey
Exhibit 3.14.c: Student Exit Survey
Exhibit 3.14.e: Employer Survey
Exhibit 3.14.f: Student Exit Form (on-line FOCUS)
Exhibit 3.14.g: Student Exit Form (Hard Copy)
Exhibit 3.14.h: Student Record-Access Database
Exhibit 3.14.l:  Student Follow-Up Survey
Exhibit 3.14.m:  Placement Services Bulletin Board
Exhibit 3.15.a:  Follow-Up and Placement Policy and Procedures
Exhibit 3.16.a:  Follow-Up and Placement Policy and Procedures
Exhibit 3.13.b:  Student Exit Survey
Exhibit 3.16.c:  Employer Survey
Exhibit 3.16.d:  Student Follow-Up Survey
Exhibit 3.17.a:  Student Exit Survey
Exhibit 3.17.b:  Employer Survey
Exhibit 3.17.c:  Student Follow-Up Survey
Exhibit 3.18.a:  Student Exit Survey
Exhibit 3.18.b:  Employer Survey
Exhibit 3.18.c:  Student Follow-Up Survey
Exhibit 3.19.c:  Student Exit Survey Results
STANDARD 4
STRATEGIC PLANNING

INTRODUCTION

Strategic planning is recognized as a necessity for the effective operation of Charlotte Technical College. The college strives to serve the needs of the community; therefore, efforts are made to ensure that long-range plans are consistent with the needs and trends taking place locally and throughout the state. Charlotte Technical College uses its strategic plan to put in place a systematic process for all faculty, administration, and instructional staff to become effective in accomplishing our goals. Utilizing data is key in helping to improve the strategic plan and assist us in the effective measurement and accomplishment of the existing goals while planning for future goals. Charlotte Technical College is under the governance of Charlotte County Public Schools. All schools are required to submit to the District a strategic plan. The school’s strategic plan includes goals, objectives and strategies for accomplishing the objectives with the flexibility to add or delete site-specific strategies that apply to the school annually as needs of the school and community change. Many of our goals have been included in the district strategic plan for CCPS. In compliance with the Council of Occupational Education (COE) and the district plan requirements, Charlotte Technical College has updated its strategic plan to cover a minimum 3 year span of goals and objectives. Over the last several years, a new template has been designed and is more efficient in meeting the requirements of the plan as outlined by COE. The strategic plan is reviewed by faculty, administration, and the institutional advisory committee for approval and suggestions. The model for the strategic plan implemented by the Charlotte Technical College covers the school years 2016-2020.

COE’s Standard 4 (Strategic Planning) has four primary objectives:

1. To ensure that the institution uses a systematic process to determine its effectiveness in accomplishing its mission,
2. To ensure that strategic planning leads to the establishment of priorities and to appropriate action,
3. To ensure that a system is used for gathering and utilizing objective data for strategic planning and to facilitate the institution’s process of continuous improvement, and
4. To assure that the strategic plan is subject to systematic and periodic review and evaluation by the communities of interest served by the institution.

ANALYSIS

1. The institution has a written strategic plan.

Charlotte Technical College has a written strategic plan that meets all the required COE components. The plan is congruent with the Charlotte County Public Schools strategic plan and details the key strategic planning initiatives that each member institution must address with the flexibility to add site specific goals and strategies that apply to the school. The CTC strategic plan is maintained on the CTC website and is available to faculty, administration, the institutional advisory board, program advisory committees and the public.

Exhibit 4.1.a: Charlotte Technical College Strategic Plan

Exhibit 4.1b: Charlotte County Public Schools Strategic Plan

Exhibit 4.1.c: Screenshot of Strategic Plan on CTC Website

The strategic plan includes, as a minimum, the following components:

2. Mission of the institution,
3. Vision of the institution,
4. Objectives for a minimum period of three years,
5. Strategies for achieving the objectives; and,
6. Strategies for evaluating progress toward achieving the objectives.
7. The strategic plan is reviewed by the faculty, administration, and industrial advisory board committee and revised as necessary, at least annually.
8. The results of the evaluation of progress toward achieving the objectives are documented annually.
Included in our strategic plan is the college’s mission statement, vision statement, major goals and objectives for a minimum of a 3 year planning period, strategies to be taken to achieve the major goals, and methods to measure progress. Charlotte Technical College has seven main goals outlined in the plan that include specific objectives.

The goals include the following:

1. Focus on student achievement
2. Focus on marketing
3. Focus on operational efficiency
4. Focus on business and community involvement
5. Focus on enrollment management
6. Focus on technology
7. Focus on facilities

CTC’s strategic plan is reviewed for progress by the faculty, administration, and institutional advisory committee and is revised annually at the beginning of the year in a strategic planning professional development session during pre-school planning. The data from the strategic plan is shared with the staff during the opening session for the new school year. The data is used to prepare and update the annual plan. After final approval from the institutional advisory board, the plan was presented to the School Board for approval on Tuesday, November 15, 2016.

The results of the evaluation of progress toward achieving the objectives are documented annually in the annual evaluation of goals and objectives during the beginning of the year. During the opening presentation each year, the Director prepares a presentation that compares the appropriate data with the objectives contained within the plan to determine achievement. After review of the data, the results are used to update the strategic planning document as part of the continuous improvement process for the school.

Exhibit 4.2.a: CTC Strategic Plan Mission Statement

Exhibit 4.3.a: CTC Strategic Plan Vision Statement

Exhibit 4.4.a: CTC Strategic Plan Sample Goals and Objectives
Exhibit 4.5.a: CTC Strategic Plan Strategies

Exhibit 4.6.a: CTC Strategic Plan Evaluative Measures

Exhibit 4.7.a: CTC Strategic Plan Mid-Year Review

Exhibit 4.7.b: Strategic Planning Pre-School Professional Development Agenda

Exhibit 4.7.c: CTC Visioning Update

Exhibit 4.7.d: Institutional Advisory Board Minutes/Approval of Strategic Plan

Exhibit 4.7.e: School Board Approval of Strategic Plan

Exhibit 4.8.a: Opening Presentation

Exhibit 4.8.b: CTC Visioning Update

Exhibit 4.8.c: Survey Results – Adults
**CHALLENGES**

Charlotte Technical College has been under direction of three different directors in the past five years. This has made it difficult to keep a consistent format and template for strategic planning. Charlotte County Public Schools has also required different templates for documenting the strategic plan. It was not until the 2016-17 school year that CTC stepped away from the district template and collaboratively developed what is a strong template to use in the future for documenting goals and objectives to carry out the vision and mission for the College. In addition, CTC faces the continuing challenge of developing a strategic plan that anticipates a constant changing workforce environment. New businesses, competition between technical colleges within close proximity, and varying financial resources require a strategic planning process that is flexible to continuous change.

**PROPOSED SOLUTIONS**

The new template has become a valuable tool to capture the necessary and required components of the strategic plan. CTC will use the objectives and goals of the plan to drive continuous improvement as the College continues to work with economic development and the business industries to develop programs and to entice skilled students to enter the workforce community.

**SUMMARY**

Charlotte Technical College has written a strategic plan that is implemented to make the institution grow and become more efficient each year. CTC strives to meet the changing needs of the business community through the strategic planning process. The plan is a blueprint for achieving continuous improvement and evaluating the effectiveness of the institution. The planning process attempts to utilize data gathered from the college’s students, employees, employers, and industrial and business leaders. The decisions to consider new programs, as well as, to modify programs or discontinue programs, are made after careful consideration of the needs of the area and the input from those affected. CTC plans to review the strategic plan annually or as needed, revised to insure the timeliness of data, goals, action plans, and strategies. CTC involves the faculty, administration, and the institution’s advisory board committees to improve the effectiveness of the institution. The evaluation plan is documented annually.
STANDARD 4

STRATEGIC PLANNING

EXHIBIT LIST

Exhibit 4.1.a: CTC Strategic Plan
Exhibit 4.1.b: CCPS Strategic Plan
Exhibit 4.1.c: Screenshot of Strategic Plan on CTC Website
Exhibit 4.2.a: CTC Strategic Plan Mission Statement
Exhibit 4.3.a: CTC Strategic Plan Vision Statement
Exhibit 4.4.a: CTC Strategic Plan Sample Goals and Objectives
Exhibit 4.5.a: CTC Strategic Plan Strategies
Exhibit 4.6.a: CTC Strategic Plan Evaluative Measures
Exhibit 4.7.a: CTC Strategic Plan Mid-Year review
Exhibit 4.7.b: Strategic Planning Pre-School Professional Development Agenda
Exhibit 4.7.c: CTC Visioning Update
Exhibit 4.7.d: Institutional Advisory Board Minutes/Approval of Strategic Plan
Exhibit 4.7.e: School Board Approval of Strategic Plan
Exhibit 4.8.a: Opening Presentation
Exhibit 4.8.b: CTC Visioning Update
Exhibit 4.8.c: Survey Results – Adults
STANDARD 5

LEARNING RESOURCES

INTRODUCTION

Charlotte Technical College provides students with the highest quality of training possible using a variety of resources. CTC strives for all students to have access to a variety of materials and has computer labs and printers available for student use. Classrooms are equipped with smart boards to display audio-visual materials. The College has student lounges/study areas available for students to participate in study groups. Programs have lab areas per the trade for students to gain practical experience.

Rather than a centralized media center at Charlotte Technical Center, each program has developed its own resource area which houses reference books, videos, periodicals and manuals of a business, professional, technical, and industrial nature. The mission and purpose of the decentralized resource areas is to support instruction in the individual program areas by providing current, relevant, and diversified media as well as internet access. Materials in the immediate program area help fulfill CTC’s purpose and support its individual educational programs. The CTC Resource and Testing Center provides technological resources for both teachers and students as a means of support to each program’s area media resources.

A state-of-the-art fiber optic campus data distribution network provides students, faculty, and staff with high-level technical capability for a variety of learning needs and occupational goals. The use of technology in Building A’s Resource and Testing Center supports program instruction through electronic information services and training available for all students and staff. There are two computer labs available to the faculty for classroom use. CTC is working to increase the availability of technology to classrooms by increasing the number of Lenovo/Chromebook carts. Presently, two practical nursing classes and an automotive program have technology carts. There are three more Lenovo/Chromebook carts for faculty to check out.
Since CTC is a division of Charlotte County Public Schools (CCPS). CCPS provides the maintenance and repair of instructional materials. Examples are the dishwashers in culinary, facial machines in cosmetology, and technology equipment across the campus. CTC administration has the responsibility of budgeting funds to purchase learning resources to serve classroom needs. CTC faculty and administration evaluate the effectiveness of the learning environment by using student surveys and advisory committees.

CTC strives to reach high safety standards by keeping the resources and facilities in excellent working order. The safe, clean, and well-maintained equipment allows students to practice their industry skills in a learning environment conducive to success.

ANALYSIS

Media Services

1. The institution has a written plan for its media services,
2. The scope and availability of services,
3. A variety of current and relevant educational materials, such as reference books; periodicals and manuals of a business, professional, technical and industrial nature; audio-visual materials and equipment; internet access; and other materials to help fulfill the institution's purposes and support its educational programs,
4. The staff person (administrative, supervisory or instructional) responsible for the implementation and coordination of the media services,
5. Roles and responsibilities of designated staff member(s),
6. Orientation for user groups (i.e. instructors, students and others)
7. Facilities and technical infrastructure essential for using media materials,
8. Annual budgetary support for the services,
9. Annual evaluation of the effectiveness of media services and utilization of the results to modify and improve media services.
Charlotte Technical College has a plan for media services that describes the scope and availability of learning resources that are appropriate and essential to the institution, and the programs offered. Charlotte County Public Schools Learning through Technology Chief Technology Officer (CTO) lends guidance and support in the area of media support to CTC. The CTO meets quarterly with the Director to assist with the development of sound media practices. The media plan is reviewed and revised when necessary to enhance programs and maintain educational quality. The plan is available on the COE resources tab for the staff and faculty to access when needed.

**Exhibit 1.M.1.a: Media Plan**

The written plan for media services which is appropriate for and inclusive of all methods of program delivery at the institution and includes the following:

CTC made the decision for each program to maintain its own media resources within the program or designated area. An example is the Health Science Department which maintains a media center for books, periodicals, audiovisual materials, viewing stations, and a computer station. Program instructors work together to determine what is needed for each department. The program planner then initiates a requisition for the materials. The Testing/Resource Center provides computer usage and access for CTC students during normal operating hours of 7:00 a.m. -3:00 p.m. Monday through Friday. Thursday evenings, the Testing/Resource Center is open until 7:00 p.m. A computer is also available in the lobby for students from 7:00 a.m. through 7:30 p.m. Monday through Thursday. Two computer and three Lenovo/Chromebook carts are available for teachers to reserve for whole classroom usage. Each program area has a media area available to students through 9:00 p.m. Monday through Thursday. Students must notify the evening administrator for access to the program specific area.

The school district provides technology trainers to work with staff during the school year on a variety of topics including Google classroom, Sway, and Edline (classroom website). CCPS also provides online tutorials for staff to view at any time. Class link is an opening screen menu on CCPS issued technology that provides for easy access to many teacher resources.

**Exhibit 2.M.2.a: Media Plan  P.2**

**Exhibit 2.M.2.b: PD Resources**
The instructional programs have current and relevant audiovisual materials that are stored in the program areas/classrooms for easy access. The Health Science Department hosts several programs and has developed its’ own Health Science Library. The library has a computer station, professional books, audiovisual materials, and periodicals. CTC’s Resource Center has sufficient equipment needed to create instructional media appropriate to support all students and faculty in meeting the objectives of the educational programs. CCPS also has available online resources such as newspapers, periodicals, and news stations for faculty and students. Each program has sufficient hardware to implement individualized or group instruction.

Exhibit 3.M.3.a: Media Plan p.1

Exhibit 3.M.3.b: CTC Technology Inventory

Exhibit 3.M.3.c Health Science Library

Each program planner is primarily responsible for the implementation and coordination of the programs media equipment and services. Each program planner meets with the instructors in the program to determine media needs. The program planner may also reach out the advisory board for suggestions. The testing facilitator is responsible for the testing/resource material and maintenance of the technology lab calendar. The testing facilitator serves on the technology committee to help make decisions based on the CTC Resource Center usage, needs, and computer lab checkout. The director makes final decisions based on the feedback from the technology committee, program planners, and the performance and partnership council.

Exhibit 4.M.4.a: Media Plan P.3

Each program coordinates the media services for the individual department. Charlotte County Public Schools provides a technology facilitator whose responsibility is to install computers, load software, and maintain networks and hardware. The district technology facilitator coordinates with the school-based technology facilitator to ensure all media equipment is up-to-date and in good working condition. The program planners meet with department instructors to determine appropriate and necessary media supplies and or equipment. The Director approves purchase requisitions and oversees the testing/resource center. The CTC bookkeeper generates purchase orders and orders supplies.
Exhibits 5.M.5.a: Media Plan P.3

Exhibit 5.M.5.b: Technology Facilitator Job Description

New students go through an orientation prior to beginning school, then attend a welcome assembly opening day of their first week. During this assembly, they learn about computer area locations and which computers are available for their use. Students are also made aware of on-line campus resources to include student handbook, guide to consumer information, and safety & security information. Classroom instructors inform students of network and internet rules and any rules and expectations pertaining to use of mobile devices within the classroom. Students sign an internet usage agreement form at registration and it is placed in the student file.

Exhibits 6.M.6.a: Opening Day Assembly Agenda

Exhibit 6.M.6.b: Technology Plan p. 15

Exhibit 6.M.6.c: Student Internet Usage Agreement

Charlotte Technical College provides all teachers with a laptop, and classrooms are equipped with Epson projectors or promethean boards. All classrooms in “A” building have document cameras. In addition, CTC has 2 computer labs with 20 computers each and a resource center with 15 computers. The Technical College has a testing center that is outfitted with 27 computers. The following is a representation of the mobile computer inventory on the CTC campus:

- Dental Assisting ATD Program – 13
- Automotive – 12
- Practical Nursing – 30 Microsoft devices and 15 IPAD mini devices
- Available to check out for instructional use – 75

In addition to the filtered network, staff and students may also register their personal devices via the guest Wi-Fi network. Wireless access points are in each classroom. The computers on campus allow for the use of viewing media materials.

Exhibit 7.M.7.a: CTC Technology Plan P.3
Media materials and equipment for individual programs may be purchased through the general budget. Each individual program instructor selects the materials/equipment to be used in their training program and follows up with a purchase order requisition for approval by the Director. Most purchases are approved pending availability of funds for each program. Charlotte County Public Schools provides internet access. Each year CCPS gives each school an allocation of computers, peripheral dollars, and chromebooks.

Once a media selection is made, the instructor submits a standard school purchase requisition (request for material/supplies) form to the Director to begin the purchasing process. The materials/equipment are then purchased according to school/district policies. When the materials/equipment are received, the order is checked for damage and to make sure it is correct and compete. Items purchased for less than $2,500 may be purchased directly; otherwise, the following policy applies:

<table>
<thead>
<tr>
<th>DOLLAR LIMIT</th>
<th>PURCHASING METHOD USED</th>
</tr>
</thead>
<tbody>
<tr>
<td>$2,500 - $7,499.99</td>
<td>Originator obtains three written quotes. CCPS has a catalog discount bid on the Purchasing Department website for items less than $7,500.00</td>
</tr>
<tr>
<td>$7,500-$49,999.99</td>
<td>Purchasing Department attempts to secure quotes from a list of approved vendors.</td>
</tr>
<tr>
<td>$50,000 and up</td>
<td>CCPS Purchasing issues and manages a formal competitive solicitation.</td>
</tr>
</tbody>
</table>

Exhibits 8.M.8.a: Purchase Requisition


Exhibit 8.M.8.c: Media Plan P.4
Media services for instructional materials as well as training equipment are evaluated using a variety of reviews. Upon program completion, students are asked to complete an exit survey so that they may have the opportunity to evaluate learning resources and media services. Advisory committees annually evaluate institutional media services and learning resources for all training programs using the employer verification form. In addition, some training programs have accrediting agencies (i.e. Dental, Automotive Technology, etc.) that participate in the overall evaluation process.

Exhibits 9.M.9a: Student Exit Survey-Technology/Dental


Exhibit 9.M.9.c: Employer Verification Forms/Dental

10. Media services (instructional supplies, physical resources, and fiscal resources) are available to support the instructional programs offered by the institution.

As referenced in the CTC Media Plan, programs keep a variety of industry/trade-related periodicals and professional journals in the classroom. Health Science maintains a library on the second floor with computer station, media viewing stations, tables, periodicals, media and reference books. Program instructors have the responsibility of ordering media services that support the program. The school district provides a Technology Facilitator to maintain the technology and networks. Sufficient physical environment in the form of classrooms and shops/clinics/kitchens is allocated for each program in order to meet all educational goals. Funds are budgeted through student lab fees to provide instructional supplies for each program.

Exhibit: 10.M.10.a: Health Science Library:

Exhibit 10.M.10.b: CSIT Classroom Media Ares

Exhibit: 10.M.10c: Auto Training Board

Exhibit: 10.M.10d: Cosmetology Drying/Nail Area
11. Media services are sufficient to ensure the achievement of desired student learning and program objectives.

Each program’s lab fees can be used to purchase instructional and media supplies. CCPS provides online resources such as periodicals, books and video for students and faculty. Each year the students participate in a program survey. The department and advisory boards review the survey. Because the survey has a technology component, the advisory boards and faculty can make recommendations to ensure that services are sufficient for the program.

Exhibit 11.M.11.a: Instructor Technology Survey

Exhibit 11.M.11.b: Student Exit Survey/Dental

Exhibit 11.M.11.e: Data Overview of Student Exit Survey

12. A current inventory of media resources is maintained.

Each year CCPS conducts an inventory of all media related technology items included as part of district inventory. Each program maintains the audiovisual materials for the individual departments for those media related materials/equipment not included in district inventory. A transfer and/or disposition form must be completed and signed by the Director to remove items from the campus. The Property Records department maintains the inventory for each CCPS school. Exhibits 12.M.12.a: Technology Resources Inventory

Exhibit 12.M.12.b: Property Disposition

Exhibit 12.M.12.c: Property Transfer)

13. Provisions are made for necessary repair and maintenance, and/or replacement of media equipment and supplies.

The technology facilitator updates computers as needed. If equipment needs repair it is sent to CCPS Special Projects. Special Projects has a department for the repair and maintenance of CCPS equipment.
Exhibit 13.M.13.a: Work Order Requisition Form

14. Services for creating instructional media (both print and non-print) are adequate and appropriate to support all students and faculty in meeting the objectives of the education program(s).

All instructors have access to the full Microsoft Office suite for the purpose of creating multimedia presentations. Most textbook publishers provide instructor resource kits. These kits contain a variety of resources such as power points, test banks, video clips, and practice material. Teachers participate in an instructional materials review each year. Each program maintains instructional media.

Exhibit: 14.M.14.a: Health Science Audiovisual Catalog

15. All elements of the institutions learning resources (media services, technology, facilities, and materials) are comprehensive, current, selected with faculty input, and accessible to the faculty and students.

Resource requirements are evaluated and updated annually by instructors to assure that each program is utilizing comprehensive current software, hardware, equipment, books, and supplies. Student exit surveys address the adequacy of student access to media services, technology, facilities, and materials.

Exhibit 15.M.15.a: Student Exit Survey

Instructional Equipment

1. The institution has a system of instructional equipment inventory.

Charlotte County Public Schools Property Records Department maintains the inventory for all equipment with an “A” number. All items over $1,000 are tagged with an “A” number. The property records department conducts an inventory every year.

Exhibit 16.IE.1.a: CTC Inventory

Exhibit 16.IE.1.b: Picture of “A” Number
2. The institution has a system for emergency purchases to assure the acquisition and/or repair of equipment within a reasonable period to support continuous instruction.

The center Director maintains $8,000 in 5300 350 for repairs and maintenance. Charlotte County Public Schools has a work order system to expedite repairs and maintenance.

Exhibit 17.IE.2.a: Maintenance and Operations Manual, P. 29
Exhibit 17.IE.2.b: CTC Repairs & Maintenance Budget

3. Relevant and up-to-date equipment are available to support the instructional programs offered by the institution.

Relevant and up-to-date equipment is available to support instruction. CTC supports funding for programs through district capital outlay, general funds, Perkins Grant money, and lab supplies. Examples of capital outlay requests include a steamer/combo oven for culinary or furniture for cosmetology. If the equipment is not supported by capital outlay, the Perkins Grant can supplant such funding. Programs purchase supplies using lab fees or funds generated through the program. An example of funds generated through the program is cosmetology offering services for a fee or automotive offering services through repair. All purchase procedures follow CCPS Purchasing Department guidelines.

Exhibit 18.IE.3.a: Purchasing Guidelines
Exhibit 18.IE.3.b: Perkins Request Form
Exhibit 18.IE.3.c: Capital Outlay Request

4. The institution has a written plan for maintaining equipment and for replacing or disposing of obsolete equipment.
Charlotte County Public Schools has a procedure for maintaining or disposing of obsolete equipment. Unusable equipment or equipment not in use is identified on either a CCPS transfer of equipment form or CCPS disposition of property form. Replacement is an ongoing process. Outdated and unused equipment is either disposed of or stored at the CCPS Surplus Store for sale to the public. Needs are prioritized and funds are budgeted to ensure quality education. To facilitate a smooth transition from occupational training to job competency, equipment used in CTC programs represents the type, grade, and current technology of that used in business and industry.

**Exhibit 19.IE.4.a: Disposition Form**

The technology plan provides for the highly technical, computer-intensive programs to be equipped with industry-standard computers. The Technology Facilitator recycles existing program computers to other areas that require less memory, speed, and hard drive space. These recycled computers are more than adequate to provide students with technology-related competencies and individualized student-centered learning.

When a new program is being established, instructors use the following resources in the equipment selection process:

- Advice and recommendations of the CTC Advisory Committee
- Review of follow-up surveys from employers
- Information and recommendations received from instructors of established programs in other institutions
- Equipment demonstrations at manufacturers’ exhibits
- State bid vendors and pricing

5. **All instructional equipment meets appropriate and required safety standards.**

Positive safety habits, attitudes, and fire prevention are an integral part of instruction. Equipment that cannot be rendered safe for use is either repaired or discarded. To comply with the Federal Right to Know Law, all potentially hazardous materials used at CTC are inventoried and the Material Safety Data Sheet (MSDS) is maintained for each substance. This data is stored by each
program and is accessible to all employed at any time as required by law. All instructional equipment and supplies must be UL listed, OSHA approved, and adequate for proper safe usage by instructors and students.

CTC is inspected annually by the Charlotte County Fire Department as required by the State of Florida. Compliance to safety standards and regulations and fire prevention is an integral part of daily operation.

**Exhibits 20.IE.5.a: Safety Inspection**

**Exhibit 20.IE.5.b: Cosmetology MSDS for Program**

**Exhibit 20.IE.5.c: Right to Know Law Sign**

**Exhibit 20.IE.5.d: Email to Staff About Common Violations**

**Instructional Supplies**

1. **Instructional supplies are available to support the instructional programs offered by the institution.**

   Charlotte Technical College supports programs with instructional supplies. Instructional staff order materials they need for their programs following the bookkeeping procedures in the staff handbook.

**Exhibit 21.IS.1.a: Staff Handbook p. 8**

2. **The institution has a system for purchasing and storing instructional supplies.**

   Charlotte Technical College has a system for ordering and storing instructional supplies. Instructors request instructional materials using the purchase requisition form. The Director or Assistant Director must approve all purchase requests. The purchase requests follow CCPS guidelines and procedures outlined in the staff handbook. Each program stores its own supplies and equipment.

**Exhibit 22.IS.2.a: Purchase Requisition Form**
3. **Funds are budgeted to provide supplies at a level that assures quality of occupational education.**

CTC reviews the school budget requests each year. Monies are adjusted appropriately to accommodate expenditures. Funds are generated from the lab fees paid by students. Program Advisory Committees review the needs of the individual program to assure the fees charged are appropriate for students to receive high quality education.

**Exhibit 23.IS.3.a: Sample Cost Sheet**

**Exhibit 23.IS.3.b: Budget for Supplies**

4. **The institution has a system for emergency purchases of instructional supplies within a reasonable period of time to support continuous instruction.**

Funds are available for emergency purchases of instructional supplies. The same process for purchasing is followed but is expedited for emergencies. Instructors request supplies through a purchase requisition order. The Director and Assistant director have district authorized principal credit cards that can be used to order supplies in an emergency.

**Exhibit 24:IS.4.a: Purchase Requisition Form**

5. **First aid supplies are readily available.**

Standard first aid kits, fire extinguishers, and other safety devices are easily accessible to all instructors and students in every program area. Fire blankets, eyewashes, and chemical showers are available in program areas where indicated by code standards.

**Exhibit 25.IS.5.a: Automotive Program Safety Photos**

**Exhibit 25.IS.5.b: Auto First Aid Kit**

**Exhibit 25.IS.5.c: Fire Blanket**

**Exhibit 25.IS.5.d: Eye Wash, Exhibit 25.IS.5.e: Safety Glasses**
6. All instructional supplies meet appropriate and required safety standards.

All instructional materials are required to meet safety standards. Each year the school has a fire and safety inspection to ensure safety. Each instructor evaluates instructional supplies and equipment in his/her instructional area to meet safety standards. Safety data sheets are used to communicate any hazards associated with hazardous supplies that may be maintained on campus.

Exhibit 26: IS.6.a: Safety Inspection
CHALLENGES AND PROPOSED SOLUTIONS

Charlotte County Public Schools is experiencing a decline in student population; therefore, budget deficits in workforce funding. The drop in student population also translates into a smaller budget for media, technology, and equipment. One of the positions eliminated as a result of decreased staff allocations due to decreased funding is the media aid; there, requiring each program to be in charge of the media inventory for the department. This change has created a challenge for CTC causing duplication or unreported missing media. The proposed solution is to develop a program inventory process for all media equipment not maintained within the CCPS annual inventory kept by CCPS property records department. A comprehensive media inventory for each program will be maintained by the testing facilitator in the form of an excel spreadsheet by program. Program planners will be requested to submit a media inventory to the Director during the end of year check-out process.

SUMMARY

To meet the ever-changing needs of the local community and its workforce, Charlotte Technical College maintains high standards in its mission to produce highly skilled individuals and resourceful leaders through collaborative education. Charlotte Technical College strives to continuously update and expand its learning resources while providing a state-of-the art technical classroom that is conducive to learning. Each program area is furnished with the equipment and learning resources necessary to ensure that every student has the opportunity to be successful in their program of study.

The faculty and staff are committed to continually refine its instructional approach and include relevant resources and practices that provide for and enhance the student’s educational experience. The institution has phenomenal support of the Charlotte County School District and the community. The availability of expert instructors, a dedicated staff, and appropriate resources that are comparable to, or which exceed, industry standards serve to increase the marketability of CTC’s graduates, thus meeting the community’s needs.
STANDARD 5

LEARNING RESOURCES

EXHIBIT LIST

Exhibit 1.M.1.a: CTC Media Plan
Exhibit 2.M.2.a: Media Plan P. 2
Exhibit 2.M.2.b: Professional Development Resources
Exhibit 2.M.2.c: Classlink Resources
Exhibit 3.M.3.a: Media Plan P.2
Exhibit 3.M.3.b: CTC Technology Resources Inventory
Exhibit 3.M.3.c: Health Science Library/2 pictures
Exhibit 4.M.4.a: Media Plan P. 3
Exhibit 5.M.5.a: Media Plan P. 3
Exhibit 5.M.5.b Technology Assistant Job Description
Exhibit 6.M.6.a Opening Day Assembly Agenda
Exhibit 6.M.6.b Technology Plan p. 15
Exhibit 6.M.6.c: Student Internet Usage Agreement
Exhibit 7.M.7.a: CTC Technology Plan P. 3
Exhibit 8.M.8.a: Purchase Requisition
Exhibit 8.M.8.c: Media Plan P. 4
Exhibit 9.M.9.a: Student Exit Survey-Technology/Dental
Exhibit 9.M.9.c: Employer Verification Form/Dental
Exhibit 10.M.10.a: Health Science Library
Exhibit 10.M.10.b: CSIT Classroom Media Area
Exhibit 10.M.10.c: Automotive Training Board
Exhibit 10.M.10.d: Cosmetology Drying/Nail Area
Exhibit 11.M.11.a: Technology Survey
Exhibit 11.M.11.b: Student Exit Survey/Dental
Exhibit 11.M.11.c: Data Overview of Student Exit Survey/Dental
Exhibit 12.M.12.a: Technology Resources Inventory
Exhibit 12.M.12.b: Property Disposition
Exhibit 12.M.12.c: Property Transfer
Exhibit 13.M.13.a: Work Order Requisition Form
Exhibit 14.M.14.a: Health Science Audiovisual Catalog
Exhibit 15.M.15.a Student Exit Survey
Exhibit 16.IE.1.a: CTC Inventory
Exhibit 16.IE.1.b: Picture of “A” Number
Exhibit 17.IE.2.a: Maintenance and Operations Manual P. 29
Exhibit 17.IE.2.b: Repairs and Maintenance Budget
Exhibit 18.IE.3.a Purchasing Guidelines
Exhibit 18.IE.3.b  Perkins Request Form
Exhibit 18.IE.3.c: Capital Outlay Request
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Exhibit 20.IE.5.a Safety Inspection
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Exhibit 20.IE.5.c Right to Know Law Sign
Exhibit 20.IE.5.d: Email to Staff About Common Violations
Exhibit 21.IS.1.a: Staff Handbook P. 8
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Exhibit 23.IS.3.a: Sample Cost Sheet
Exhibit 23.IS.3.b: Budget for Supplies
Exhibit 24.IS.4.a: Purchase Requisition Form
Exhibit 25.IS.5.a: Automotive Safety Photo 1
Exhibit 26.IS.6. a: Safety Inspection
Exhibit 25.IS.5.b: Auto First Aid Kit
Exhibit 25.IS.5.c: Fire Blanket
Exhibit 25.IS.5.d: Eye Wash
Exhibit 25.IS.5.e: Safety Glasses
INTRODUCTION

Charlotte Technical College is located at 18150 Murdock Circle, Port Charlotte Florida, and is part of the Charlotte County Public School District. The campus is located two and one half miles west of Interstate 75. Charlotte Technical College is considered part of Workforce Region 24 within the state which includes Collier, Glades, Hendry, and Lee Counties. CTC operates an Instructional Service Center entitled Englewood Area Fire Control Campus, District Administrative Office which is located at 516 Paul Morris Dr., Englewood, FL. This campus is operated under the direction and policies of the main campus, as well as additional program policies associated with the Firefighting I & II program.

CTC’s main campus consists of a three-story building measuring approximately 69,916 square feet that houses administrative offices, instructor offices, and five training programs. The entire campus square footage is approximately 201,420 square feet. CTC is housed in six of the buildings. CTC shares a campus with the alternative school, The Academy. Originally known as the Charlotte Vocational Technical Center, the school opened in 1980, and went through several phases where additional buildings M, N, and S were added to the campus.

The campus is currently in the implementation stages of renovation to connect buildings to the main chiller plant, Building 17 on the site plan. Additional capital maintenance plans for Charlotte Technical College include new security upgrades to install ornamental fencing around the entire campus and a new 6 foot chain link fence and gate on the east side of building N. The culinary arts program in building H has undergone an upgrade. Building N now houses the new HVAC program. Computer Systems Information Technology and Network Support Services was moved from this location to the third floor of Building 26, often referenced as Building A. Driven by the district technology plan, wireless access points were installed in all classrooms in 2015 to allow mobile devices to access network resources. A dedicated fiber T1 line was added to upgrade broadband capabilities in order to support the wireless access points.
In 1980 the technical center opened under the name of Charlotte Vocational Technical Center. In 2001 the name was changed to Charlotte Technical Center, and in 2016 CTC received authorization by the Charlotte County School Board for a name change to Charlotte Technical College.

1. A plan that addresses the adequacy and improvement of all physical facilities and technical infrastructure has been developed and is maintained that includes, if applicable, distance education infrastructure.

CTC’s Physical Facilities and Technical Infrastructure Plan recently underwent a comprehensive review and revision. The plan includes defined roles and responsibilities of specific staff members, a custodial care plan, the process for requesting capital maintenance and capital outlay funding, technical infrastructure and a more systematic method for evaluating the effectiveness of the plan. Provided as an addendum to the plan is a CTC Facilities Conditions Report from the Maintenance Department that illustrates and projects monies allocated for future projects on the campus.

Charlotte Technical College does not offer distance education at this time. The plan does provide information to address our technical infrastructure, but because CTC is part of the Charlotte County Public School System, the infrastructure for the College is not necessarily specifically designed for the college but the school system in general.

In 2016 CTC was approved to begin construction for a security upgrade to include ornamental fencing installed around the entire campus for the safety and security of staff and students. This project is expected to be fully implemented in the fall of 2017 and will include the distribution of campus ID badges for each student that will contain key access to interior and exterior doors.

Capital outlay, which includes capital maintenance, is submitted each year to the CCPS project coordinator that oversees each capital project. This process is announced to the principals/directors in the spring of the year through a memorandum. Once announced, the head custodian and Program Planners work collaboratively at the school site to complete requests for the different project categories and then to prioritize those items before sending them to the district program coordinator.
coordinator in charge of the project. District project coordinators contact the principals/directors in late June with notification on funded projects requested.

Exhibit 6.1.a: CTC Physical Facilities and Technical Infrastructure Plan
Exhibit 6.1.b: CTC Facilities Condition Report
Exhibit 6.1.c: Physical Facilities and Technical Infrastructure Plan – P 8-1
Exhibit 6.1.d: Schematic Design of the Fencing Project
Exhibit 6.1.e: Sample of Capital Outlay Submission
Exhibit 6.1.f: Capital Outlay Projects

2. The technology used by the institution to deliver services and, if applicable, program content to students meets the needs of the student without creating barriers to student support or learning.

Each program operated by Charlotte Technical College provides its students access to computers, internet and software required for training. The CCPS IT/Network Administrator’s primary responsibilities are to oversee and maintain the goals of the CCPS District Technology Plan. These technicians assist with support of the IT infrastructure that facilitates the delivery of instruction so student learning can take place. CCPS allocates funding for computers and peripherals based on the number of students in attendance during the FTE documentation periods which are October and February. Students have access to the testing center computers during regular business hours. Teachers have projectors and many teaching aides for instruction. The CTC Technology Committee works with the Technology Department to determine and maintain the technology needs of the students and staff through surveys distributed at the end of the year and is dedicated to ensuring that all students and staff are provided with the resources and training they need to achieve the program’s goals and objectives.

Exhibit 6.2.a: Chief Technology Officer Job Description
Exhibit 6.2.b: Network Technician Job Description
Exhibit 6.2.c: CTC Technology - Plan Page 9
Exhibit 6.2.d: Mid-Year Exit Survey
Exhibit 6.2.e: Responses to Technology Survey
3. An appropriate plan for ongoing operation and maintenance of all physical facilities, technical infrastructure and if applicable, distance education infrastructure, has been developed and is in use.

   The operation and maintenance plan addresses the following elements:

4. Personnel
5. Equipment and supplies;
6. Relevant state law; and,
7. Applicable federal codes and procedures

   The operation and maintenance plan is:
8. Available to employees and students; and,
9. Regularly evaluated/revised

CTC’s Facilities and Technical Infrastructure Plan includes the elements of personnel, equipment and supplies, relevant state law and applicable federal codes. The plan is made available to employees and students on the CTC website. The plan is to be regularly evaluated and revised.

Maintenance for Charlotte Technical College is handled by CTC staff, the custodial department and the school district’s maintenance department. The head custodian is responsible for maintenance on all equipment and buildings for CTC through the district work order process. Each custodian has a designated area of responsibility. The district’s maintenance department supports current facilities through work order requests submitted by the head custodian or designee. Safety and security issues are dealt with in a coordinated process through District Maintenance and Operations. It is the custodian’s responsibility to do the daily cleaning, to stock supplies, and to carry out those duties classified as custodial in nature. The CTC Physical Facilities, Technical Infrastructure & Distance Education Plan outlines the job duties of maintenance workers and custodial services needed for a clean and safe environment on campus.

To ensure the students and staff are provided a clean and safe environment on the CTC campus, the plan provides for an annual budget to maintain equipment and supplies for daily
operation. Funding of general maintenance comes from a designated portion of the state appropriation. Working with the head custodian, a minimum amount to be spent on yearly maintenance and supplies is established and designated as 7900 510 CTC school budget requests. This amount is adjusted annually based on previous year expenses and submitted to the district as part of the school budget. Equipment and supplies are purchased as needed for the daily operational cleaning of the facilities on campus. Additional supplies may be required for specific programs. Maintenance of grounds is year-round and is part of the district maintenance budget. Equipment used in the programs is the responsibility of CTC, and program specific equipment is supplanted by capital outlay requests, Perkins Vocational Grant, and Advisory Boards.

CTC complies with all applicable state codes and/or ordinances. All campus buildings are subject to inspection by the fire safety inspectors and the Charlotte County Health Department. Included are hood inspections, inspections of elevator, and pressure vessels such as boilers and air compressors, fire sprinkler systems and back-flow preventers.

Fire extinguishers are in the shop areas, hallways, cafeteria, and the multipurpose rooms. Fire, tornado, and code red lock down drills are conducted several times throughout the school year.

The following represents the annual inspections and relevant state and federal codes:

- SREF – Chapter 5-(1)(a) – Annual fire safety, casualty safety and sanitation inspections
- SREF – Chapter 5-(3)(b) – Inspections by other agencies – (Health Department)
- SREF – Chapter 5 – (15)(a) – Elevator annual inspections
- NFPA – 96-11.2.1 – Semi-annual kitchen hood inspection
- NFPA – 72-10.4.3 – Annual inspection of fire alarm systems
- NFPA – 10-6.1.2 – Annual inspection of fire extinguishers
- NFPA – 25 – 5.2 – Quarterly and annual testing of fire sprinkler systems and back-flow preventers
- FAC – 69A – 51.050 – (2)(d) – Biennial inspection of boilers
- F.S. Chapter 373 – Southwest Florida Water Management inspection will be performed in 2017-18 and again in 2020-21.
All fire extinguishers and suppressions systems are checked and serviced yearly. Building 26 (Building A) receives an annual elevator inspection.

CTC follows all federal and state laws regarding the handling and disposal of chemicals. The CCPS warehouse is notified to dispose of oil waste products and hazardous waste from the dental department. The auto department places used oil and anti-freeze in stored 55 gallon drums located in a dedicated room. The drums are inside containment bins in the event a drum is compromised. There are four drums labeled used oil, used tranny fluid and used anti-freeze. The room is accessible from the outside through a locked door.

The room also contains a flammable storage cabinet. Used oil filters are left to drain in a 5-gallon bucket, then transferred to a dedicated steel drum. They are picked up by waste disposal when the drum is full. Used oil is collected from vehicles in roll around drain buckets and transferred to waste oil storage by pump. Used shop towels are stored in metal bins and serviced by a laundry company. There are also 30 gallon bins for oil absorbent materials. They are picked up by waste oil retrieval companies. Other departments that produce biohazardous waste are the nursing department and the dental department, and they coordinate with Charlotte County Public Schools for pickup. Custodial supplies are kept in a secured area. Flammable supplies, if any, are kept in a designated secure area with proper posted warning. MSDS sheets for all chemical supplies used by custodial staff are kept in a binder and housed in the custodial crew leader’s office. MSDS sheets for departmental supplies are kept within the designated program areas and are easily accessible.

Safety Data Sheets (SDS) are maintained in the training program areas where chemicals are used. The Physical Facilities and Technical Infrastructure Plan is made available to all students and staff via the CTC Website http://charlottetechcollege.net/resources/.

Students are a part of the evaluation of the plan via their ratings on Student Exit Interview Forms which are completed at the end of each program. In the revision of this plan, it was noted that there was not an adequate and regular evaluation of the plan by the staff. It was decided that the plan would be evaluated annually by the Instructional and Support PPC (Partnership and
Performance Council) through a rating scale developed to assure that the required components of the plan are present and relevant for the time.

Exhibit 6.3.a: Screenshot of Physical Facilities plan on website
Exhibit 6.3.b: Facilities and Infrastructure Plan, P.16
Exhibit 6.4.a: Facilities and Technical Infrastructure personnel
Exhibit 6.4.b: Custodial Responsibility
Exhibit 6.4.d: Facilities and Technical Infrastructure Plan/job duties
Exhibit 6.5.a: CTC Detail Budgets
Exhibit 6.6.a: Fire Drill Schedule
Exhibit 6.6.b: Fire Systems Inspection Incidence Report
Exhibit 6.6.c: Fire Inspection SREF report
Exhibit 6.6.d: Health Inspection Reports
Exhibit 6.6.e: Elevator Inspection
Exhibit 6.7.a: Automotive Waste, Exhibit 6.7.b: Automotive Waste Oil
Exhibit 6.7.c: Automotive Waste Oil Containers
Exhibit 6.7.d: Fireproof Cabinet
Exhibit 6.7.e: Used Oil Container
Exhibit 6.7.f: Used Oil Filters
Exhibit 6.7.g: Oil Collection Caddy
Exhibit 6.7.h: Used Rag Containers
Exhibit 6.7.i: Purchase Order for Parts Washers
Exhibit 6.7.j: Invoice for Bio Hazard Waste Pickup
Exhibit 6.7.k: Invoice for Medical Waste Pickup
Exhibit 6.7.l: Stericycle for Nursing Waste Pickup
Exhibit 6.7.m: MSDS Locator
Exhibit 6.7.n: Record of MSDA Data
Exhibit 6.8.a: Screenshot of Physical Facilities plan on website
Exhibit 6.9.a: Location of Student Exit Interview Form
10. Physical facilities at all locations provide adequate, safe, and clean facilities with appropriate supporting utilities for classrooms, laboratories/shops, offices, rest rooms, lounges, meeting rooms, parking, etc.

The custodial department operates two shifts on each campus, thus providing custodial services for both day and evening programs. The custodians implement daily, weekly, and monthly check sheets when cleaning the facilities. These check sheets have been developed from the FLDOE Standards of Cleanliness for School Facilities Manual and are distributed to the head custodians from the District Maintenance and Operations Director. The main goal for the CTC physical plant is to provide a safe, clean, updated, and comfortable environment in which students can best prepare to enter the workforce. Each program is equipped with the ability to properly dispose of waste materials in the correct manner. There is a Waste Containment Area for proper storage, packaging, and labeling of such materials. Recycling and green technology are also integrated into the daily plant operation. Safety Data Sheets are visibly posted in each program area, cleaning storage areas, and are online. Based on program numbers the CTC site facility is adequate for the number of students enrolled in our programs. The Englewood Fire Training Center sources out repair services. The students enrolled in the Firefighter I & II program assist with the cleaning and maintaining of the classroom space as part of the program.

All visitors are required to sign in and go through a security check via the Raptor system before being allowed to enter the campus. Key fobs will be distributed to staff in the fall of the 2017 school year and all students will receive a student ID badge that will allow access throughout the campus.

Parking lots have camera surveillance for staff and student safety. At night, proper lighting of the parking lots provide safety for staff and students. Camera surveillance is checked on a monthly basis and is reported to the district maintenance personnel. A work order is created if they are not working properly. The monthly inspections are submitted to the district security office on
the first Monday of each month. Security personnel and the front desk staff have access to a wide
array of in-house cameras that are frequently monitored. The parking lot has speed bumps that are
used to slow traffic and control speed. The security officer monitors the parking lot, security
cameras, and all public areas to assure student and staff safety. Faculty, staff, and students are
issued parking permits to control unauthorized traffic on campus and to promote campus security.

Exhibit 6.10.a: Custodial check sheets
Exhibit 6.10.b: Recycle Bin
Exhibit 6.10.c: MSDS Locator
Exhibit 6.10.d: MSDS Dental Binders
Exhibit 6.10.e: MSDS Sheets
Exhibit 6.10.f: CTC Site Survey
Exhibit 6.10.g: Englewood Training Center Site Map
Exhibit 6.10.h: Contract for Services
Exhibit 6.10.i: Cleaning Responsibility of Fire Students
Exhibit 6.10.j: Raptor System
Exhibit 6.10.k: Camera Inspection
Exhibit 6.10.l: Security Office Cameras

11. An appropriate plan for assuring the health and safety of the institution’s
    employees, students, and guests has been developed and is in use.

The health and safety plan:
12.Includes a system for reporting and investigating accidents;
13. Has been distributed to employees
14. Is available to students; and,
15. Is regularly evaluated/revised with appropriate input from employees and students.

The health and safety of students, staff and visitors is a priority at CTC. CTC’s Safety Plan
provides guidelines on investigation and reporting of all accidents that may occur on any campus.
The plan has been distributed to all employees and students through the website at
http://charlottetechcollege.net/wp-content/uploads/Updated-HEALTH-AND-SAFETY-
PLAN.CTC_.pdf and is evaluated annually. The plan is available in every classroom and in the administration offices for immediate access. It covers a variety of potential emergencies and provides step-by-step instructions for staff and students to follow to ensure the safety of all occupants. The emergency response plan reviews everything from natural disasters, lockdown drills, shelter in-place and emergency evacuations. The district distributes a template and requires the plan to be submitted to the District Security Officer annually. The plan is developed and reviewed by the Safety and Security Committee at CTC before presenting to staff and updating on the website. Even though the plan is available on the website, through the writing of this plan, CTC realized that students need to be directed to review this plan to familiarize themselves with the contents and the safety procedures. During the opening day of the 2017 school year, the safety and security officer will be introducing the students to this plan and the new security measures in place for the school.

The safety committee, along with CTC administrators, regularly make improvements to the safety plan. Staff and students are encouraged to actively participate in the safety committee and make suggestions to improve campus safety. Students are encouraged to share safety and security concerns with CTC student advisory members, instructors, and campus security.

Exhibit 6.11.a: CTC Health and Safety Plan
Exhibit 6.12.a: Health and Safety Plan, P.13
Exhibit 6.12.b: Student Accident Report
Exhibit 6.13.a: Red Folder Safety Plan
Exhibit 6.13.b: Screenshot of plan on website
Exhibit 6.13.c: Email from District with template
Exhibit 6.13.d: Email to Assistant Director to schedule committee meeting
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Exhibit 6.15.a: Safety Plan Evaluation 1
Exhibit 6.15.b: Safety Plan Evaluation 2
Exhibit 6.15.c: Safety Plan Review and Approval
Exhibit 6.15.d: Agenda from Safety and Security Meeting
Exhibit 6.15.e: Minutes from Safety and Security meeting
16. An appropriate plan to ensure the privacy, safety, and security of data contained within the technical infrastructure of the institution networks, whether provided directly by the institution or through contractual arrangements, has been developed and is in use.

CTC has developed a Technical Infrastructure Data Privacy, Safety and Security Plan and has modeled the site plan after the District Technology and Infrastructure Plan. The district technology plan addresses privacy, safety, and security of data residing on the technical infrastructure.

The plan outlines policies and procedures in areas such as hardware/software change control, disaster recovery, user access control, personally identifiable information (PII) requirements, mandatory password changes, computer/network security, and computer incident response.

Exhibit 6.16.a: Technical infrastructure, Data Privacy, Safety & Security Plan P6
Exhibit 6.16.b: District Technology Plan Pages 54-55

17. The institution ensures computer system and network reliability and emergency backup for all technical services whether provided directly by the institution or through contractual arrangements.

CTC is under the governance of CCPS and therefore the network reliability and emergency backup for all technical services is provided by the district. The CCPS District Technology Plan requires backups for all servers. All servers reside in the Murdock administration building with backups stored in a secure location. This is provided by a host based firewall and district proxy servers, as well as uninterruptable power supplies (UPS). Faculty, staff, and student internet access is provided by FLP Fiber. Virus protection is Windows defender and is installed on all servers, desktops, and laptops.

As physical protection, all on-site servers are located in a locked and secure room that is visible to staff members. Contents of the MDF room include site servers, security, and fire panels. CCPS has developed an end user support plan for the district that illustrates the support available to all CCPS schools and employees.
State budget reductions have reduced the funding for both capital maintenance and capital outlay projects. Charlotte Technical College must find ways of using space to its maximum potential without compromising the education, training, or safety of faculty, staff and students. As additional capital dollars are available, CTC administration will continue to work with the District Maintenance Operations Director to make facility changes and updates to the campus. Making all campus personnel aware of the issues and concerns with our safety program is the most important issue at hand. Developing strong and consistent methods for evaluations of plans by students and staff will be in the forefront of proposed changes and solutions.

**SUMMARY**

CTC strives to maintain physical resources to carry out the mission of the institution. All CTC campuses and the Instructional Service Center comply with all applicable federal, state, and local rules, regulations, and standards. Plans have been developed to address the care of the facility, and included as an addendum is a chart identifying the work performed on the campus from 7/1/16 – 7/6/17. The physical plant provides adequate equipment, as well as safe and clean facilities. Plans continue to be developed to assure the health and safety of the college’s employees, students, and guests while on campus. CTC also strives to make certain that our off campus Instructional Service Center is an important part of the total facilities and works with the administration at that site to assure a clean and safe environment for the students. The school’s physical resource strengths include easy access to major roadways, a dedicated faculty and staff, community involvement, and a low accident and crime rate. CTC will continue to use its resources in the most efficient manner possible to ensure the continued quality of education provided to the students.
## STANDARD 6
### PHYSICAL RESOURCES AND TECHNICAL INFRASTRUCTURE

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Exhibit 6.17.b  MDF Room
Exhibit 6.17.c (1)  Sonitrol
Exhibit 6.17.c (2)  Servers
Exhibit 6.17.c (3)  Cables
Exhibit 6.17.d  End User Support Plan from CCPS Technology Plan P. 55-57
Addendum  Capital Work Performed 7/1/16 – 7/6/17
STANDARD 7
FINANCIAL RESOURCES

INTRODUCTION

Charlotte Technical College is operated under the authority of Charlotte County Public Schools and the Division of Workforce Development of the Florida Department of Education. A thirty-seven year history of operation and state funding support as a public school has provided CTC with the stability to operate viable programs, to expand, and to meet the occupational training needs of the immediate geographic area.

CTC has the expertise of the district Chief Finance Officer and the district Director of Budget for providing quality financial services to achieve the objectives of the total school operation. There is a computer program supplied by CCPS that is used for internal accounting and for supporting all transactions. There is also a separate accounting program for district funds. Excellent internal account audits every year reflect the competency of the school staff in following required financial protocols.

Financial operations are a blend of federal, state and district requirements plus school level procedures. Tuition charges are set annually by the state legislature with local districts having the ability to add tuition options for capital outlay, technology, and a financial aid trust fund. Institutional fees are established annually by CTC and approved by the School Board of Charlotte County.
ANALYSIS

1. **A qualified financial officer or department oversees the financial and business operations of the institution.**

   The financial and business operations of CTC are overseen by the CCPS Finance Department, which consists of the Chief Financial Officer, Director of Finance and an accountant in charge of internal accounts funds. The school staff consists of the College Director, College Assistant Director, Director’s Secretary, Bookkeeper and an Office Assistant.

   The Financial Aid office consists of an Occupational Specialist who functions as the Financial Aid Coordinator. The Financial Aid Coordinator processes all financial aid records for CTC students.

   **Exhibit 7.1.a: Job Descriptions for Business Office Staff**

   **Exhibit 7.1.b: Job Description for Occupational Specialist**

2. **Financial records are maintained so that the institution’s fiscal position may be analyzed in a timely manner.**

   CTC and the district finance office maintain financial records. The district finance office allocates budgeted funds for CTC’s use based on state appropriations, grant award notices, and revenue received. Budgeted funds are recorded and allocated to CTC using the district’s B+ software. The B+ software is backed up regularly by the district office. District financial records are maintained so that the CTC Director has access to up-to-date budget to actual reports generated from B+ software.

   Documentation of all budgeted accounts payable transactions include an approved requisition, a signed purchase order, an invoice, a packing slip or signature verifying receipt of
merchandise or services, and a check advice. The CCPS Purchasing and Finance Departments keep documentation of all budgeted funds expenditures.

Payroll and human resources records are maintained at the school district’s Human Resources and Finance Departments. Full-time personnel document days in attendance on a county-provided payroll form which the Director’s secretary submits to the district payroll office. Hours for part-time personnel are documented on time sheets and verified by the Director. The information is then entered into the B+ software and the Finance Payroll Department issues payroll checks.

The district provides “School Books” accounting software to record internal accounts transactions. These records are kept on a district server and backed up daily. The bookkeeper also backs up the records.

There are financial reports from the internal accounts program that the bookkeeper provides the CTC Director. The bookkeeper, under the supervision of the CTC Director, oversees the day-to-day financial and business operations of the College, and is responsible for proper record-keeping and monitoring to ensure that sufficient funds are allocated to maintain quality educational programs.

All sales transactions are documented by numbered receipts and turned into the bookkeeper daily. They are kept in a safe overnight and deposited daily.

The Culinary Arts program revenues and school store sales are entered into cash registers and cash outs are run at the end of the day and turned in to the business office, which then verifies the figures.

Monthly Account Analysis Reports are prepared and supplied to the accountant in charge of internal accounts.

Documentation of all internal accounts expenditures include a signed purchase order request (if required), a signed check request, an invoice or receipt and check advice.

Exhibit 7.2.a: Budget to Actual Report

Exhibit 7.2.b: Purchase Order
The CTC Director, CTC Assistant Director, and CTC Bookkeeper coordinate the financial management of the budget provided by the district as well as the receipt and expenditure of internal funds.

Each staff member is responsible for following school board procedures when ordering equipment and supplies. Every effort is made to manage all funds in the best interest of student needs. Each program is responsible for keeping abreast of changes in their disciplines through the advisory committee’s input to ensure that purchases and improvements meet student and community needs. This process ensures that sufficient resources are available to maintain quality educational programs that enable students to complete all job preparatory training to become employable in their respective workforce field.

The CTC 2017-18 budget

Advisory committee minutes

The operating funds for CTC are budgeted into various categories to ensure short-term and long-term stability. Major capital improvements, building maintenance, and certain specific operations are funded by the school district. These categories are budgeted on a priority basis.
CTC collects additional fees above and beyond the standard tuition approved by the legislature, which according to the workforce development fee statute, S.1009.22 (3), Florida Statutes (F.S.), must be within five percent (above or below) of the standard tuition and out of state fee. These funds are placed in separate accounts by the district and are earmarked for financial aid purposes, technology upgrades, and capital improvement purchases.

Exhibit 7.4.a: 2016-2017 Tuition and Fees

5. The institution uses adequate auditing and budgetary controls and procedures consistent with local, state, and federal requirements.

The SBCC and CTC follow all federal and state regulations by following the Purchasing Department’s Manual the Internal Accounting Manual when making all purchases.

All budgeted and internal account supplies and equipment purchases must be documented by purchase order requests and submitted to the Director/Assistant Director. Depending on the funding source, the business office will create a purchase order through the district’s B+ system or place the order.

CTC is audited yearly by an independent external audit organization contracted by the School Board of Charlotte County. This financial information is included in the Annual Financial Report (AFR) of the school district, which is audited annually by the Auditor General’s office or an external auditing agency.

Exhibit 7.5.a: CTC purchase order request form

Exhibit 7.5.b: CTC 2016 Audit Report

6. The institution exercises proper management, financial controls, and business practices.

The CTC Director and bookkeeper comply with all policies and procedures determined by the CCSB Finance Director to ensure that financial controls and sound business practices are maintained. All rules and regulations issued by the School Board of Charlotte County and the State
Board of Education are followed. All financial affairs are reviewed by the Internal Accounts Accountant.

The following financial controls have been established to control fraud throughout CTC’s accounting and reporting process:

Cash Receipts:

1. Daily receipts include tuition and student fees that are documented and approved by a daily closeout report, a sales by receipt report, monies collected form which can document cash register or manual receipts.
2. All funds collected daily are turned in by the respective cashier and are documented by a signature in the business office.
3. Funds must be turned in to the business office within one working day of receipt of collections.
4. Deposits are stored in the safe which is only accessible by the Director, the Director’s Secretary, and the Bookkeeper and deposited to the financial institution daily as required.
5. Deposits must be made to the banking depository within 5 business days upon collection of funds.

Expenditures:

1. Purchase order request forms are required for purchasing requests; the Director or Assistant Director must approve these forms.
2. Vendors for budgeted funds are authorized by the district Purchasing Office. Internal account vendors are authorized by the business office and established based on approved requisitions.
3. A signed packing slip or signature acknowledging receipt of services rendered is required.
4. Two signatures are required for check issuance.
5. The college’s Director and bookkeeper review all expenditures.
6. The college’s Director, Assistant Director and Director’s secretary have signing authority.

CTC submits monthly financial reports to the School District’s Finance Department. These include the bank reconciliations and an Account Analysis Report Summary. The CCPS internal accountant has complete access to the school’s computerized accounting records.

Exhibit 7.6.a: Manual of Internal Accounting
Exhibit 7.6.b: Monies Collected form
Exhibit 7.6.c: Monies Collected form
Exhibit 7.6.c: Monies Collected form
Exhibit 7.6.d: Manual of Internal Accounts p7
Exhibit 7.6.e: CTC Account Analysis Report Summary

7. All persons handling institutional funds or revenues from any source are bonded or are covered under an employee-dishonesty insurance policy.

CCPS employees handling funds or revenues are covered under the District’s Crime and Fidelity Policy. The policy is number 01-421-66-04 for the 2017-2018 school year.

Exhibit 7.7.a: Government Crime Policy Declarations pages

8. Financial Aid programs utilizing public and/or private funds are capably administered and accurately documented.

CTC has a comprehensive program for student financial assistance. Student financial aid is administered through the Financial Aid Office under the direction of the occupational specialist serving as the Financial Aid Coordinator. The Financial Aid Coordinator is responsible for the administration of financial aid for CTC students who are eligible, is a member of the Florida
Association of Student Financial Aid Administrators (FASFAA), and regularly attends state and national conferences regarding financial aid regulations and updates. The Financial Aid Coordinator complies with all regulations and requirements by the various entities that fund students.

Financial aid programs utilize public funds from federal and state sources, contracts with sponsoring agencies and private donations and scholarships. These funds are capably administered and adequately documented. The funds are as follows: The Pell Grant, Federal Supplementary Educational Opportunity, Veterans Funding (various chapters), State of Florida Grants and Scholarships and private donations administered through a 501(c) (3) operated by the CTC College Advisory Board. The State of Florida funds include: Bright Futures Scholarship Program, Florida Vocational Tuition Assistance, The Florida Student Assistance Grant-CE and the Veterans’ Children’s Scholarship Fund.

Financial aid is available to all qualified students in qualified programs. According to the financial aid handbook, once the FASFA application is completed and submitted, the applicant will receive information back explains how to proceed to the next step. If the applicant qualifies, the Financial Aid Coordinator calculates the amount of the award. If verification is required, the applicant is asked to provide proof of income and fill out verification forms, college forms, and state requirement forms. All conflicting information must be resolved. Students must submit all necessary forms to the Financial Aid Office before an award is made.

Requests for payments to approved students are submitted to the business office for approval and reconciliation prior to payment.

Financial aid reports can be generated by the CTC’s financial aid office and used in reconciliation and balancing of funds. These reports vary based on what the entities request. In the past, reports have included: FISAP, NSLDS, IPEDS, VA reporting, State reporting, reconciliation, ECAR, EZ Audit (done by the district office) and others per request. The Financial Aid Office works closely with the Business Office and other Student Services offices as needed.

Exhibit 7.8.a: Job Description - Occupational Specialist

Exhibit 7.8.c: Federal Consumer Information CTC

Exhibit 7.8.d: CTC Financial Assistance Fund Articles of Incorporation

Exhibit 7.8.e: CTC Student Financial Aid Handbook

Exhibit 7.8.f: 2015-16 FISAP Report

9. Qualified personnel are responsible for proper record-keeping, reporting, and auditing.

All Charlotte County Public School District’s employees are qualified for job assignments and must comply with the initial screening process: drug-testing, educational qualifications to include licenses or skills qualifications where applicable, criminal background checks, and reference checks with former employers. Every school district employee is insured at the time of employment unless hired as part-time staff. Procedures are outlined at the district level with regard to confidential database files. The district Human Resources Office maintains employee records in a restricted database.

Exhibit 7.9.a: Government Crime Policy Declarations pages)

10. The institution has reported all contingent liabilities in a timely manner.

CTC has no contingent liabilities (as defined by the 2016 Handbook of Accreditation, page 76). Therefore, this criterion is not applicable.

Exhibit 7.10.a: Not Applicable Statement

11. To satisfy Commission reporting requirements, the institution has submitted notices and copies of all lawsuits filed against the institution within 5 days of being served.

There have been no lawsuits filed against CTC, so this criterion is not applicable.
The Financial Aid Coordinator updates, as necessary, the Program Participation Agreement (PPA) between the Department of Education and CTC, requesting programs to be added or deleted, as well as reapplying prior to the expiration of the current PPA.

The Financial Aid Coordinator downloads the most recent applications for Title IV electronic processors. The Financial Aid Coordinator manages Title IV aid with other aid during the packaging process. As a safeguard to fraud prevention, the Financial Aid Coordinator enters all originations into the electronic system prior to disbursing aid. As a further precaution, students are checked to determine if aid is being disbursed at another institution. CTC does not participate in the student loan process; however, CTC does report information as required to the National Student Loan Data System.

To stay compliant, the Financial Aid Coordinator attends yearly training. This training keeps CTC abreast of the ever-changing regulations and compliance issues. Changes are immediately implemented. Revisions to the Financial Aid Handbook are done annually to reflect these changes. A self-assessment review of a random sampling of student files is performed by the Financial Aid Coordinator to ensure audited files would be compliant.

Exhibit 7.12.a: Financial Aid Coordinator Travel and Registration forms

13. A written, comprehensive student loan repayment program addressing student loan information, counseling, monitoring, and cooperation with available lenders is utilized.
CTC does not participate in any student loan programs.

Exhibit 7.13.a: Not Applicable Statement

14. Students are informed of their ethical responsibilities regarding financial assistance.

The Student Financial Aid Handbook has the policies and procedures and is on the school website financial aid page. On the first day of school, the students are directed to the CTC Guide to Consumer Information on the CTC website. This guide also contains all financial aid policies and additional information for students. The student is required to sign an acknowledgement document stating that they have received the notice of where all information can be found. In addition, the student receives an award letter that he/she signs.

Exhibit 7.14.c: CTC Guide to Student Consumer Information

Exhibit 7.14.d: Financial Aid award letters


Exhibit 7.14.b: CTC Satisfactory Academic Progress Policy

15. The institution clearly identifies sources of funds and revenues and shows evidence of fiscal stability.

The following are the College’s revenue sources:

Operating Funds

CTC’s cash flow is derived from four sources:

1. Workforce Development Funds are appropriated according to state formulas based on enrollment and are allocated to CTC annually by the School District’s Chief Finance Officer.

2. Performance-Based Incentive Funds are appropriated according to state formulas based on CAPE industry certifications reported from the state
approved postsecondary funding list. Allocations vary in amount and are issued upon legislative approval. Funds are remitted to the school district and allocated to CTC.

3. Tuition and Student Fee monies are generated through the registration of instructional programs and are used for CTC’s expenditures.

4. State and Federal Grant Funding is used in accordance with grant guidelines and objectives.

**Capital Outlay**

Monies are derived from four sources:

1. New Facilities and equipment are funded through the State Board of Education under the Public Education Capital Outlay Fund (PECO).
2. State Vocational Technical & Adult Division funds capital outlay projects.
3. Tuition and Fees Collections - Under state regulation, technical colleges are allowed to charge a percentage of tuition collections to be used for purchases of capital nature and for technology upgrades, which cannot exceed five percent above the standard tuition rates approved by the legislature. This maximum percentage is mandated by the Florida Department of Education and approved by the Florida Legislature. The approved fees are revised annually, as necessary, to stay in compliance with the mandated statute. Tuition and fees charged by CTC are approved annually by the School Board.
4. Federal and State Grant Funds can be used for capital purchases in order to meet grant guidelines and objectives.

Financial operational information is provided to the district Finance Office and disseminated to the general public in budget reports. The Freedom of Information Act ensures that the school’s financial information is made available to anyone who requests it.
16. To document financial stability, the institution submits annual audited financial statements prepared by an independent certified public accountant and completed COE financial forms. Financial statements are prepared in accordance with Generally Accepted Accounting Principles (GAAP). The audit is performed in accordance with Generally Accepted Government Auditing Standards (GAGAS). A separate income statement must be provided for the main campus for the main campus and each branch campus. (See definition of audited financial statements in Section VII. Definitions, Standard Seven.) For initial accreditation, nonpublic institutions must submit audited financial statements for the two most recent fiscal years, the first of those two years may be the audited financial statements submitted with institution’s candidacy application and the second audited financial statements must represent activity while the institution is in candidate status. Restated (or revised) audited financial statements will not be accepted without third-party certification.
CTC is a public institution. Therefore, this criterion is not applicable.

Exhibit 7.16.a: Not Applicable Statement

17. The institution demonstrates its financial stability through submission of the most recent audited financial statement that reflects:

A minimum score of 1.5 or greater; and,

CTC is a public institution; therefore, this criterion is not applicable.

Exhibit 7.17.a: Not Applicable Statement

18. No condition or event which could potentially affect the institution’s ability to continue operation, including but not limited to, contingent liabilities, ongoing litigation, or the stability of a parent corporation.

CTC is a public institution; therefore, this criterion is not applicable.

Exhibit 7.18.a: Not Applicable Statement
REFUND POLICY

19. The institution has a fair and equitable refund policy for the refund of tuition, fees, and other institutional charges in the event the institution cancels a class or if a student does not enter or does not complete the period of enrollment for which the student has been charged.

The following elements are present and indicative of a fair and equitable refund policy:

20. The institution’s refund policy is published in the catalog and uniformly administered;

21. Refunds, when due, are made without requiring a request from the student;

22. Refunds, when due, are made within 45 days (1) of the last day of attendance if written notification has been provided to the institution by the student, or (2) from the date the institution terminates the student or determines withdrawal of the student;

23. Retention of tuition and fees collected in advance for a student who does not commence class does not exceed $100.

The refund policy is reviewed by CTC’s Director, Financial Aid Coordinator and bookkeeper and updated as needed. The CTC Director reviews and approves any changes that are needed. The refund policy is stated in the school catalog, consumer information guide and posted on the CTC website.

At the time the institution determines that a student is eligible for a refund, a refund request form is prepared or the information is recorded on the student exit form. Appropriate documentation is attached to the form and sent to the Business Office for processing. Refunds are processed without requiring a request from the student. Refunds are documented with a check request and check advice. Additional documentation required may include a cash register receipt or student transaction report.
Refunds are issued within forty-five days of the date on which withdrawal has been determined, or within forty-five days of the student’s last day of attendance, provided that a written notice has been submitted to the institution.

All fees are non-refundable for courses related to professional development, continuing education or limited contract instruction.

CTC has a fair and equitable refund policy which is uniformly administered across all programs. Tuition and fees (excluding application, parking, and health science clinical requirement fees) are refunded if a student withdraws prior to the class start date or a class is cancelled. If a student withdraws in the first five days of class, all tuition and any fees over $100.00 are refunded (excluding application, parking, liability insurance and health science clinical requirement fees). If a student withdraws after five days of class, no refund will be given.

Exhibit 7.19.a: Refund Policy
Exhibit 7.20.a: CTC 2016-17 Catalog
Exhibit 7.20.b: CTC 2017-18 Catalog
Exhibit 7.21.a: Item #1 of refund policy
Exhibit 7.21.b: Item #2 of refund policy
Exhibit 7.21.c: Item #5 of refund policy

25. The institution complies with the refund policies adopted by the Commission unless a different policy is mandated by a non-public institution’s licensing agency or a public institution’s governing board.

This policy complies with COE guidelines. The College Director implements policies and approves procedures for documenting and issuing refunds designated by the School District of Charlotte County.

Exhibit 7.25.a: Refund Policy
CHALLENGES AND PROPOSED SOLUTIONS

Financial resources are complex for a technical college. The College director continues to search for new sources of funding both public and private. CTC is continually trying to increase enrollment and increase the number of industry certifications students may earn.

Financial Aid is an area of constant change that requires diligence to preserve quality and to serve student needs. Program eligibility criteria and regulatory requirements are voluminous and require precise management. CTC is committed to provide full support to the Financial Aid Coordinator to remain current in program management. CTC is thirty-five years old and remodeling costs are inevitable and required. Funds for these projects will have to be budgeted by CCPS and, with the County currently strapped financially, those funds may be difficult to obtain. CTC remains committed to providing the best program facilities available to enable our students a realistic transition into the current workplace environment.

SUMMARY

CTC has the financial stability and personnel resources to meet its stated mission. Proper management and financial controls are in place to maintain all fiscal responsibilities including accurate financial records. Students in financial need have a wide variety of financial aid sources to assist them in meeting school and related expenses. Refund policies support federal, state and COE compliance criteria.

The faculty and staff understand the need to conserve the instructional resources that are in place and to participate actively in the identification of new sources of funds. CTC anticipates the continuation of strong support from the CCPS system and the community it serves.
STANDARD 7

FINANCIAL RESOURCES

EXHIBIT LIST

Exhibit 7.1.a:  Job Descriptions for Business Office Staff

Exhibit 7.1.b:  Job Description - Occupational Specialist

Exhibit 7.2.a:  Budget to Actual Report

Exhibit 7.2.b:  Purchase Order

Exhibit 7.2.c:  Payroll Timesheet with backup documents

Exhibit 7.2.d:  CTC Account Analysis Report – Summary

Exhibit 7.2.e:  Job Description - Bookkeeper II

Exhibit 7.2.f:  CTC Account Analysis Report – Summary

Exhibit 7.2.g:  Check Requisition

Exhibit 7.3.a:  CTC 2017-18 Budget

Exhibit 7.3.b:  Advisory committee minutes

Exhibit 7.4.a:  CTC 2016-17 Tuition and Fees

Exhibit 7.5.a:  CTC Purchase Order Request form

Exhibit 7.5.b:  CTC 2016 Audit Report

Exhibit 7.6.a:  Manual of Internal Accounting

Exhibit 7.6.b:  Monies Collected form

Exhibit 7.6.c:  Monies Collected form
Exhibit 7.6.d: Manual of Internal Accounts page 7
Exhibit 7.6.e: CTC Account Analysis Report Summary
Exhibit 7.7.a: Government Crime Policy Declaration pages
Exhibit 7.8.a: Job Description - Occupational Specialist
Exhibit 7.8.c: Federal Consumer Information CTC
Exhibit 7.8.d: CTC Financial Assistance Fund Articles of Incorporation
Exhibit 7.8.e: CTC Student Financial Aid Handbook
Exhibit 7.8.f: CTC 2015-16 FISAP Report
Exhibit 7.9.a: Government Crime Policy Declaration pages
Exhibit 7.10.a: Not Applicable Statement
Exhibit 7.11.a: Not Applicable Statement
Exhibit 7.12.a: Financial Aid Coordinator Travel & Registration forms
Exhibit 7.14.b: CTC Satisfactory Academic Progress Policy
Exhibit 7.14.b: CTC Guide to Student Consumer Information
Exhibit 7.14.c: CTC Financial Aid award letters
Exhibit 7.15.a: School Board Agenda Memo 2016-2017 CTC Tuition and Fees
Exhibit 7.15.b: School Board Approval Minutes
Exhibit 7.15.c: 2016-17 Perkins Narrative - Postsecondary
Exhibit 7.15.d: CTC Facilities Condition report
Exhibit 7.15.e: School Board Agenda Memo 2016-2017 CTC Tuition and Fees

Exhibit 7.15.f: School Board Approval Minutes

Exhibit 7.15.g: 2016-17 Perkins Narrative - Postsecondary

Exhibit 7.16.a: Not Applicable Statement

Exhibit 7.17.a: Not Applicable Statement

Exhibit 7.18.a: Not Applicable Statement

Exhibit 7.19.a: Refund Policy

Exhibit 7.20.a: CTC 2016-17 Catalog

Exhibit 7.20.b: CTC 2017-18 Catalog

Exhibit 7.21.a: Item #1 of refund policy

Exhibit 7.21.b: Item #2 of refund policy

Exhibit 7.21.c: Item #5 of refund policy

Exhibit 7.25.a: Refund Policy
STANDARD 8

HUMAN RESOURCES

INTRODUCTION

Charlotte Technical College is committed to selecting, training, and maintaining an enthusiastic and highly qualified faculty and staff. CTC adheres to all human resource policies and procedures in place by Charlotte County Public Schools. The administration strives to fill vacant positions with the most qualified applicants. The faculty comes to CTC with diverse backgrounds and experiences. Several faculty members are former CTC students who furthered their education and gained experience in their prospective fields. It is part of the school climate to encourage professional growth of all faculty and staff members.

ANALYSIS

Charlotte Technical College conforms to the school district’s established procedures in hiring, evaluating, and terminating its faculty and staff. The Charlotte County Public Schools Human Resource Department establishes and publishes the school district’s Policies for Staff and Students and the contracts for instructional and support employees. CTC employees need to adhere to the policies and contract requirements. These requirements are reviewed systematically for change. The Human Resource Department works on a collaborative-based system with membership from Performance and Performance Councils, union representatives, and administrators. These groups form committees to review and revise contracts and policies. The CCPS Division of Learning using district data and feedback from district personnel develop staff development opportunities through the Charlotte Academy of Professional Educators (CAPE) and Charlotte Academy of Support Employees (CASE) staff development academies. A plethora of in service delivery models with many opportunities are available to all district employees.
General

1. Duties and responsibilities of each position are specified in written job descriptions made available to administrators, faculty, and staff of the institution.

   Every employee has a written job description that describes his or her duties and responsibilities. Job descriptions are available on the district’s website on the Human Resource Department’s page.

   Exhibit 1.G.1.a: Sample Classroom Job Description
   Exhibit 1.G.1.b: Instructional Job Description
   Exhibit 1.G.1.c: Opening Day Procedures Meeting Staff Handbook Review
   Exhibit 1.G.1.d: Staff Handbook 2016-17
   Exhibit 1.G.1.e: Staff Handbook 2017-18

2. The institution has provided and implemented appropriate and published procedures for handling complaints/grievances for faculty and staff, consistent with the policies of the institution’s governing board.

   The CCPS Human Resource Department publishes Charlotte County Public Schools Policies for Staff and Students. This is posted on the website and all staff must document that they have access to the publication. This document outlines procedures for reporting complaints and or grievances.

   Exhibit 2.G.2.a Charlotte County Public Schools (CCPS) Policies for Staff and Students P. 22

3. Appropriate procedures have been developed for the continuous evaluation of the performance and effectiveness of all institutional employees, with at least an annual written formal review and evaluation.
All CTC staff and faculty are evaluated annually on their performance and effectiveness. The Administrative Evaluation document revised annually visually depicts the reporting structure and delineates those administrators responsible for completing annual evaluations. The Director and Assistant Director of Charlotte Technical College evaluates all staff. All instructional personnel are evaluated using the Professional Accountability for Charlotte Educators (PACE) evaluation system. This plan is updated by the evaluation committee at the district level annually. This is a three-part evaluation system. Part I is weighted at 33% and is based on 16 Marzano Domain 1 Elements. Part II is the Deliberate Practice weighted at 33% and Part III the End of Course Assessment (EOCA) or referenced as the Non-VAM (Value added model). All instructional evaluations are completed electronically and submitted to the Human Resource Department. Non-instructional staff are evaluated at least once annually using district provided evaluation forms tailored to the responsibilities of the job and submitted to HR in April of each year. The Director evaluates the Assistant Director and the Superintendent evaluates the Director. Both the Director and Assistant Director are evaluated on using the District approved Charlotte Leaders’ Accountability System (CLAS).

Exhibit 3.G.3.a: Administrative Evaluation Assignments 2016-17
Exhibit 3.G.3.b: CCPS Professional Accountability for Charlotte Educators - PACE Plan
Exhibit 3.G.3.d: Evaluation Form
Exhibit 3.G.3.e: Deliberate Practice
Exhibit 3.G.3.f: Non-Vam District Information
Exhibit 3.G.3.g: Support Evaluation Form
Exhibit 3.G.3.h: CLAS explained
Exhibit 3.G.3.i: D.Bennett Goals

4. **Appropriate orientation procedures for all employees are maintained and followed equitably.**

The Human Resource and Professional Development Department of Charlotte County Public Schools has a New Educator Training (NET) program that all new staff hired to the district must enroll and participate in when hired. Full-time allocated staff must complete the training
within a full calendar year of the hire date. The training is designed to educate new staff to the policies and procedures of the district and the twelve accomplished practices for effective educators. All new staff are paired with a peer teacher to assist them with the NET process. All new teachers to Charlotte County attend a full day of training at the professional development center followed by a day at the school site before the official first day of the calendar year. The Director and Asst. Director take the new employees through a “Welcome to CTC” presentation along with completing the district suggested checklist.

Exhibit 4.G.4.a: NET Orientation Announcement
Exhibit 4.G.4.b: 2016 NET Agenda
Exhibit 4.G.4.c: New Educator Training - NET Plan
Exhibit 4.G.4.d: School Site Orientation
Exhibit 4.G.4.e: Welcome to CTC

FACULTY

1. **The institution has a sufficient number of faculty members to fulfill its mission and operates its programs.**
   
   CTC has a sufficient number of faculty members to fulfill its mission. Each program is staffed with a full-time instructor. Part-time faculty members are hired as needed for clinical instruction, evening classes, and specialized training.

Exhibit 5.F.1.a: Organizational Chart

Exhibit 5.F.1.b: Instructional Roster

2. **Each faculty member possesses at least a high school diploma (or its equivalent)**

   Each instructional faculty member has a minimum of a high school diploma. Many faculty members continue their education, and updated degrees are maintained in the employee personnel file. All faculty members possess post-secondary training and/or work experience in their specific areas of instruction.

Exhibit 6.F.2.a: Instructional Roster)
3. Each faculty member possess expertise in the area of responsibility that is actively maintained

Each faculty member is knowledgeable in his/her area of instruction through education, training, and work experience in their field of expertise. Each faculty member strives to stay up-to-date on advances in the area of instruction. Charlotte County schedules professional development days throughout the year. All faculty members have an opportunity to attend in-service training in various areas, including those specific to their instructional programs. Each faculty member meets the education, industry certification and work experience set forth by the State of Florida, Department of Education, and Charlotte County Public Schools. Evidence of this is kept in the district personnel files. Continuing education is encouraged and required for faculty members. In-Service activities are scheduled each year in the Academic Calendar. All faculty members have an opportunity to attend in-service training in various areas, including those specific to their instructional programs.

Exhibit 7.F.3.a: CCPS Calendar with PD days

Exhibit 7.F.3.b: District PD Menu

Exhibit 7.F.3.c: CTC-ATI Menu

Exhibit 7.F.3.d: FACTE on-line courses

Exhibit 7.F.3.e: Faculty Certification List

4. A record of performance that reflects work-based standards as interpreted by the institution.

Charlotte County Public Schools sets the criteria for initial appointment, as well as continued employment for the instructional staff at Charlotte Technical College. These work-based standards include: instructional competence as reflected by evaluations, good character, mature attitude, and stable personality as evidenced during walkthrough observations, willingness to remain current in the occupation taught as evidenced by continued training and in-service participation, and the establishing of positive relationships with business, industry, and local government organizations as evidenced by advisory committee participation.
All faculty members receive annual evaluations that are maintained online.

**Exhibit 8.F.4.a: Sample Evaluation Scoring**

| 5. | Additional requirements established for faculty members by the institution’s governing board and/or state regulatory agencies are met. |

In accordance with Charlotte County Public Schools, all faculty members at CTC have earned the appropriate academic credentials and/or certifications necessary for initial appointment as a faculty member. There are no additional requirements established for faculty members by the institution’s governing board and/or state regulatory agencies. Official transcripts, resumes and certifications are maintained in district personnel files.

**Exhibit 9.F.5. a: Scan a complete teacher file**

| 6. | Faculty members who teach general education course in associate degree programs hold a minimum of a bachelor’s degree with 15 semester hours or 23-quarter hours in the teaching discipline with a grade of at least a “C” in every course. (In exceptional cases, evidence of outstanding professional experience or creative achievement in the field may be considered in lieu of formal academic preparation.) |

Charlotte Technical College and its off-site instructional center does not offer associate degree programs; therefore, this criterion does not apply.

**Exhibit 10.F.6.a: Not Applicable Statement**

| 7. | Faculty members who teach technical courses in associate degree programs have a minimum of an associate degree in an area that is related to the technical courses they teach. (In exceptional cases, evidence of documented work experience and skills in the technical field may be considered in lieu of formal academic requirements.) |
Charlotte Technical College and the off-site instructional service center do not offer associate degree programs; therefore, this criterion does not apply.

8. For all coursework delivered via distance education: The institution provides appropriate training for faculty who use technology in distance education courses and programs.

Exhibit 11.F.7.a: Not Applicable Statement

Charlotte Technical College and the off-site instructional service center do not offer distance education; therefore, this criterion is not applicable.

Exhibit 12.F.8.a: Not Applicable Statement

9. The institution plans, provides, supports, and annually documents professional growth opportunities for and participation by all faculty members.

Charlotte County Public Schools Professional Development Center provides courses for staff development and growth. Each member of the instructional bargaining unit must complete a Deliberate Practice Plan. The CCPS Professional Development Center provides a Charlotte Academy of Professional Educators (CAPE) and Charlotte Academy of Support Employees (CASE) programs for CCPS staff who wish to grow professionally. The Professional Development Center offers a plethora of opportunities for all CCPS staff and faculty. Documentation of in service/professional growth is recorded through the PDC True North Logic software and is available online. A calendar of events is online and advertised throughout the school year.

Exhibit 13.F.9.a: Sample In-service Roster Report

Exhibit 13.F.9.b: Master In-service Plan

Exhibit 13.F.9.c: Professional Development Flyer
10. Documentation is available to demonstrate that each faculty member in a technical field maintains liaison with employers in the technical field through annual visitations and personal contact.

All CTC faculty members are required to maintain liaison with area employers in their technical field through periodic visitations, phone calls, and advisory committee meetings. Exhibit 14.F.10.a: Sample Business Contact Log

Each program maintains an Advisory Committee composed of instructors and employers in each specific technical area.

Exhibit 14.F.10.b: Program Advisory Board Agenda, Minutes. Roster

ADMINISTRATIVE AND SUPERVISORY PERSONNEL

1. The institution has sufficient number of administrative and supervisory personnel to fulfill its mission and operates its programs.

Charlotte Technical College has sufficient administrative staff to fulfill the mission and operation of the programs. The school has a full-time Director and Assistant Director. The full-time director works the day shift. The assistant director comes in later during the school day and works through the evening classes.

Exhibit 15.AS.1.a: Administrative Assignments
Exhibit 15.AS.1.b: Administrative Duties

2. All administrative and supervisory personnel possess postsecondary education credentials and/or experience and demonstrated competencies appropriate to their areas of responsibility.
The administrative staff of Charlotte Technical College possess experience and demonstrate competencies respective to their positions. Both the Director and Assistant Director have vast work histories, curriculum expertise, and strong leadership skills.

Exhibit 16.AS.2.a: Director’s Resume
Exhibit 16.AS.2.b: Assistant Director’s Resume

INSTRUCTIONAL SUPPORT STAFF

1. The institution has a sufficient number of instructional support staff members to fulfill its mission and enable its programs.

Charlotte Technical College has sufficient instructional support staff to fulfill its mission.
Exhibit 17.ISS.1.a: Instructional Support Services Roster

2. Personnel are employed to maintain student records and financial records; to assist in producing instructional materials and to prepare correspondence reports and other records as needed.

The duties and responsibilities of all staff are defined and assigned by the Director. Support staff are responsible for maintaining financial records, assisting instructors with instructional materials, and providing customer support. Student services personnel work with support staff to ensure that records/files are orderly and confidentially maintained. The support staff for student services provide the services needed to disseminate information to the community, address incoming calls, and initiate applications for the student admission process. The bookkeeping department works with the Financial Aid Coordinator to ensure that funds are issued to students. The bookkeeping department maintains the school store, orders supplies, and maintains the payment plans for postsecondary students.

Exhibit 18.ISS.2.a: Support Services Responsibilities
3. All instructional support staff possess education credentials and/or experience and demonstrated competencies appropriate to their area of responsibility.

The Human Resource Department for Charlotte County Public Schools sets the beginning criteria for support staff. Support staff must have a high school diploma or equivalent and the skills necessary for the job assignment.

Exhibit 19.ISS.3.a: Classified Job Descriptions

NON-INSTRUCTIONAL SUPPORT SERVICES

1. Custodial services are available to provide routine care and maintenance of facilities and grounds for the institution.

Charlotte County Public Schools Maintenance and Operations Department works in collaboration with the CTC custodial staff to maintain the facilities and grounds for the school. Custodians incorporate daily, weekly and monthly checklists to maintain a safe and clean learning environment. The Instructional Service Center contracts out a portion of their cleaning service.

Exhibit 20.NIS.1.a: Custodial Check sheets
Exhibit 20.NIS.1.b: Englewood Fire Cleaning Contract

2. Preventative maintenance services are provided to ensure continued operation of the facilities.

The CTC custodial staff is responsible for the cleaning of the building and grounds, and for the general safety and security of the property. Custodial responsibilities include the maintenance of all interior and exterior surfaces, lighting, sidewalks, and parking areas. The CCPS Maintenance and Operations Department is responsible for air-conditioning and heating, electrical, plumbing,
roofing, kitchen equipment, and painting. The head custodian initiates work orders for county-provided services as preventative maintenance and to ensure continued operation of the facility.

Exhibit 21.NIS.2.a: Custodian Job Description
Exhibit 21.NIS.2.b: Work Order Request

CHALLENGES AND SOLUTIONS

Charlotte County Public Schools has experienced a decrease in student population; therefore, causing an increase in part time staff. In addition, state regulatory requirements in health science programs for instructor/student ratio for lab experiences cause additional part time staff to be hired to meet the requirement. CTC actively seeks applicants from all available sources in the Charlotte County and surrounding areas. In recruiting applicants, pay scale and lack of/or reduced benefits are often the variable in the applicant accepting the position. Budgetary restraints often do not allow for salaries to be comparable to the market salary. The school continues to use every viable measure to recruit qualified candidates and has initiated the NET peer teacher system for all part time staff.

SUMMARY

Charlotte Technical College strives to maintain the highest quality staff and faculty available and continues to seek the most qualified individuals as vacancies occur. The business of the school is communicated from the director via staff meetings, email, collaborative committee meetings, and individual conversations. Through the CTC Faculty and Staff Handbook and the CCPS Policies for Staff and Students, all employee information is available to reinforce the rights and benefits of the employee. Charlotte Technical Colleges strives to maintain a high-quality faculty and staff. The Staff Handbook guides the Faculty and Staff through CTC policies and procedures.

As the college continues to deal with budgetary constraints, the continued dedication of the staff is evident, not only in the atmosphere but in the employment longevity of most staff members. CTC strives to retain committed, dedicated, and talented teachers. This is evidenced by the longevity of the staff and their passion for their industry.
### ROSTER OF INSTRUCTIONAL STAFF

Complete this roster for all instructional staff (full-time and part-time) currently employed and on site. Indicate which instructors teach courses within associate degree programs with an asterisk (*). Complete one chart per campus.

<table>
<thead>
<tr>
<th>NAME</th>
<th>YEAR OF EMPLOYMENT</th>
<th>MOST ADVANCED DEGREE</th>
<th>EXPERIENCE IN FIELD AND/OR IN CLASSROOM</th>
<th>COURSES TAUGHT</th>
<th>CURRENT INSTRUCTIONAL LOAD IN HOURS</th>
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<td>AUTOMOTIVE TEC</td>
<td>CLICK 37.5/wk</td>
</tr>
<tr>
<td>Carkuff, Paul</td>
<td>2001</td>
<td>Bachelors</td>
<td>14</td>
<td>CST AND NETWORK SUPPORT</td>
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<td>Cohen, Michael</td>
<td>2017</td>
<td>Associate’s</td>
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<td>Cunanan, O’neil</td>
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<td>Curby, Mary</td>
<td>1984</td>
<td>Bachelors</td>
<td>30</td>
<td>COSMETOLOGY</td>
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<td>Davis, Mike</td>
<td>2016</td>
<td>Bachelors</td>
<td>15</td>
<td>TEACHER, EMT</td>
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<tr>
<td>Gilbey, Cynthia</td>
<td>2007</td>
<td>Bachelors</td>
<td>18</td>
<td>DENTAL ASSISTING</td>
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<td>Hunt, Christopher</td>
<td>2016</td>
<td>Bachelors</td>
<td>10</td>
<td>TEACHER, EMT</td>
<td>Less than 19.5</td>
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<td>Jennings, Mark (ADJ)</td>
<td>2017</td>
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<td>40</td>
<td>HVAC</td>
<td>37.5/wk</td>
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<td>Jones, Matthew</td>
<td>2003</td>
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<td>Keena, Mike</td>
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<td>Masters</td>
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<tr>
<td>Maetta, David</td>
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<td>McElroy, Matthew</td>
<td>2016</td>
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<td>McManus, Nathan</td>
<td>2016</td>
<td>Associate’s</td>
<td>15</td>
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<td>O’Connor, Shawn</td>
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<td>DENTAL ASSISTING</td>
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<td>EARLY CHILDHOOD EDUCATION</td>
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<td>Major</td>
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<td>Stefanik, Eric</td>
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<td>2010</td>
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<td>TEACHER, EMT</td>
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<td>Valdivos, Alejandro</td>
<td>2010</td>
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<td>Westrom, Ronald</td>
<td>2011</td>
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<td>10</td>
<td>TEACHER, EMT</td>
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STANDARD 8
HUMAN RESOURCES

EXHIBIT LIST

Exhibit 1.G.1.a: Sample Classroom Teacher Job Description
Exhibit 1.G.1.b: Instructional Job Description
Exhibit 2.G.2.a: Charlotte County Public Schools (CCPS) Policies for Staff and Students
Exhibit 3.G.3.a: CCPS Professional Accountability for Charlotte Educators PACE Plan
Exhibit 4.G.4.a: New Educator Training (NET) Plan
Exhibit 4.G.4.b: 2016 NET Agenda
Exhibit 5.F.1.a: Organizational Chart
Exhibit 6.F.2.a: Staff Directory with degrees earned
Exhibit 7.F.3.a: Faculty Certification List
Exhibit 8.F.4.a: Sample Evaluation Scoring
Exhibit 9.F.5.a: Not Applicable Statement
Exhibit 10.F.6.a: Not Applicable Statement
Exhibit 11.F.7.a: Not Applicable Statement
Exhibit 12.F.8.a: Not Applicable Statement
Exhibit 13.F.9.a: Sample In-service Roster Report
Exhibit 13.F.9.b: Master In-service Plan
Exhibit 13.F.9.c: Professional Development Flyer
Exhibit 14.F.10.a: Sample Business Contact Log
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Exhibit 15AS.1.b: Administrative Duties
Exhibit 16.AS.2.a: Director’s Resume
Exhibit 16.AS.2.b: Assistant Director’s Resume
Exhibit 17.ISS.1.a: Instructional Support Services Roster
Exhibit 18.ISS.2.a: Support Services Job Responsibilities
Exhibit 19.ISS.3.a: Classified Job Descriptions (pp. 13, 28, 75, 146, 180, 244)
Exhibit 20.NIS.1.a: Facilities and Technical Infrastructure Plan
Exhibit 21.NIS.2.a Custodian Job Description
Exhibit 21.NIS.2.b: Work Order Request
STANDARD 9
ORGANIZATIONAL STRUCTURE

INTRODUCTION

The district’s workforce training school known as Charlotte Technical College opened its doors in 1980 under the name of Charlotte Vo-Tech. In 2001 the name was changed to Charlotte Vocational Technical Center. The Counsel on Occupational Education approved our current name, Charlotte Technical College on May 16, 2016. The Charlotte County School Board is the legally constituted governing body of the College. The board also provides centralized services and uniform policies and procedures to increase effectiveness and improve operations of the College. The board is responsible for the government, management, and control of the system and is empowered to confirm the appointment of administrative personnel, faculty, and other employees of the college.

ANALYSIS

1. The institution has a properly constituted governing body or board that has the legal authority and responsibility for the institution’s operation and control.

The duties and responsibilities of the governing Board are described in the CCPS by-laws and policies. Under F.S. 1001.40, the school board is responsible for the organization and control of the public schools of the district and is empowered to determine the policies necessary for the effective operation and the general improvement of the school system. These by-laws and policies are posted on the Charlotte County Public School website at www.yourcharlotteschools.net. On May 10, 2016, the Charlotte County School Board through a unanimous decision approved the name change from Charlotte Vocational Technical Center to Charlotte Technical College. After being approved by the school board, a substantive change application was submitted to COE and on May 16, COE approved the name change to Charlotte Technical College. The school board has demonstrated and continues to demonstrate ongoing affirmation of the programs and activities at
CTC through funding, staffing and capital improvement projects. The CCPS School Board is composed of the following members:

Ian Vincent, Chairman, District 4  
Phone: 941-255-0808 Ext. 3008  
Ian.Vincent@yourcharlotteschools.net

Robert Segur, Vice Chairman, District 3  
Phone: 941-255-0808 Ext. 3124  
Bob.Segur@yourcharlotteschools.net

Kim Amontree, Member, District 2  
Phone: 941-255-0808 Ext. 3012  
Kim.Amontree@yourcharlotteschools.net

Wendy Atkinson  
Phone: 941-255-0808 Ext. 3018  
Wendy.Atkinson@yourcharlotteschools.net

Lee Swift  
Phone: 941-255-0808 Ext. 3011  
Lee.Swift@yourcharlotteschools.net

In addition, CTC has a College Advisory Board that serves a school advisory committee. Each program has its own individual advisory committee. It is through the vigilance of the College Advisory Board and the active participation of the individual program advisory committees that CTC ensures that its students are learning the industrial competencies necessary for success in the industry.

The membership of the CTC College Advisory Board is comprised of representatives from the health, construction, business, county government, as well as the Chamber of Commerce, Career Source and the public sector.

The College Advisory Board convenes quarterly to develop long-range plans, review the strategic plan, address facility needs and recommend future programs. The College Advisory Board provides the leadership and direction to assist CTC in accomplishing the mission.

In addition to the College Advisory Board, Program Advisory Committees are formed to advise the professional instructional staff in each program area. These committees are comprised
of people outside of education with current and significant experience in the industry or industries represented by the programs. Many are in a position to employ our graduates. Meetings achieve direction through the use of an agenda with ample time allowed for open discussion. Program advisory committees meet twice annually. The major duties and functions of Advisory Committees are outlined in the CTC program advisory committee handbook.

Exhibit 9.1.a: CCPS School Board By-Laws
Exhibit 9.1.b: School Board Minutes
Exhibit 9.1.c: COE Approval Letter
Exhibit 9.1.d: College Advisory List
Exhibit 9.1.e: Master List of Business Members
Exhibit 9.1.f: CTC Program Advisory Committee Handbook
Exhibit 9.1.g: SAMPLE Program Advisory Committee Agenda, Minutes, Roster
Exhibit 9.1.h: CTC College Advisory Board By-laws
Exhibit 9.1.i: State Board of Education Approval Letter
Exhibit 9.1.j: Charlotte County School Board Members

2. If applicable, the non-public institution has in custody the currently valid original document(s), typically a license, required to operate as an occupational education institution within the state where it is located.

This is not applicable; Charlotte Technical College is a public institution.

Exhibit 9.2.a: Not Applicable Statement

3. The authority for implementation of the governing body’s policies is delegated to a chief administrative officer, who is responsible for the institution’s operation.

Among the duties of the members of the Charlotte County School Board are to assume general responsibility for the operations of the institutions, delegating to the Directors such powers and duties as are necessary and appropriate for the efficient administration of their respective institutions and their programs. The Director of Charlotte Technical College is the chief executive
officer of the college and exercises the supervision and direction that promotes efficient operation of the college. The Director’s position is a full-time position with her office located on the main campus. The Director is responsible to the Board and the Superintendent for the execution of all directives from the board and Superintendent.

Exhibit 9.3.a: Job Description CTC Director

Exhibit 9.3.b: Chief Administrative Officer

4. The chief administrative officer is the official of record for all purposes of the Commission, is a full-time staff member of the institution, has his/her office on the main campus, and is the Commission’s point of contact with the institution, including branches, if any.

Deelynn Bennett, Director, is the official of record for all purposes of the Commission. She is a full-time staff member of the institution and her office is located on the main campus at:

Charlotte Technical College
18150 Murdock Circle, Building A, 018 Office
Port Charlotte, FL 33948

She is the Commission’s point of contact for the institution, including the Instructional Service Center.

Exhibit 9.4.a: Job Description CTC Director
Exhibit 9.4.b: Chief Administrative Officer

5. An organizational chart is available that shows the functional relationships among the personnel of the institution.

The college’s organizational chart shows functional relationships among all staff and faculty. A updated faculty list is kept on the Charlotte Technical College Website at http://charlottetechcollege.net/wp-content/uploads/17-18-Staff-List.pdf

Exhibit 9.5.a: CTC Organizational Chart
6. **The organizational structure is designed to promote the effective operation of educational programs and institutional services for students.**

The organizational structure of CTC is designed to promote the effective operation of the educational programs and institutional services offered to the students. The college organization structure is broken down into the following functional leadership groups: Program Planners, Partnership and Performance Council Instructional (PPCI), Partnership and Performance Council Support (PPCS), Technology, Student Services, Custodial and Safety. These structured groups provide for collaborative decision making for the school. A meeting calendar is established and published each year. Meetings achieve direction through an agenda developed in collaboration with the group and the Assistant Director. The Director has overall supervision of the institution and delegates additional responsibilities to the Assistant Director. The Assistant Director directly supervises the Student Services Department, Custodians and Co-Chairs the Safety and Security Committee.

- **Exhibit 9.6.a: Yearly Schedule of Meetings**
- **Exhibit 9.6.b: Program Planner Agenda**
- **Exhibit 9.6.c: Program Planner Minutes**
- **Exhibit 9.6.d: Student Services Agenda**
- **Exhibit 9.6.e: Student Services Minutes**
CHALLENGES AND PROPOSED SOLUTIONS

Charlotte Technical College has had a change in leadership three times over the last seven years. In addition, the retirement of our data entry and postsecondary career specialist have left a void in the knowledge and the responsibilities assigned to those individuals. Hiring qualified personnel and providing appropriate training to continue the mission of the college while maintaining the current leadership is the solution to maintaining a strong systems approach.

SUMMARY

The Charlotte Technical College has been under the leadership of the Charlotte County School Board since 1980. Under this governance, the college has had the opportunity to work with various boards, advisory and committees to further our workforce development mission. CTC’s administration strives to provide effective leadership leading to excellent service to our customers – both internal and external to the college.
STANDARD 9
Form of Ownership

Check the appropriate box, complete the section of the form that applies to your institution, and provide any requested documentation. Include this form in the self-study.

Check the appropriate box; complete that section of the form; and provide any requested documentation. (Only one box should be checked.)

|   |  
|---|---
| √ | PUBLIC |

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<tr>
<td>Chairman and/or Executive Director</td>
<td>Steve Dioniso/Deelynn Bennett</td>
</tr>
<tr>
<td>Address</td>
<td>18150 Murdock Circle</td>
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<td>City</td>
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<td>Telephone</td>
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<td>FAX</td>
<td>941-255-7509</td>
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Provide a copy of the institution's legislative authorization.
STANDARD 9
ORGANIZATIONAL STRUCTURE

EXHIBIT LIST

Exhibit 9.1.a: CCPS School Board By-Laws
Exhibit 9.1.b: School Board Minutes
Exhibit 9.1.c: COE Approval Letter
Exhibit 9.1.d: College Advisory Member List 16-17
Exhibit 9.1.e: Master List of Business Members
Exhibit 9.1.f: CTC Program Advisory Committee Handbook
Exhibit 9.1.g: SAMPLE Program Advisory Committee Agenda, Minutes, Roster
Exhibit 9.1.h: CTC College Advisory Board By-Laws
Exhibit 9.1.i: State Board of Education Approval Letter
Exhibit 9.1.j: Charlotte county School Board Members
Exhibit 9.2.a: Not Applicable Statement
Exhibit 9.3.a: Director Job Description
Exhibit 9.3.b: Chief Administrative Officer
Exhibit 9.4.a: Director Job Description
Exhibit 9.4.b: Chief Administrative Officer
Exhibit 9.5.a: CTC Organizational Chart
Exhibit 9.6.a: Yearly Schedule of Meetings
Exhibit 9.6.b: Program Planner Agenda
Exhibit 9.6.c: Program Planner Minutes
Exhibit 9.6.d: Student Services Agenda
INTRODUCTION & ANALYSIS

The objectives of Student Services at Charlotte Technical College are to facilitate the individual’s career and personal growth by assisting students in applying for, entering, and successfully progressing in appropriate career and technical education programs. These objectives are fulfilled through some of the following services:

1. Counseling services concerning the college’s programs, career opportunities and community resources,
2. Career exploration through campus tours, shadowing, instructor interviews and counseling,
3. Services for special needs students,
4. Testing, test interpretation and remediation,
5. Assistance from a Financial Aid Coordinator with expertise in federal and local student aid programs and scholarships,
6. CTE program open houses and information sessions for interested applicants,
7. Student activity programs in which all students are encouraged to participate, and
8. Student award programs to honor students.

The CTC Student Services Department consists of offices and staff to serve students. The staff consists of: an Occupational Specialists, Financial Aid Coordinator, Job Placement Assistant, School Store personnel and administrative support personnel.

CTC maintains an active student body represented by a Student Advisory Committee whose student photos are displayed prominently in the lobby of the Administrative Building. This committee consists of one student from each program who is selected by the Program Planner for that area of study. These students meet quarterly with administration and the student services program planner to discuss student needs, desires, and ideas for areas of improvement.
CTC has historically been a strong supporter and participant in SkillsUSA and competes in regional, state, and national competitions. This organization provides the students with opportunities to acquire new skills and expand existing knowledge in career training. This has given students and graduates excellent opportunities for leadership development, expertise in their chosen fields, and outstanding job prospects.

Over the last five years, CTC has hosted an annual induction ceremony for the National Technical Honor Society. An average of 65 students have been inducted each year over that time at large ceremonies that are well attended and receive media support to acknowledge the students. National Technical Honor Society members wear special cords to CTC’s graduation ceremonies

1. **Tests and other means of assessing the achievement and aptitudes of students for various occupations are appropriate and are used to provide personalized counseling and program placement services to students.**

Requirements for career education basic skills and State Board of Education Rule 6A-10/040 Florida Administrative Code (F.A.C.) Basic Skills Requirements for Postsecondary Career Certificate Education mandate that each student who enrolls in a program of 450 hours or more shall complete a basic skills examination. As part of the admissions process, applicants for career preparatory programs are administered the Test of Adult Basic Education (TABE) by certified personnel. Students are required to meet the minimum scores for the program. Some applicants may be exempt from Basic Skills Requirements based on Florida Department of Education rules.

Practical nursing applicants are also required to take the Test of Essential Academic Skills (TEAS), in addition to the TABE. These prerequisite assessments are a means of assessing the potential achievement of nursing students, and only those applicants who successfully clear the minimum achievement level for these assessments are considered for admission. Additionally, there are prerequisite assessments for both the Emergency Medical Technician and Fire Fighting programs. Each student is administered the Allied Health Test (AHT) as a diagnostic to assess the student’s readiness for the rigors of the EMT program. Each fire-fighting students must pass the Physical Aptitude Test (PAT) to determine fitness for the strenuous physical demands of the Fire Fighting program.
Upon entry, the results of examinations are used as guidance tools by which applicants may gain information about their strengths and weaknesses in basic educational skills. Especially in view of a student’s career preference, the TABE may help a counselor to communicate to the student how challenging a program may be for him/her academically, and if the scores are low, to allow the student to know the possible options available to them (e.g. select an appropriate program, remediate, or enter the program knowing that the course may be difficult for the assessed level of ability). If an individual desires to raise basic scores prior to entry into a CTE program, he is given the option of enrolling in a remediation course available through Adult Career Center (ACC). According to Florida Statutes Section 1004.91, the state-required minimum levels of TABE scores are exit requirements, not entry or placement requirements. In some cases, if the program to which the student is applying has restricted enrollment, it may necessitate remediation prior to entry. In addition to the required TABE examination, a number of interest inventories are available when requested or deemed advisable by the counselor. The vast majority of prospective students have already selected training programs prior to attending a pre-admission sessions. For those prospective students who are unsure which training program is their best option, the Office of Student Services has a variety of test resources to assist in identifying and assessing the achievements, interests, and aptitudes of prospective students. These tests include several interest inventories including My Career Shines (https://www.floridashines.org/find-a-career/plan-your-future), My Next Move (https://www.mynextmove.org), Employ Florida (https://www.employflorida.com), Human Metrics (http://www.humanmetrics.com), Career Key (https://www.careerkey.org), Quint Careers (https://www.livecareer.com/quintessential/career-assessment), and Florida Southwestern State College Career Coach (https://www.fsw.edu/careercoach). All of these assessments help potential students determine their interest and abilities as a means of determining a field of study before entering Charlotte Technical College. These links are located on the CTC website under the Student Services Admissions tab and are displayed to students during the application/registration process.

Likewise, many CTC applicants are also clients of other agencies such as CareerSource, Vocational Rehabilitation, and the Veterans Administration. These agencies also participate in testing applicants to determine a potential student’s aptitude in certain occupational areas.
In addition to the testing instruments listed above, counselors and Career Specialists rely on other methods of determining that prospective students have made good choices for a program of study. These include:

- Personal interviews – Help in determining the student’s past achievement and interests in particular vocational areas.
- Shadowing programs and instructor interviews – Used when a student has several areas of interest and has specific questions regarding the curriculum and job outlook. There are also helpful for the student to view the class in progress and to assess where his/her interest, aptitudes and life experiences may intersect and seem favorable for success.
- Transcripts, school records, teacher and high school counselor recommendations and scores on entrance examinations including the TABE and program specific entrance tests.

Exhibit 10.1.a: CTC Admissions Policy
Exhibit 10.1.b: TABE Test
Exhibit 10.1.c: TABE clearance scores
Exhibit 10.1.d: TEAS Test
Exhibit 10.1.e: AHT Allied Health Test for EMT
Exhibit 10.1.f: PAT Physical Aptitude Test for Firefighter
Exhibit 10.1.g: Interest Inventories

2. There is a student orientation program to acquaint new students with policies, functions, and personnel of the institution.

Before school begins, orientation sessions are offered, by program, to review the requirements for each program and to orient the students to the campus in general. To ensure that each instructor is covering the necessary school orientation material, a packet is created for each student with forms to review and complete. Specifically, the Acknowledgement of Responsibility Form requires students to read the CTC Student Handbook and Code of Conduct and then sign the form acknowledging that he agrees to abide by the rules and policies therein. Specific program handbooks are also distributed to students that include relevant policies for students enrolled in
restricted enrollment programs (such as Practical Nursing). Within the first two weeks of school, students are requested to read the Guide to Student Consumer Information located on the CTC website. Students then sign acknowledgement that they have read and understand the information contained therein.

On the first day of school an all-school orientation takes place to review the rules and regulations of CTC, introduce student services personnel, and to welcome students to the new school year.

Exhibit 10.2.a: Student Orientation Power Point
Exhibit 10.2.b: Schedule for Orientations
Exhibit 10.2.c: Student Handbook Acknowledgement Page
Exhibit 10.2.d: Orientation Sign-In Sheet
Exhibit 10.2.e: Practical Nursing Handbook
Exhibit 10.2.f: Student Registration Packet
Exhibit 10.2.g: Screen shot Guide to Consumer Information
Exhibit 10.2.h: Consumer Guide Acknowledgement page
Exhibit 10.2.i: First Day Student Orientation

3. A designated staff member is responsible for maintaining official files and records of students.

The administrative assistant to the College Assistant Director is responsible for maintaining official student files and student records. Attendance, academic, and educational progress records are available through the FOCUS student information system and/or the Student Records Department. Financial aid records, including federal, state and local grant and scholarship information are kept in the Financial Aid Office.

Exhibit 10.3.a: Support Responsibilities File Room)
Written procedures for access to student coursework, testing and records are established to protect their confidentiality, limiting access to authorized personnel only.

Student records are kept in a confidential manner. To review a folder, a written request is required along with photo ID, and if requested by other than the student, student approval must be in writing. Written procedures for access to student records are enforced to protect confidentiality by limiting access to only authorized personnel. Student files are to be reviewed by authorized personnel in the confines of the filing room. Authorized personnel is limited to those persons at CTC who may have a legitimate academic interest in the student. These may include the program planner, counselors, administrators of CTC, financial aid coordinator, school secretaries and clerks, bookkeeping staff and state records reporting staff. A student or graduate may review his or her records at any time with a staff member present. If a student does not agree with documents on file, he/she may not remove them, but is entitled to submit a written rebuttal for permanent inclusion in his/her folder. Should a student file need to be removed from the filing room, the person removing the file must sign it out with his/her name and name of student file. Student files are housed in fireproof file drawers that are locked each night with those filing cabinets contained in a room that is also locked each night.

Information regarding procedures for accessing student records can be found in the CTC Student Handbook.

Exhibit 10.4.a: Student File Procedures Posted

Exhibit 10.4.b: Screen Shot page 14 of Student handbook: Student Records

Exhibit 10.4.c: Request to View Cum File Form

Exhibit 10.4.d: Student File Sign Out Form

Exhibit 10.4.e: Screen Shot page 14-15 FERPA Rights

Exhibit 10.4.f: Picture of Locked File Room

Exhibit 10.4.g: Picture of Fire Proof File Cabinet
5. **The institution, upon request by students, provides transcripts or procedures for obtaining transcripts containing as a minimum, the following information: program of study, courses or units of study completed with corresponding grades, and period of enrollment.**

The student’s transcript includes the student’s program of study, occupational completion points (OCP) achieved, grades, and period of attendance. Students are provided with a transcript upon completion of their programs. Students may obtain additional transcripts by completing a Transcript/Certification Request form. This form is available for download on the college’s website or may be obtained in person. After students complete the form and pay the transcript request fees, the transcripts are mailed to the requested locations. Transcript requests older than 3 years must be requested through the Charlotte County Public Schools website.

**Exhibit 10.5.a: Transcript Request on CTC Website**
**Exhibit 10.5.b: Transcript Request Older Than 3 Years**
**Exhibit 10.5.c: FERPA Form Signed for Transcript**
**Exhibit 10.5.d: Sample of Student Transcript**

6. **All periods of enrollment, financial, academic, and current educational progress records are available at the institution.**

Physical student records are maintained on campus in the Student Records Office for the current year and for the three previous years. Student files are housed in fire proof file drawers that are locked each night with those filing cabinets contained in a room that is also locked each night. Records older than three school years are archived at the Records Retention Office through the school district. Current students are also able to access their records and grades through the county Student Information System (FOCUS) with usernames and passwords that are protected and confidential.

**Exhibit 10.6.a: Student Cum File Contents**
**Exhibit 10.6.b: Screen Shot of FOCUS for Sample Student**
7. Preserving and protecting student coursework, testing, and records are provided by the use of storage devices, duplicate physical or digital records, security files, or other measures that ensure both the preservation and security of the records from fire, theft, vandalism, and other adverse actions.

All pertinent student records are entered, maintained and stored in the college’s student database system (FOCUS).

Copies of certificates earned and information related to transcript requests are also scanned and entered into FOCUS. The FOCUS data system is hosted by a private company, FOCUS School Software, which performs thorough backups every night preserving and protecting student data. Likewise, student files are kept in file cabinets in the Student Records Office. Files are locked at night. Financial aid records are kept in locked cabinets in the Financial Aid office.

Exhibit 10.7.a: Screen Shot of FOCUS for Sample Student

Exhibit 10.7.b: Email From District Showing FOCUS Is Backed Up

Exhibit 10.7.c: Picture of Filing Room

8. The institution provides and has implemented appropriate grievance policies for handling complaints from students, as described in the institution’s catalog and/or the student handbook.

All students are entitled to due process. If a student believes that he/she has been treated unfairly, they can expect that their grievance will be settled in a timely and fair manner. The College’s grievance policy is outlined in the Student Handbook and Code of Conduct. A Student Grievance Form is provided to a student by the Assistant Director if a student wishes to file an official complaint.
9. The Commission’s mailing address and telephone number and website address are included within the grievance policy for cases where the grievance is not settled at the institutional level.

Within the Student Handbook the student grievance procedures indicate that if the issue cannot be resolved at the District level, the student may contact the school’s accrediting agency, Council on Occupational Education, 7840 Roswell Road, Building 330, Suite 325, Atlanta, GA 30350, (800) 917-2081 or (770) 396-388. Web site: www.council.org. The Grievance Form reflects the address of COE.

10. Institutional records reflect that program complaints and grievances receive due process and include evidence of resolution.

Included on the Charlotte Technical College Grievance Form is an area designated for response and resolution for administration to record the outcomes of the grievance. Once the grievance is resolved, the documentation is maintained on file by the Assistant Director who received and resolved the complaint.
11. The institution maintains records on student complaints that are filed in accordance with the institution’s grievance policy to ensure acceptable quality in the educational programs offered by the institution. Number of complaints on file since last accreditation site visit.

Since our last accreditation visit, CTC had one student contact the Charlotte County Public Schools district office; however, the student failed to complete required paperwork to officially file a complaint.

Exhibit 10.11.a: Not Applicable Grievance Filed

12. The institution provides academic advisement services to assist students in planning and completing the occupational education programs that they pursue.

The vast majority of prospective students have already selected a training program prior to attending a pre-admission session. However, prospective students who call or visit CTC and express interest in career preparatory programs are referred to an occupational specialist. Individuals are encouraged to come to the campus to discuss goals, interests, education, work experience, and other personal data with the counselor. The individual is also encouraged to visit the CTE programs and talk with the instructors, if possible before making a decision. For current students, guidance consultations are available throughout the year to discuss any student questions or concerns. Information about career opportunities, wage potential, financial aid, and program requirements are discussed.

Many CTC students are also clients of other agencies such as CareerSource, Vocational Rehabilitation, and the Veterans Administration. These agencies also participate in counseling students through the school year.

The results of the TABE are used as a guidance tool, and the student’s remediation is monitored closely throughout the course of the student’s program. The postsecondary occupational specialist works closely with CTC’s Adult Career Center and, once the student meets the required
remediation hours, the student is re-tested. To monitor student progress, the occupational specialist works closely with the program instructors to be advised of any students experiencing academic or personal problems that may become barriers for successful completion of the career preparatory program. Students with academic or attendance issues are counseled and then placed on contracts detailing agreed-upon improvement strategies which are monitored closely by the counselor. Students are advised that failure to improve in the needed areas may result in their withdrawal from the program. Students who experience financial challenges are encouraged to see the Financial Aid Coordinator for assistance and to apply for scholarships. CTC’s goal is to help students with their issues and to resolve them so they successfully complete the programs.

Exhibit 10.12.a: Guidance Request Form

Exhibit 10.12.b: Academic Contract

Exhibit 10.12.c: Attendance Contract

13. If the institution has processed Title IV loans or is currently processing Title IV loans, it has a default management plan that meets the requirements of the Commission for as long as required by the U.S. Department of Education to maintain a plan.

Charlotte Technical College does not participate in a student loan program.

Exhibit 10.13.a: Not Applicable Title IV

14. The institution has adopted and implemented a written plan for the health and safety of students in case of sickness, accidents, or emergency health care needs on campus; and the plan is evaluated regularly.

CTC has established a Safety and Security Committee which has received training related to their responsibilities. Detailed health and safety plans are documented in the CTC Health and Safety Plan. The Student Handbook also contains basic information regarding student illness/injury
insurance and safety and security. CTC has posted emergency exit maps in each classroom and laboratory for immediate reference.

Within lab areas, hazardous areas are marked or identified, and all hazardous materials are clearly labeled. Every lab has a first aid kit onsite with supplies reviewed and replenished annually. Each telephone in every classroom and office is equipped with an emergency call button to be used in a crisis situation. Code Red drills are performed at least once per year at the College, fire drills are performed once per month, and a tornado drill is performed once per year. Faculty and staff members are updated annually on safety and emergency policies and procedures during scheduled in-service sessions and/or faculty meetings. The CTC Safety Committee is responsible for yearly reviews and revisions.

To prevent intruders, decorative fencing has been installed around the entire perimeter of the CTC campus and visitors to the campus may only enter through one central location. Upon entering, visitors provide identification and are issued temporary badges reflecting their identification while on campus.

Exhibit 10.14.a: Health and Safety Plan
Exhibit 10.14.d: Evacuation Route Picture
Exhibit 10.14.e: Picture of Lab with Hazardous materials Labeled
(Exhibit 10.14.f: Picture of First Aid Kit
Exhibit 10.14.g: Picture of Phone with Red Emergency Button
Exhibit 10.14.h: Fire Drill Calendar 2016-17
Exhibit 10.14.i: Safety Committee Agenda and Meeting Minutes
15. A system is in effect for reporting and investigating all incidents affecting health and safety.

Accidents are immediately reported to the designee in the Student Services Office. If any additional assistance is needed, one of the administrators makes arrangements to contact the student’s family/emergency contact, call EMS and/or whatever is deemed necessary under the circumstance. The institution’s emergency crisis protocols are followed based upon the nature of the accident.

A Student Accident Report (SAR) is filled out by the appropriate staff member and submitted to the student services designee by the end of the same day. The accident report and response information is to be included for review by the Safety Committee during their regularly scheduled meetings. The committee needs to add to its regular agenda a review of any incidents that have occurred as to determine whether policies or procedures should be modified in order to prevent similar incidents in the future and will document any such review and outcomes in the minutes of the Committee’s meetings. This has not taken place at CTC and this matter is addressed in the “Changes” section of this narrative.

Exhibit 10.15.a: Health and Safety Plan

Exhibit 10.15.b: Student Accident Report Form

16. The institution is responsible for any reasonable accommodation of students who are identified to have special needs.

Federal and state legislation requires the provision of accommodations and modifications for students with disabilities in the following statutes: Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973 as Amended (504), Individuals with Disabilities Education Act of 1997 (IDEA), and Florida’s state and district laws and regulations (Florida Statutes, State Board of Education Rules). CTC adheres to these policies.

To assist students, CTC has a designated support staff member dedicated to assisting with requesting accommodations. The staff member can assist disabled students with any of the accommodations that the student self-identified at registration. The Assistant Director approves all requests for accommodations and works with instructors and support staff to monitor student
progress throughout enrollment. In addition, the instructor is provided with the accommodations they are to make in the classroom for each student.

CTC maintains a close relationship with Vocational Rehabilitation counselor for each of their sponsored students. The vocational rehabilitation counselor meets with students who have specific requests and frequently provides adaptive equipment and financial assistance to students. For example, Vocational Rehabilitation purchased an oversized monitor for a CTC CSIT student who is legally blind. Adult students who desire 504 accommodations must self-disclose this need and are asked to sign the CTC accommodations disclosure form. Students are asked to provide written documentation of specific disabilities which may include previous school records or outcomes of assessment tests which are validated by a physician or qualified professional.

Adult 504 students are eligible for extended time on tests and are given extended time on both their entrance exams and in their career programs.

The testing coordinator is fully aware of the accommodations allowed for all exams administered in the Testing Center and the process for requesting accommodations from the test proctors. Likewise, students who are required to pass licensure or certification exams in their career fields are given assistance to request testing accommodations with the testing agency.

Exhibit 10.16.a: Student with Disabilities Document
Exhibit 10.16.b: Student Services Support Personnel
Exhibit 10.16.c: Student with Disabilities Acknowledgement Page
Exhibit 10.16.d: Students with Disabilities Initial Request for Accommodations Form
Exhibit 10.16.e: Students Rights and Responsibilities
Exhibit 10.16.f: Test Referral Form
Exhibit 10.16.g: Picture of Legally Blind Student’s Custom Monitor
17. The institution has a written plan for determining the effectiveness of Student Services, for documenting an annual evaluation of these services, and for disseminating the results to the staff so that pertinent information can be used to improve the Student Services.

Program instructors administer the exit surveys electronically in their classrooms and follow specific instructions as to how to administer exit surveys to students both mid-year and as they prepare to graduate from CTC. Surveys are anonymous but are sorted by program area. Reports are tallied and results of the surveys are distributed to instructors and administrative staff. A checklist of teachers who have completed the surveys is maintained by the postsecondary occupational specialist to ensure that all programs participate in the survey.

Half of the survey evaluation form is dedicated to Student Services to enable staff to evaluate the effectiveness of services rendered to students during the registration process and while enrolled in CTE programs. The survey form allows the students to rate the following services: front desk/customer service, admissions specialist services, financial aid services, testing center services, student services customer service and the application/enrollment process.

Exhibit 10.17.a: Occupational Specialist Email with Exit Survey Instructions
Exhibit 10.17.b: Completed Survey Teacher Checklist
Exhibit 10.17.c: 2016-17 Mid-Year Survey
Exhibit 10.17.d: 2016-17 Exit Survey
Exhibit 10.17.e: Exit Survey Results Power Point

18. The institution provides placement services for all program completers.
The Follow-Up and Placement Policy and Procedures for Charlotte Technical College focuses on assisting students in obtaining gainful employment in the field in which they were trained. With Student Services acting as a base for coordination, all program areas work cooperatively toward this objective.

The Follow-Up and Placement Plan has been developed to evaluate and improve the quality of program outcomes and to assist its students in job placement by providing placement services that will utilize the coordination of a communications network consisting of faculty, staff, and businesses. CTC tracks program completers and non-completers who have received at least 1 OCP to evaluate program effectiveness and improve the quality of program outcomes.

Follow-up at CTC is an ongoing process. As the CTC students, completers, and non-completers, exit throughout the school year, follow-up procedures are in place and data is collected at regular intervals. Student information is entered into a student follow-up database for further reporting. Employer surveys are utilized to evaluate the effectiveness of the CTC graduates they have employed. The College Director regularly reviews these surveys to determine if there is a pattern of any deficiency in the training that the student has received at CTC.

Job openings are posted at the CTC website on the Placement Services Bulletin Board. CTC employs a part-time Transitions Counselor through the Bridges to Careers Grant who assists students with obtaining employment in their fields after completing their CTC training programs.

Exhibit 10.18.a: Placement Policy and Procedures
Exhibit 10.18.b: OCP Completers Data Base Screen Shot
Exhibit 10.18.c: Job Placement Follow up Survey
Exhibit 10.18.d: Employer Surveys
Exhibit 10.18.e: CTC Placement Services Bulletin Board
Exhibit 10.18.f: Bridges to Careers Job Placement Services
19. The institution demonstrates that it is following a written plan for placement services. The written plan for placement services includes the following elements:

20. Identification of responsibility for coordination of services

21. A communications network (must exist between the person responsible for placement coordination, the staff, the faculty, and various businesses and industries of the service area).

22. File/Listing of employers and employment opportunities.

23. Counseling of students.

24. Maintenance of placement records for completers as a means of measuring the success of the institution in achieving its mission.

Follow-up and placement assistance is provided to all students, current and former, completers and non-completers. The Director, Assistant Director, postsecondary occupational specialist, program instructor, administrative assistant and Bridges to Careers transition counselor are responsible for implementation, coordination, and evaluation of follow-up and placement procedures. All CTC faculty and Student Services staff assist in follow-up and placement procedures.

1. The postsecondary occupational specialist is responsible for the coordination of all follow-up activities.

2. The administrative assistant under the supervision of the postsecondary occupational specialist is responsible for the data collection and data entry of follow-up and placement information.

3. The Assistant Director is responsible for the required agency reporting of the placement information.

4. The Bridges to Careers transition counselor is responsible for providing training in resume writing, interviewing, and job search skills, and she assists in job placement counseling.

5. The Program Instructor assists in placement counseling for his/her students, utilizing knowledge, Program Advisory Committee members and industry contacts.
6. Advisory Committee members are additional resources for students seeking placement information.

7. The student is ultimately responsible for securing a job through proper preparation and an aggressive job search.

A communication network must exist between the person responsible for placement coordination, the staff, the faculty, and various businesses and industries of the service area.

As part of the placement procedure, administrators, instructors and student services maintain community contacts through CTC and Program Advisory Boards as well as establishing employer and community contacts in the local service area. Student services staff also maintain a Placement Services Bulletin Board located on the CTC website. Students seeking placement assistance may request the same through their instructor, postsecondary occupational specialist and/or Bridges to Careers transition counselor. Resume assistance, interviewing, job search techniques and other helpful information is provided to students.

Students close to graduation are encouraged to meet with the Bridges to transition counselor. The instructor provides additional continued career counseling during the course of the student’s enrollment. The instructor is encouraged to include employer resources to ensure enhanced “real world” input. Placement counseling is a joint effort between the coordinated communications network of faculty, staff and businesses.

Employers seeking to hire students contact the Postsecondary Career Specialist or go directly to the CTC website to post a job to the Placement Services Bulletin Board. Instructors or staff contacted by employers regarding employment opportunities advise the Postsecondary Career Specialist. The Postsecondary Career Specialist disseminates any employment opportunities received to program instructors and students.

**PLACEMENT REPORTS:**

Placement reports such as COE Completion, Placement and Licensure (CPL), gainful employment statistics and employer surveys are shared with CTC’s administrative staff, student services, program instructors, and advisory board members to be used in curriculum design and program improvement.
Placement reports are provided on an annual basis as required to the following agencies:

- CareerSource Heartland
- CareerSource Southwest Florida
- CareerSource Suncoast
- Council on Occupational Education (COE)
- Florida Education and Training Placement Information Program (FETPIP)
- Integrated Postsecondary Education Data System (IPEDS)
- Gainful Employment (GE)

Exhibit 10.19.a: Follow Up and Placement Plan
Exhibit 10.20.a: Student Services Staff Duties for Job Placement
Exhibit 10.21.a: Placement Policy and Procedures {Communication Network Highlighted}
Exhibit 10.22.a: Employers for CTC Completers
Exhibit 10.22.b: CTC Placement Services Bulletin Board
Exhibit 10.23.a: Placement Policy & Procedures {Counseling and Bridges Transition Highlighted}
Exhibit 10.23.b: CTC Placement Services Bulletin Board
Exhibit 10.24.a: COE Completion, Placement and Licensure {CPL}
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Exhibit 10.24.f: Career Source Suncoast Placement Reports
Exhibit 10.24.g: Florida Education and Training Placement Information Program {FETPIP}
Exhibit 10.24.h: Integrated Postsecondary Education Data System Report {IPEDS}
Exhibit 10.24.i: COE Annual Report
CHALLENGES

Over the last few years the institution has noticed an increase in lack of preparedness by students for the rigors of adult technical education. Students have difficulties balancing the stress of multiple jobs, family life, and career and technical education. It has been a recent pattern that students are particularly struggling with literacy skills and there has been an increase in applicants who speak English as a second language. Students are encouraged to remediate at CTC’s Adult Career Center, but personal time constraints often find that students are not putting in the remediation time needed to clear the basic skills requirements and be successful completers in their programs. CTC provides tutoring services for students but it is the responsibility of the students to reach out to the Bridges to Careers specialist to arrange tutoring sessions. Many times the stigma of needing help keeps students from pursuing tutoring assistance.

One particular area of unpreparedness was in the EMT program. A passing rate of 75% is required to participate in the clinical portion of the program and students were not able to maintain this standard. As a result, CTC is now requiring a prerequisite Allied Health Test for acceptance into the Emergency Medical Technician Program. It is our hope that this test will reflect the readiness of incoming students for the rigor required for successful completion of the program.

Another challenge that has presented itself is the lack of a clear process for filing grievances. The CTC Student Handbook reflects a very brief statement on filing a grievance. This deficiency prompted a complete revision of the Grievance Policy that was updated in 2017. The Charlotte County School Board approved the revised Grievance Policy in Spring 2017 and the new policy is reflected in the 2017-18 Student Handbook.

In reflecting on the data gathered from the exit survey CTC discovered that Job Placement data was not included in the questionnaire. The survey has been corrected to add the job placement question.

PROPOSED CHANGES

The Charlotte County Public Schools is taking the initiative to spearhead training in the Multi-teared System of Supports (MTSS) and the Response to Intervention process (RTI) district
CTC welcomes this in-depth training so that our instructors can learn more advanced strategies for assisting and monitoring at risk students. Many of CTC’s instructors are experts in their field but not classroom trained as educators. Additionally, CTC has a number of adjunct teachers who have not had classroom experience. This MTSS training will provide them with the tools they need to better serve the needs of their students. CTC part-time teachers will now be included in the New Educator Training (NET) which the county provides for new teachers to the district and will be encouraged to pursue additional professional development opportunities offered throughout the school year. Another needed change that has come to the attention of CTC administration, is the need for more extensive review of any student accident reports. Accident reports in the past have been filed but left at that. We believe it would be more beneficial to review these accidents cumulatively by the Safety Committee in an effort to analyze any solutions to commonalities in the accidents. Proactively trying to prevent reoccurring problems may lessen future accidents.

Exhibit 10.26.a: Multi-Tiered System of Supports {MTSS}
Exhibit 10.26.b: Response to Intervention {RTI}
Exhibit 10.26.c: New Educator Training

SUMMARY

Charlotte Technical College is an institution that is broad in its educational and leadership opportunities, providing many services to students. The mission of Charlotte Technical College is to produce highly skilled individuals and resourceful leaders through collaborative education to meet the ever-changing needs of community and workforce. The College and its administrative staff agree that the presence of Student Services, student activities, and support for students is essential in meeting this goal. CTC continues to place emphasis on employability skills in the training programs the institution provides. These “soft” skills are quickly disappearing in the workplace, and students equipped with strong work habits are more employable in the real world of work. CTC’s contribution is to provide not only quality education, but also to make available the services, activities, and opportunities in order for students to be successful. As a result, many of CTC’s students graduate and become proud community employees and leaders.
STANDARD 10

STUDENT SERVICES AND ACTIVITIES

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Exhibit 10.14.a: Health and Safety Plan


Exhibit 10.14.d: Evacuation Route Picture


Exhibit 10.14.f: Picture of First Aid Kit

Exhibit 10.14.g: Picture of Phone with Red Emergency Button

Exhibit 10.14.h: Fire Drill Calendar 2016-17

Exhibit 10.14.i: Safety Committee Agenda and Meeting Minutes

Exhibit 10.15.a: Health and Safety Plan

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Exhibit 10.26c: New Educator Training
# GLOSSARY

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<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>ACC</td>
<td>Adult Career Center</td>
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<td>ADA</td>
<td>Adults with Disabilities Act/American Dental Association</td>
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<td>AFR</td>
<td>Annual Financial Report</td>
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<td>Allied Health Test</td>
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<td>Adult Learning Center</td>
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<td>Automotive Service Excellence</td>
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<td>Ability to Benefit</td>
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<td>Charlotte Academy of Professional Educators</td>
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<td>CARE</td>
<td>Center for Abuse and Rape Emergencies</td>
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<td>CCNA</td>
<td>Cisco Certified Network Associate</td>
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<td>Center for Disease Control</td>
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<td>Commission of the Council on Occupation Education</td>
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<td>Completion, Placement &amp; Licensure</td>
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<td>Cardiopulmonary Resuscitation</td>
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<td>Charlotte Technical College</td>
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<td>Chief Technology Officer</td>
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<td>Continuing Workforce Education</td>
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<td>DANB</td>
<td>Dental Assisting National Board</td>
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<td>ECAR</td>
<td>Eligibility and Certification Approval Report</td>
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<td>ECE</td>
<td>Early Childhood Education</td>
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<td>ESOL</td>
<td>English for Speakers of Other Languages.</td>
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<td>FERPA</td>
<td>Family Educational Rights &amp; Privacy Act/ Release of Educational Records Form</td>
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<td>Florida Educational Training and Placement Information Program.</td>
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<td>Fiscal Operations Report and Application to Participate</td>
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<td>GAGAS</td>
<td>Generally Accepted Government Auditing Standards</td>
</tr>
<tr>
<td>GATB</td>
<td>General Aptitude Test Battery</td>
</tr>
<tr>
<td>GED</td>
<td>General Education Development</td>
</tr>
<tr>
<td>HIV/AIDS</td>
<td>Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome</td>
</tr>
<tr>
<td>ICS</td>
<td>Information and Communication Systems</td>
</tr>
<tr>
<td>IPEDS</td>
<td>Integrated Postsecondary Education Data System</td>
</tr>
<tr>
<td>IT</td>
<td>Information Technology</td>
</tr>
<tr>
<td>MLR</td>
<td>Maintenance and Light Repair</td>
</tr>
<tr>
<td>MSDS</td>
<td>Material Safety Data Sheets</td>
</tr>
<tr>
<td>MTSS</td>
<td>Multi-tiered System of Support</td>
</tr>
<tr>
<td>NAEYC</td>
<td>National Association for the Education of Young Children</td>
</tr>
<tr>
<td>NATEF</td>
<td>National Automotive Technicians Education Foundation</td>
</tr>
</tbody>
</table>
NCCER - National Center for Construction Education Research
OCP - Occupational Completion Points
OSHA - Occupational Safety and Health Administration
PAT - Physical Aptitude Test
PC - Personal Computer
PELO - Public Education Capital Outlay Fund
PPA - Program Participation Agreement
PPC - Performance and Partnership Council
RAM - Random Access Memory
RTI - Response to Intervention
SAR - Student Accident Report
SAT - Satellite
SBCC - School Board of Charlotte County
SEOG - Supplemental Educational Opportunity Grant
SIMS - Student Information Management System
SPC - Special Projects Center
SPS - Student Personnel Services
SREF - State Regulations for Education Facilities
T.A.B.E. - Test of Adult Basic Education
TEAS - Test of Essential Academic Skills
UPS - Uninterruptable Power Supplies
WIA - Workforce Investment Act
PROGRAM
SUPPLEMENTS
Program: Air Conditioning, Refrigeration & Heating Technology I (HVAC)

Program Director:
Deelynn Bennett

Part-Time Instructors:
Mark Jennings
Michael Cohen
STANDARD 2

AIR CONDITIONING, REFRIGERATION & HEATING TECHNOLOGY I

INTRODUCTION

Charlotte Technical College currently offers 20 fulltime training programs. Each program is an “in demand” program for our service delivery area. All programs are designed to meet students’ needs by providing students with the opportunity to acquire skills and knowledge necessary for performing successfully in business, industry, and entrepreneurship. Strong work ethic and technical skills are integrated in every subject in every class.

This program operates within the frameworks of the Florida Department of Education and under the policies and procedures of CTC.

The required program hours for the HVAC course 1, 2 and 3 is 750.

Purpose of the program:

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the HVAC Service Industry. It provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the HVAC Service Industry.

The program is designed to prepare students for employment in the HVAC Industry. The program will prepare students for the EPA 608 Test as well as the HVAC certificate of excellence diploma.
ANALYSIS

ADMISSIONS/RECRUITING

The institution’s admissions policies and processes are:

1. Published;
2. Clearly stated;
3. Consistently communicated to students;
4. Made available to students prior to enrollment; and,
5. Any changes to these publications are communicated in a timely manner.

The admission policies for the Charlotte Technical College are published in various locations: the College’s website [www.charlottetechcollege.net](http://www.charlottetechcollege.net), the College Student Handbook and visual publications. The admissions policies and processes are clearly stated so readers can easily understand enrollment requirements and complete the enrollment process in a timely manner. Admissions policies are consistently communicated to students through the College’s website, College Student Handbook, and face-to-face interaction with faculty and staff. Prior to enrollment, potential students are provided admissions requirements along with a requirement check sheet listing each item/action required for admission to College. A timeline is established on the website to assist students in completing all requirements. The timeline takes students from the application process through the orientation and start of class. All steps are thoroughly explained, and hard copy packets are available at Student Services. All admissions are clearly stated and provided for students prior to enrollment in the admissions packet.

All changes and/or updates to the admission policies and processes are made available to students and the public through the College’s website, the College Student Handbook, and interaction with faculty and staff.
The program follows the general admissions policies of Charlotte Technical College. The HVAC Program has specific admissions requirements that include:

High School Diploma or GED

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C. the **minimum basic skills grade levels required for postsecondary adult career and technical students to** complete this program are: Mathematic 10, Language 9, and Reading 9. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed on the Basic Skills and Licensure Exemption List which may be accessed from the CTE Program Resources page.

**Exhibit AR 1, 2, 3, 4, 5: CTC Admissions Policy**
**Exhibit AR 1, 2, 3, 4, 5: CTC Student Catalog/Handbook Screenshot/Admissions**
**Exhibit AR 1, 2, 3, 4, 5: On-line Application/Website**
**Exhibit AR 1, 2, 3, 4, 5: CTC Student Catalog/Handbook- Pages 2 & 3**
For all students admitted to a Vocational English-As-A-Second-Language Program, the institution utilizes written admission procedures that comply with policies established by the Commission.

The Charlotte Technical College and its offsite training center does not have an “English-As-A-Second Language” program. This criterion does not apply.

Exhibit AR 6: Not Applicable Statement

The institution clearly defines and publishes a policy on the transfer of students between programs within the institution and the transfer of students from other institutions.

Charlotte Technical College’s policy on the transfer of students between institutional programs, as well as the transfer from other institutions, is clearly defined and published. The policy is published on the College’s website at (www.charlottetechcollege.net) and the CTC Student Handbook, page 15. The published policy includes the following relevant criteria:

- CTC students requesting to transfer to another program within the college must first discuss the request with the current instructor and then meet with the Post-Secondary Career Specialist. The Career Specialist can approve the transfer request, if space is available in the program.

- Acceptance of hours completed at another institution will be in compliance with Florida Statute 1007.24(7). Students with previous technical training from other institutions may receive credit for that training. A transcript from a public accredited institution documenting student performance standards and/or occupational completion points achieved for a specific technical program will be accepted in transfer at Charlotte Technical
College for the same technical program. CTC reserves the right to require a competency test to validate the competencies learned/earned at another (non-CTC) institution. The student will then be enrolled in training at the student’s proficiency level.

- Training from a non-public institution that is fully accredited by a regional or national accrediting agency recognized by the United States Department of Education, and that participates in the common course numbering system will be accepted in transfer for the same course/program. Transcripts will be accepted, evaluated and relevant clock hours will be applied to the student’s CTC training program and the student’s transcript.

Exhibit AR 7: CTC Transfer Policy

Exhibit AR 7: CTC Student Catalog/Handbook (Transfer of Credit Screenshot)

Exhibit AR 7: CTC Student Catalog/Handbook/Transfer of Credit, Page 15

TRANSFER OF CREDIT

8. The institution clearly defines and publishes a policy on the transfer of credits that includes a statement of the criteria established by the institution regarding the transfer of credit earned at another institution.

Charlotte Technical College clearly defines its policy on the transfer of credits and publishes the policy on both the College website (http://charlottetechcollege.net/) and the CTC Student Handbook, page 15. The published policy includes the following relevant criteria regarding the transfer of credit earned at another institution:

- Acceptance of hours completed at another institution will be in compliance with Florida Statute 1007.24(7). Students with previous technical training from other institutions may receive credit for that training. A transcript
from a public accredited institution documenting student performance standards and/or occupational completion points achieved for a specific technical program will be accepted in transfer at Charlotte Technical College for the same technical program. CTC reserves the right to require a competency test to validate the competencies learned/earned at another (non-CTC) institution. The student will then be enrolled in training at the student’s proficiency level.

- Training from a non-public institution that is fully accredited by a regional or national accrediting agency recognized by the United States Department of Education, and that participates in the common course numbering system will be accepted in transfer for the same course/program. Transcripts will be accepted, evaluated and relevant clock hours will be applied to the student’s CTC training program and the student’s transcript.

**Exhibit AR 8: CTC Transfer Policy**

**Exhibit AR 8: CTC Student Catalog/Handbook (Transfer Credit Screenshot)**

**Exhibit AR 8: CTC Student Catalog/Handbook Transfer of Credit, Page 15**

**PROGRAM COMPLETION**

9. Admission requirements offer reasonable expectations for successful completion of the occupational programs offered by the institution regardless of the delivery mode.

The HVAC program follows the Florida Department of Education’s basic skill exit requirements for students and the requirements can be found in the CTC catalog/Handbook and Section 1004.91, Florida Statute (F.S.) and the State Board of Education Rule 6A-10.040. These regulations mandate that students who enroll in a program of 450 hours or more “may not receive a career and technical certificate of completion without first demonstrating the basic skills required in the state curriculum frameworks for the career education program.” CTC provides opportunity for students to demonstrate basic skill requirement through the Test of Adult Basic Education
(TABE). The Florida Department of Education has placed basic skill levels on all programs in the curriculum frameworks. Only advanced and difficult level of the TABE meets requirements. The purpose of assessment is to determine whether or not the student as the basic skills necessary to be successful in the chosen career program.

A student enrolled in a career education program that does not meet the basic skills requirements, but passes an identified certification exam, should be recorded as “incomplete” until the Technical College receives documentation of the certification and then reports the student as a completer from the career and technical education program. If the student does not meet the basic skills requirements for completion or is not exempt, the student cannot be reported as a program completer from the final OCP and cannot earn a Career Certificate of Completion.

Exhibit AR 9: CTC Admissions Policy
Exhibit AR 9: CTC Student Catalog/Handbook (Admissions Screenshot)

ASSOCIATE DEGREE

10. Students admitted into Associate Degree programs have a high school diploma or its

Charlotte Technical College and its off-site training center does not offer Associate Degrees. This criterion does not apply.

Exhibit AR 10: Not Applicable Statement

ABILITY TO BENEFIT

An institution that admits students by exception to its standard admissions policies must:

11. Have written admissions policies and procedures for these exceptions;
12. Apply them uniformly;
13. Provide documented evidence on how they are used;
14. Maintain records on student progress; and,
15. Regularly evaluate the effectiveness of the procedures used in admitting students by exception.
Charlotte Technical College and its off-site training center does admit students by exception to its dental assisting program. This criterion does not apply.

Exhibit AR 11: Not applicable statement
Exhibit AR 12: Not applicable statement
Exhibit AR 13: Not applicable statement
Exhibit AR 14: Not applicable statement
Exhibit AR 15: Not applicable statement

RECRUITING ACTIVITIES

16. The institution ensures that recruiting activities are ethical and that all materials used in recruiting accurately describe the mission, instructional outcomes, student performance expectations, and completion requirements of each program.

Recruitment is an ongoing priority at the College. Charlotte Technical College has a post-secondary career counselor / recruiter to lead recruitment activities. The College is actively involved in a number of recruiting activities, including career days sponsored by local high schools, college job fairs, classroom presentations in local middle and high schools, campus tours for secondary students, chamber and community groups. Instructors also play a pivotal role in recruitment activities for the College. Many different mediums, such as printed materials, newspaper advertising, social media, student and alumni recruitment, employees, and the College website (www.charlottetechcollege.net) are used in recruitment.

The institution ensures recruiting activities are ethical and all mediums used in recruiting accurately describe the College mission, program outcomes, student performance expectations, and completion requirements of each program.

Exhibit AR 16: CTC Student Catalog/Handbook – pg. 23
Exhibit AR 16: Job Fair Flyer
Exhibit AR 16: HVAC Rack Card
Exhibit AR 16: HVAC Website Screenshot
Exhibit AR 16: HVAC Englewood Sun

**PROGRAM COSTS**

<table>
<thead>
<tr>
<th>17. Prior to admission, students are informed of the costs, equipment, services, time, and technical competencies, if any, required by the program, including if applicable, personal data collection and processes, and charges associated with verification of student identity.</th>
</tr>
</thead>
</table>

Prior to admission, students are informed of the costs of the program and any equipment and services required. Fees charged to students are in accordance with Florida Department of Education guidelines with all fees and tuition approved by the Charlotte County School Board. Program cost sheets are available to students prior to admission. Student Services maintains a cost sheet for each program, including costs of registration, tuition, books, and instructional supplies. Cost sheets for dental assisting are updated prior to enrollment. Cost sheets are available upon request, available in Student Services, School store and on the College’s website. HVAC students meet with the Program Director and Instructor for orientation prior to admission. The Program Director and instructor can best inform the student of the technical competencies and time needed to complete the program. Further program costs unique to the dental assisting program are provided to the student through Student Services staff and directly by the instructor or program director as part of program orientation and intake. This information includes books, uniforms, mannequins, materials and supplies, as applicable.

Exhibit AR 17: Program Cost Sheet

Exhibit AR 17: TCCI Tools Cost Sheet

**ORIENTATION TO TECHNOLOGY**

<table>
<thead>
<tr>
<th>18. Orientation to technology is provided and technical support is available to students.</th>
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</table>
Prior to enrolling, HVAC students attend a program orientation. An overview of the technology used in the training area is covered during the program orientation session. In addition, the college employs a part-time Network Administrator who works at the site a minimum of two days per week and a Technology Facilitator who is available to assist students and program instructors with technical support daily.

**Exhibit AR 18: Registration Checklist**

**Exhibit AR 18: Student Handbook Computer Use-Pg. 24**

**Exhibit AR 18: Student Handbook Acknowledgement-Pg. 69**

**DISTANCE EDUCATION**

19. For all coursework delivered via distance education: The institution has processes in place to establish that the student who registers for a distance education course or program is the same student who participates in and completes the program and receives the academic credit.

The Charlotte Technical College and its off-site training center campus does not deliver coursework via distance education. This criterion does not apply.

**Exhibit AR 19: Non-applicable**

**PROGRAMS**

**MISSION STATEMENT**

Occupational education program policies are congruent with:

1. The governing organization;
2. The mission of the institution; and,
3. The occupational needs of the people served by the institution.

The policies established for each occupational program are congruent with the policies of the Charlotte Technical College and Charlotte County Public Schools.

Occupational programs are congruent with the College mission to provide an effective, innovative technical education preparing students to enter, advance and succeed in the
workplace. The College meets its objectives by providing cost effective, competency-based training that prepares persons for entry-level jobs, enhances the skills of persons holding a job, and/or retrains those who may be displaced workers.

The HVAC faculty supports the Charlotte Technical College mission and goals as reflected in the Program’s mission statement and philosophy.

Exhibit P 1, 2, 3: CCPS Mission (Website Screenshot)
Exhibit P 1, 2, 3: CTC Mission (Website Screenshot)

Occupational education program policies are:

4. Publicly accessible;
5. Non-discriminatory; and,
6. Consistently applied

Occupational education program policies are publicly accessible through the College Student Handbook and the Website. Policies are written and administered in a non-discriminatory manner. Policies are consistently applied to all occupational programs.

Exhibit P 4, 5, 6: CTC Student Catalog/Handbook/Non-Discrimination Statement-Pgs. 18 & 19
Exhibit P 4, 5, 6: CTC Student Catalog-Handbook Non-Discrimination Statement Website Screenshot

Differences, if any, in occupational education program policies are justified by:

7. Student learning outcomes; and/or,
8. Program outcomes.

The Charlotte Technical College and its off-site training center has occupational education program policies that are uniform and consistent.

Exhibit P 7, 8: CTC Follow-Up and Placement Plan
PROGRAM OBJECTIVES, CONTENT, AND STUDENT EVALUATION

Each occupational education program has:

9. Clearly stated objectives
10. Defined content relevant to these objectives and the current needs of business and industry, and,
11. Assessment of student achievement based on the program objectives and content.
12. The objectives for each educational program are evaluated annually.

The HVAC Program has clearly stated objectives, defined content relevant to these objectives and the current needs of business and industry, and assessment of student achievements are based on the program objectives and content which is included in the course syllabi given to each student at the beginning of each course. The syllabi is also posted on the instructor’s Edline pages. As stated, objectives and content are substantially developed by the Florida Department of Education for the program within the state system and are embodied in the curriculum frameworks.

Instructors use a variety of methods to determine student mastery of subject matter. Such methods include traditional exams, lab exercises, competency demonstrations, and field rotations at individual HVAC offices within our community. Grades are assigned for all methods and determine a student’s movement through the curriculum. The College’s grading policy is detailed in the Student Handbook.

Exhibit P 9, 10: FLDOE Curriculum Framework
Exhibit P 9, 10: HVAC Syllabus
Exhibit P 11: CTC Employability Skills Rubric

Annually, the objectives for the HVAC program are evaluated and rated accordingly, by the program advisory committee members. Objectives for the program are developed using the Florida Department of Education Curriculum Frameworks as a guide. To meet business and industry needs, the program is revised, added or deleted. The objectives of the program are
evaluated annually as evidenced by Program Advisory Committee minutes. Advisory Committee evaluations and meeting minutes are kept for documentation.

Instructors gain valuable employer input through program advisory meetings. During these meetings, instructors talk with peers and learn more about new technologies, current equipment and processes utilized by the HVAC industry. Information obtained is used to evaluate and improve program effectiveness.

The HVAC Program Advisory Committee meets at least twice annually. Charlotte Technical College’s HVAC program follows a curriculum which meets or exceeds the Florida Department of Education (FLDOE) Curriculum Frameworks. FLDOE Curriculum Frameworks are reviewed and updated every five (5) years. Industry visits are conducted on a regular basis to stay abreast of current trends in industry. Feedback from students is received through climate and exit survey.

Exhibit P 12: HVAC Advisory Committee Minutes/Objectives
Exhibit P 12: HVAC Advisory Member Roster

A systematic process has been implemented to document:

13. That the objectives and content of programs are current; and,
14. That coursework is qualitatively and quantitatively relevant.

A systematic process has been implemented to document the objectives and that content of the HVAC program is current. The Florida Department of Education reviews the curriculum frameworks on a cyclical schedule to maintain their current status. These reviews are through committees and include department staff, educators, and business people from across the state. A “change document summary” issued in the spring of each year highlights changes in programs and any added or deleted programs. Based on the information from FLDOE, CTC provides each teacher with information in order to establish appropriate planning for the upcoming school year. As instructors review curriculum frameworks, adjustments are made to update curriculum materials. The program syllabus is updated annually to meet changes and
requirements. Each program instructor may choose to incorporate additional relevant information into individual curriculum.

**Exhibit P 13: FLDOE Curriculum Frameworks**

**Exhibit P 13: HVAC Course Syllabi**

Annually, the Advisory Committee reviews program content and objectives to ensure they remain current. The Program Advisory Committee provides input on the qualitative and quantitative aspects of the coursework ensuring students are provided the necessary instruction and hands-on experience to progress in their career path.

**Exhibit P 14: HVAC Advisory Committee Minutes**

**EMPLOYER VERIFICATION DATA**

<table>
<thead>
<tr>
<th>15.</th>
<th>Three bona fide potential employers review each educational program annually and recommend:</th>
</tr>
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<tbody>
<tr>
<td>16.</td>
<td>Admission requirements;</td>
</tr>
<tr>
<td>17.</td>
<td>Program content that is consistent with desired student learning outcomes;</td>
</tr>
<tr>
<td>18.</td>
<td>Program length;</td>
</tr>
<tr>
<td>19.</td>
<td>Program objectives</td>
</tr>
<tr>
<td>20.</td>
<td>Competency tests;</td>
</tr>
<tr>
<td>21.</td>
<td>Learning activities;</td>
</tr>
<tr>
<td>22.</td>
<td>Instructional materials;</td>
</tr>
<tr>
<td>23.</td>
<td>Equipment;</td>
</tr>
<tr>
<td>24.</td>
<td>Methods of program evaluation;</td>
</tr>
<tr>
<td>25.</td>
<td>Level of skills and/or proficiency required for completion; and,</td>
</tr>
<tr>
<td>26.</td>
<td>Appropriate delivery formats for the subject matter being taught.</td>
</tr>
</tbody>
</table>

Each program formally surveys area business and industry annually, utilizing the COE developed Employer Verification Report Form. Administration maintains these responses on file.
Exhibit P 15: HVAC Employer Verification Forms

Exhibit P 15: HVAC Employer Surveys (see paper copy)

The HVAC program undergoes a comprehensive program review by three bona fide potential employers using the Employer Program Verification form. The committee evaluates all aspects of the program within the guidelines of the Department of Education and COE. These employers provide suggestions for program modifications. This review includes admissions requirements, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, and levels of skills and/or proficiency required for completion and appropriateness of the delivery mode for the program. Evaluation forms are kept for documentation.

Exhibit P 16-26: HVAC Advisory Committee Agenda
Exhibit P 16-26: HVAC Advisory Committee Minutes
Exhibit P 16-26: HVAC Employer Surveys (see paper copy)

PROGRAM CONSIDERATION

27. The institution considers the length and the tuition of each program in relation to the documented entry level earnings of completers.

The State Board of Education establishes tuition and length of programs. The tuition cost is approved by the Charlotte County School Board. CTC, in conjunction with the Program Advisory Committee and CareerSource Florida, evaluates the relationship between these two factors and the documented entry level earnings of completers. Program costs and length are reviewed annually by employers completing Employer Verification Forms and average wage information provided by CareerSource Florida.

Exhibit P 27: Regional Demand Occupations List
Exhibit P 27: HVAC Employer Surveys (see paper copy)
Exhibit P 27: HVAC Employer Verifications Forms
28. Courses required for each program are offered with sufficient frequency for the student to complete the program within the publicized time frame.

The HVAC Program is offered twice yearly and enrolls yearly with 2 classes beginning in January and August. Two enrollment times give prospective students options to choose from. The 750 clock hour program, requires 6 months to complete. Students following the curriculum plan complete the program within the publicized time frame. A program calendar is structured and given to each student upon enrollment. Students who withdraw and meet the eligibility criteria may re-enter when a cohort reaches the course the student needs. Re-admission is subject to school/program policies and clinical space availability.

The HVAC instructor acts as a coach/facilitator for the training as the student progresses. OCP timetables conveying the length of time needed to satisfactorily complete the course are communicated to all students, in each course syllabus.

An OCP specific calendar is given to each student at the beginning of the OCP. The calendar lists the subject material, per instructor, to be taught each day of the OCP.

Exhibit P 28: HVAC Program Syllabus
Exhibit P 28: 2017-18 HVAC Calendar
ASSOCIATE DEGREES

Associate Degree programs offered must meet the following requirements:

29. The program is designed to lead graduates directly to employment in a specific career.

30. The appropriate applied degree title, such as Associate of Applied Technology, Associate of Applied Science, Associate of Occupational Studies, Associate of Science, or Associate of Occupational Technology, is used and includes the specific career and technical education field (i.e. Associate of Applied Science in Veterinary Technology).

31. The program has a minimum of 60 semester hours or 90 quarter hours.

32. The program includes a minimum of 15 semester hours or 23 quarter hours of general education courses, with a minimum of one course from each of the following areas: humanities, behavioral sciences, natural or applied sciences, and mathematics.

Charlotte Technical College does not offer associate degrees; these criteria are not applicable.

Exhibit P 29-32: Not Applicable Statement

33. For all coursework delivered via distance education: The institution’s distance education courses and programs are identical to those on campus in terms of the quality, rigor, breadth of academic and technical standards, completion requirements, and the credential awarded.

Charlotte Technical College and its off-site training center does not offer programs via distance learning education. The criterion does not apply.

Exhibit P 33: Not Applicable Statement
PROGRAM APPROVAL

Each program offered by the institution:

34. Is approved and administered under established institutional policies and procedures and supervised by an administrator who is part of the institutional organization;

35. Has appropriate and continuous involvement of on-campus administrators and faculty in planning, and approval;

36. Has varied evaluation methodologies that reflect established professional and practice competencies;

37. Is qualitatively and quantitatively consistent at each campus where it is offered;

38. Has measures of achievement of the student learning objectives;

39. Has individual student records, including period of enrollment, financial, and educational program records, permanently maintained by the institution at the main campus;

40. Is identically described in appropriate catalogs, brochures, and/or other promotional materials and include tuition/fee charges, refund policies, admissions and academic requirements, and information technology requirements; and,

41. Provides for timely and meaningful interaction among faculty and students.

Occupational programs are approved by the Florida Department of Education and supervised by the College Director and Assistant Director with the exception of Practical Nursing. The Program Director provides supervision for the HVAC program.

The HVAC Program is administered and approved by the policies and procedures set forth by the Florida Department of Education, the Charlotte County Public School Board as well as the written policies and procedures of the Technical College. DOE approval is requested followed by COE approval through the established procedures and forms.

Exhibit P 34: COE Approved Programs
Exhibit P 34: Organizational Chart
Campus administrators and faculty are actively involved in the planning and supervising of the HVAC Program and also evaluate the program annually through end of the year data.

Examples of faculty input include:

- Submission of technology plan for the program annually
- Provide input for the yearly budget and authorize purchase requisitions for equipment, student lab supplies, and instructor classroom and software needs
- Selection and planning of preventive maintenance of equipment and equipment replacement
- Academic freedom as evidenced by curriculum development and textbook selection
- Uphold all program policies and procedures and determined disciplinary action
- Estimated cost of lab fees before final submission
- Redesigned admission interview sheets, rubric, and matrix
- Participation in development of recruitment
- Participation in review of the student success plan

Exhibit P 35: HVAC Instructor Industry Certificate
Exhibit P 35: Yearly schedule of meetings identifying department meeting dates
Exhibit P 35: Minutes of HVAC Department Meetings (see paper copy)

The HVAC Program uses multiple evaluation methodologies which include traditional exams, lab exercises, competency demonstrations. Evaluation includes a competency check list to validate mastery of the competencies that students need to know to become program completers.

Exhibit P 36: HVAC Skill/Lab Competency Evaluations (see paper copy)
Exhibit P 36: CTC Employability Skills Rubric
Exhibit P 36: HVAC Student Exams (see paper copy)

The HVAC program demonstrates qualitative and quantitative achievements through the EPA section 608 air conditioning and refrigeration certification test, upon graduation.
Paralleling the course syllabi with the FLDOE Curriculum Frameworks guarantees that all required course objectives are being taught.

Exhibit P 37: HVAC Course Syllabus
Exhibit P 37: FLDOE Curriculum Frameworks
Exhibit P 37: HVAC Certification Test Results

The HVAC program measures the achievement of the student learning objectives through the use of traditional exams, lab exercises, competency demonstrations, and work based instruction at businesses within our community. Evaluation includes a competency check list to validate mastery of the competencies that students need to know to become program completers.

Exhibit P 38: HVAC Skill/Lab Competency Evaluations (see paper copy)
Exhibit P 38: CTC Employability Skills Rubric
Exhibit P 38: HVAC Student Exams (see paper copy)

The Student Services Department maintains permanent student and financial aid records and other pertinent information. Daily attendance, grades, and counseling notes are reported to Student Services via the computerized Student Information Management System (SIMS). The Charlotte County Public School System uses the FOCUS (SIMS) system for Post-Secondary collection of information.

Exhibit P 39: HVAC Student Record Sample (attendance, grades, teacher documentation, standards based assessments)

The College Student Handbook describes training programs, tuition/fee charges, refund policies, admission policy, and the grading policy.

Exhibit P 40: CTC Admissions Policy
Exhibit P 40: CTC Refund Policy
Exhibit P 40: HVAC Website Screenshot
Exhibit P 40: CTC Student Catalog (Admissions Screenshot)
Exhibit P 40: CTC Student Catalog/Handbook (Grading Policy Screenshot)
The faculty workweek and student class schedule allows for ample time for students, faculty, and staff to interact. Full-time program instructors work from 7:30 to 3:30 which includes a 30 minute duty free lunch. Students attend from 7:45 – 3:30 (including a 30 minute lunch not included as program completion hours) for 7.50 hours per day or 37.50 hours/week. Full time instructors have from 7:45 – 3:30 to provide support for students if not in a scheduled staff meeting or department meeting.

The HVAC Program instructors have significant and timely interaction with students. The instructors have time before and after class to conference with students. The instructors communicate with students by e-mail, phone, and one-on-one meetings. Instructors have a website which provides valuable resources to students. Students are evaluated weekly, with grades posted at the end of each course in FOCUS. Instructors meet with students frequently to provide feedback regarding student progress.

Exhibit P 41: HVAC Course Calendar
Exhibit P 41: Yearly CTC Meeting Calendar

42. A credit hour is equivalent to a minimum of each of the following: one semester credit for 15 clock hours of lecture, 30 clock hours of laboratory, or 45 clock hours of work-based activities; or one quarter credit for 10 clock hours of lecture, 20 clock hours of laboratory, or 30 clock hours of work-based activities.

Charlotte Technical College’s educational programs are based on a contact clock hour system. This criterion is not applicable.

Exhibit P 42: Not Applicable Statement

43. For all coursework delivered via distance education: The institution ensures timeliness of its responses (synchronously or asynchronously) to students’ requests by placing a requirement on response time of no more than 24 hours within the institution’s published operational schedule of the program/course.
Charlotte Technical College’s does not offer programs via distance education. This criterion is not applicable.

Exhibit P 43: Not Applicable Statement

CLOCK/CREDIT HOUR CONVERSION

REQUIREMENT FOR CLOCK/CREDIT HOUR CONVERSION FOR FEDERAL STUDENT FINANCIAL AID

If this program was used as a sample for course prep review, it meets the requirements on the Course Prep Review Worksheet. (If the program was not part of the sampling OR if the institution is

The College is not required to use the Federal Clock Hour Conversion for Student Financial Aid. This criterion is not applicable.

Exhibit P Clock-Credit Hour Conversion: Not Applicable Statement

INSTRUCTION

ACADEMIC COMPETENCIES AND OCCUPATIONAL SKILLS

1. Academic competencies and occupational skills are integrated into the instructional program for each occupational area.

The HVAC program is designed so that each student progresses at his/her maximum level. Utilization of lectures, hands-on exercises, power-point presentations, audiovisuals, written materials and other instructional methodologies provide for different types of learners. Written unit exams and quizzes are given to validate learning. All curriculum frameworks are selected by the Florida Department of Education and are reflected in the syllabi for each course. The HVAC program uses both technology and hands-on instruction to meet students’ needs to master the occupational skill.
2. The instructional programs provide instruction in the competencies essential to success in the occupation, including job knowledge, job skills, work habits, and attitudes.

The FLDOE curriculum frameworks are used as a guide for the HVAC Program instruction. State required frameworks provide consistency, programmatic quality and integrity. Students have ample opportunities to practice job skills and competencies. Employability skills are an integral part of the training and are included in this program. The program is designed to prepare students for employment, and to provide supplemental training for persons previously or currently employed in any of these occupations. The course outline and description for each area of curriculum details adequate experiences to develop the skill proficiencies necessary for employment. The classroom lab provides students the opportunity to practice and develop skill proficiency under the direction of qualified faculty. The ability to perform is monitored by written tests and performance appraisals administered by the instructor(s).

Work habits, attitudes, and interpersonal skills are integral parts of the HVAC curriculum. Beginning day one and extending throughout the entire year, instructors are actively involved in teaching and role modeling the skills needed for gainful employment. Students’ lab performance, which includes attitude and job knowledge as well as skill proficiency, is evaluated regularly beginning the first term to ensure training competencies are met. In the last term of the program, students learn specific skills to aid gaining entrance into the workplace. Cover letter and resume writing, completion of the job application, dressing for and conducting an interview as well as how to terminate employment are among some of the areas explored in the curriculum.
Exhibit I 2: CTC Employability Skills Rubric

JOB KNOWLEDGE, JOB SKILLS, WORK HABITS AND ATTITUDES

3. The sequence of instruction required for program completion (lecture, lab, and work-based activities) is determined by desired student learning outcomes.

The HVAC curriculum, both didactic and lab, is structured in such a manner that the student is guided in a sequential approach through the theory and practical competencies for each subject area. The instructional sequence, which includes lecture, lab, and work-based activities, has been successful as demonstrated by positive student learning outcomes.

HVAC is one of 20 programs at the College. Students must adhere to an established timeline for completion with defined entry and exit points. Movement within the established timelines for the HVAC program is highly regimented.

The HVAC curriculum is structured with 750 instructional hours. The structure and sequence of the dental assisting curriculum for each term is outlined in detail in the Course Outline handout distributed to each student at the beginning of each term. All enrollment cycles are identical.

Exhibit I 3: HVAC Course Syllabus

The sequence of instruction required for program completion is used to:

4. Organize the curriculum;
5. Guide the delivery of instruction;
6. Direct learning activities; and,
7. Evaluate student progress in order to maximize the learning of competencies essential to success in the occupation.

The didactic portion of the HVAC program is organized so that the student begins his/her educational program with the basic concepts and advances to more difficult concepts.
The curriculum plan provides a breakdown for each OCP. Each OCP provides an established number of training hours which are designated by the FLDOE. Students are provided with a timeline of expectations in order to keep the student on track for program completion.

The HVAC Program uses a systematic approach to student learning where a skill is introduced/studied/tested in theory in the classroom, practiced/processed in a corresponding lab. Students must prove competency in a skill by passing theory content on exams and passing a skill process in lab.

All of the lab procedures are practiced repetitively and processed in the lab courses. When lab activities call for students to practice in the lab, they are monitored to maintain equipment upon completion of the activity.

Each curriculum area incorporates theory and lab experiences with work ethics integrated in the curriculum. Student evaluation is based on the competencies required to be successful in the chosen occupation. Instructors use a variety of methods to determine student mastery of subject matter. Such methods include, but are not limited to, exams, lab experience, presentations and competency demonstrations.

Exhibit I 4, 5, 6, 7: HVAC Course Syllabus
Exhibit I 4, 5, 6, 7: HVAC Course Calendars
Exhibit I 4, 5, 6, 7: HVAC Major Instruction Plan

OCCUPATIONAL ADVISORY COMMITTEES

8. The institution has appointed an occupational advisory committee for each program or program area offered.

The HVAC Program has established an advisory committee that plays a pivotal role in the College’s ability to offer HVAC which responds to both student and community needs in the service delivery area.

Exhibit I 8: HVAC Advisory Committee Member Lists
9. Occupational advisory committees appointed for each program or program areas are used to ensure that desirable, relevant, and current practices of each occupation are being taught.

The HVAC Advisory Committees evaluate the HVAC program to ensure that course content is current, to suggest appropriate changes, and to confirm that the program meets the workforce needs of area HVAC businesses.

Exhibit I 9: HVAC Program Advisory Fall/Spring Agendas and Minutes

Each occupational advisory committee must:

10. Consist of a minimum of three members external to the institution;
11. Has at least three external members who represent the geographical service area covered by the programs taught by the institution.
12. Has at least three external members who have expertise in the occupational program;
13. Meet at least twice annually;
14. Have at least three external members who meet these criteria present at each meeting (with at least two members physically present and one virtually present); and for membership physically present at each meeting; and,
15. Keeps minutes to document their activities, recommendations, and meeting attendance.

The HVAC Advisory committee consists of a minimum of three HVAC professional members who are external to the institution. These members represent local businesses within the service area of their respective HVAC program. These committee members bring experience and expertise from the field. At least two (2) meetings are held each year with a minimum two committee members attending the meeting. Minutes and a member roster of each meeting are kept to document activities, recommendations, and attendance.

Exhibit I 10, 11, 12, 13, 14, 15: HVAC Advisory Committee Member Lists
Exhibit I 10, 11, 12, 13, 14, 15: HVAC Advisory Committee Agendas and Minutes
16. **Occupational advisory committees review, at least annually, the appropriateness of the type of instruction (such as lecture, laboratory, work-based instruction, and/or mode of delivery) offered within each program to assure that students gain competency with specific skills required for successful completion of the program.**

At least once a year, the HVAC Advisory Committee reviews the appropriateness of the instructional methods in order to ensure that students master the competencies required in the field. The committee’s activities and recommendations are recorded in minutes of the meetings. The HVAC Advisory Committee advises program instructors and the Leadership Team regarding technical programs for a specific occupation.

Advisory committee members provide valuable insight to the current trends in the field and participate actively in activities such as career seminars for students and business showcase days. The committee is responsible for reviewing the appropriateness of the type of instruction offered within each program to assure that students gain competency with specific skills required for successful completion of the program. The committee is responsible for viewing the content, work-based instruction, lectures and delivery modes and advising the department on curriculum changes based on the findings to assure that students gain the specific skills required for completion and placement. Minutes of each meeting are kept on file by the program director and in the director’s office.

Its function includes making recommendations on the following matters:

- Community Surveys
- Course Planning
- Lab Planning
- Recruitment of Instructors
- Assistance to Instructors
- Placement of Students
- Program Evaluation
- Legislation
- Public Relations

**Exhibit I 16: HVAC Advisory Committee Minutes**
HEALTH, SAFETY AND FIRE-PREVENTION

17. Job-related health, safety, and fire-prevention are an integral part of instruction.

   Student safety is the first priority at CTC. Health, Safety and Fire Prevention is introduced to the students in the first weeks of class by the instructor. Appropriate safety attire is worn at all times. All accidents occurring within the department are reported immediately and assistance is provided as needed. A written report is submitted to the business office. A follow-up is then conducted concerning the cause of each accident to determine what measures can be taken to prevent recurrence of the accident.

   A first aid kit is available on the first floor of Building A at both reception areas for minor emergencies, as well as in the HVAC lab. An evacuation plan is posted in each classroom/lab area. Students are subsequently instructed on safety in the HVAC lab.

   During pre-school in-service days each school year, district policies concerning internal and external emergencies and potential disasters are reviewed and given to each staff member. Some faculty members are American Heart Association CPR certified. A copy of the current BLS card is kept in each teacher’s file.

   All policies and procedures are included in the instructional content of the relevant course. In addition, policies may be included in the student handbook, posted on bulletin boards, doors or walls, and made available on reference shelves in the classroom.

   Exhibit I 17: Pics of First Aid Kits/Supplies
   Exhibit I 17: CTC Health and Safety Plan

EQUIPMENT AND MATERIALS

18. To develop skill proficiency, sufficient practice is provided with equipment and materials similar to those currently used in the occupation.

   In order to develop skill proficiency, students are provided sufficient practice with equipment similar to that currently used in the occupation. Skill proficiency tests and written exams are used as documentation to measure learning effectiveness and hands-on skills within
the HVAC program. Provisions are made for classroom and lab practice. The program strives to have equitable equipment and supplies.

The HVAC Program uses a systematic approach to student learning where a skill is introduced/studied/tested in theory in the classroom, practiced/processed in a corresponding lab. Students must prove competency in a skill by passing theory content on exams and passing a skill process in lab.

All of the lab procedures are practiced repetitively and processed in the lab courses and. When lab activities call for students to practice in clinic, they are monitored to maintain equipment upon completion of procedures.

Charlotte Technical College made a commitment to provide the HVAC program with equipment necessary to meet the objectives of the curriculum. The HVAC Advisory Committee plays a major role in identifying the equipment needs to make it possible for the program to stay current with the needs of the community.

Exhibit I 18: HVAC Skill/Lab Competencies (see paper copy)

Exhibit I 18: HVAC Equipment Inventory (see paper copy)

**LESSON PLANS, COMPETENCY TESTS, AND INSTRUCTIONAL MATERIALS**

19. **All instruction is effectively organized as evidenced by course outlines, lessons, competency tests, and other instructional materials.**

Instruction in the HVAC Program and lab areas follows an organized curriculum plan utilizing current textbooks, course outlines, lesson plans and instructional materials.

Exhibit I 19: HVAC Course Syllabus

Exhibit I 19: HVAC Major Instruction Plan

Exhibit I 19: HVAC Course Calendars

Exhibit I 19: HVAC Skill/Lab Competencies (see paper copy)

Exhibit I 19: HVAC Cost Sheet with Textbook List
EVALUATION OF STUDENT ACHIEVEMENT

20. The institution uses a systematic, objective, and equitable method of evaluating student achievement based on required competencies.

Progress in the HVAC Program utilizes written guidelines and is detailed in the HVAC syllabi. Standards of achievement are clearly outlined and explained in the syllabi as well. These standards are introduced and discussed at the information session, reviewed at the Program Orientation and reinforced throughout the program. Each course outline includes specific standards of achievement identified for that course. Successful completion of OCP-A is a prerequisite for OCP-B, etc. Each student must maintain at least a C average (75%) in each course in order to remain in the HVAC Program. The grading process is the same for each course and is described in the syllabi.

Exhibit I 20: Student Catalog/Handbook (Grading Policy Screenshot)

Exhibit I 20: HVAC Course Syllabi/Grading Policy

21. For all coursework delivered via distance education: The institution directly verifies the currency and quality of all contracted courseware on an annual basis, is directly responsible for such currency and quality, and maintains curriculum oversight responsibility within all contracts.

Charlotte Technical College and its offsite training center does not offer courses via distance learning. This criterion does not apply.

Exhibit I 21: Not applicable Statement

22. For all coursework delivered via distance education: The institution has in place a standardized course template, course descriptions, learning objectives, course requirements (i.e. standard syllabus, outcomes, grading, resources, etc.), and learning outcomes of its programs in order to facilitate quality assurance and the assessment of student learning.
Charlotte Technical College and its offsite training center does not offer courses via distance learning. This criterion does not apply.

**Exhibit I 22: Not Applicable Statement**

<table>
<thead>
<tr>
<th>23. For all coursework delivered via distance education:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The institution monitors student progress and participation by means such as course management systems that provide student time online, frequency of logins, electronic footprints, electronic grade book, and percentage of course completed.</td>
</tr>
</tbody>
</table>

Charlotte Technical College and its offsite training center does not offer courses via distance learning. This criterion does not apply.

**Exhibit I 23: Not Applicable Statement**

**WORK-BASED ACTIVITY**

<table>
<thead>
<tr>
<th>Written agreements with work-based activity agencies, if any:</th>
</tr>
</thead>
<tbody>
<tr>
<td>24. Are current;</td>
</tr>
<tr>
<td>25. Specify expectations for all parties; and,</td>
</tr>
<tr>
<td>26. Ensure the protection of students.</td>
</tr>
</tbody>
</table>

The HVAC program maintains current, signed affiliation agreements specifying the experiences or activities that are required of the Affiliate and the Institution. Each agreement must be approved by both the College and the business prior to students participating in a work-based experience. These contracts ensure the protection of students and specify the expectations of both parties. Being a new program, we have one signed agreement, however we are working hard to recruit more businesses.

**Exhibit I 24, 25, 26: HVAC Affiliation Agreement**
Each work-based activity has a written instructional plan for students.

The HVAC program does not yet have a work-based activity, however, during the first year of the program, the students received some practical experience onsite at the Tri-County Air Conditioning facility. Students traveled to the facility for hands-on, real world training with the classroom instructor. This experience exposed the student to the business environment, giving them the opportunity to learn more about the different air conditioning systems.

With the assistance of the Advisory Board, the goal is to have more businesses come aboard as affiliations, to allow shadowing, as well as, hands-on opportunities with different HVAC companies.

At this time there are no work-based assignments with this program, but there are going to be in the future.

Exhibit I 27: Not Applicable Statement

The written instructional plan for each work-based activity specifies the particular objectives, experiences, competencies, and evaluations that are required.

Exhibit I 28: Not Applicable Statement

ON-SITE EMPLOYER REPRESENTATIVE

The written instructional plan for each work-based activity designates the on-site employer representative responsible for guiding and overseeing the students’ learning experiences and participating in the students’ written evaluations.

Exhibit I 29: Not Applicable Statement

All work-based activities conducted by the institution are supervised by a designated employee possessing appropriate qualifications.
CHALLENGES AND PROPOSED SOLUTIONS

The HVAC program at CTC started in late January, 2017. Being a new program, with new educators from the industry we have been successful in conquering many of the challenges faced.

As with any publicly funded institution, The Charlotte Technical College experiences challenges with funding upgrades and purchases of equipment for the HVAC program. Unfortunately, the program did not receive all the equipment we needed upfront when the program first started; however, we continue to work with the Advisory Boards and dedicate monies from Perkins Vocational Grant to improve the training equipment. The program is fortunate to have an exceptional working relationship with the community businesses who provide student work based experiences. The Advisory Committee and area employers are often sources of equipment and supplies to provide the skilled training required in our service delivery area.

Another challenge we faced at startup was finding a full-time instructor. Since then, we are accommodating the industry by reducing the number of hours they teach per day; however, this lengthens the total program time for the student. The revised teaching hours are 7:45 to 12:30, allowing the part-time instructor to teach in the morning and attend to their own HVAC business in the afternoon.

SUMMARY

The greatest strengths exhibited by the HVAC program revolve around program flexibility, the ability to update curricula to meet the needs of the ever changing HVAC industry and the strong relationship with its local businesses. CTC plans to expand the program to include HVAC I and HVAC II.
The HVAC program offers area employers graduates that possess a combination of sound academics and high quality hands-on experience which can transition immediately into the workplace. Although this program began in late January, 2017, six graduates of the HVAC program were recruited and hired by area businesses.

Support from local businesses is reflected in the active role they take on the Advisory Committee and the willingness to provide work based training sites with state of the art equipment. The job market for HVAC remains stable as reflected in the program’s high job placement rate. Many of our graduates are offered positions through their work based experiences.

HVAC is our newest program. We continue to update and improved the program as a whole, with Student Success being our highest expectation.
**Commission of the Council on Occupational Education**

**EMPLOYER PROGRAM VERIFICATION FORM**

for Postsecondary Programs

**Instructions:**
- Complete these forms for each service area served by the program.
- This form must be signed by an employee who is in a position to make hiring decisions on behalf of the employer.

<table>
<thead>
<tr>
<th>Name of Institution</th>
<th>Charlotte Technical College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>15164 Allsak Cir</td>
</tr>
<tr>
<td>City/State/Zip</td>
<td>Port Charlotte, FL 33983</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of Program</th>
<th>HVAC</th>
</tr>
</thead>
</table>

**Model(s) of Delivery of Program (check ALL that apply):**
- ✔ 100% Traditional
- [ ] Hybrid
- [ ] Distance Education

**The length of this program is (indicate the number of hours in all boxes that apply):**
- [ ] Clock Hours
- [ ] Semester Credit Hours
- [ ] Quarter Credit Hours

**The amount of tuition and fees charged for the total program is:** $2,372.40

**Employers' Verification Statement**

I have reviewed the (name of program): HVAC
program and recommended requirements for admissions, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, the skills and/or proficiency required for completion, and appropriateness of the instructional delivery method(s) for the program.

**Employer**

<table>
<thead>
<tr>
<th>Name:</th>
<th>Michael Cohen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Company Name:</td>
<td>South Gulf Air LLC</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>941-975-8655</td>
</tr>
<tr>
<td>Address:</td>
<td>15164 Allsak Cir</td>
</tr>
<tr>
<td>City/State/Zip</td>
<td>Port Charlotte, FL 33983</td>
</tr>
</tbody>
</table>

Variable range of remuneration (based on year-round, full-time employment) that can reasonably be expected by those who enter this field upon completion of the program is from $28K to $38K annually.

**Signature:** [Michael Cohen]

**Date:** 5-2-2017

(August 2016)
**Commission of the Council on Occupational Education**

**EMPLOYER PROGRAM VERIFICATION FORM**

for Postsecondary Programs

**INSTRUCTIONS:**
- Complete three of these forms for each service area served by the program.
- This form must be signed by an employee who is in position to make hiring decisions on behalf of the employer.

<table>
<thead>
<tr>
<th>Name of Institution</th>
<th><strong>Charlotte Technical College</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>18450 Hildreth Circle, Dorchester, FL 33098</td>
</tr>
<tr>
<td>Name of Program</td>
<td>HVAC</td>
</tr>
<tr>
<td>Mode(s) of Delivery of Program (check all that apply):</td>
<td></td>
</tr>
<tr>
<td>100% Traditional</td>
<td>✔</td>
</tr>
<tr>
<td>Hybrid</td>
<td>☐</td>
</tr>
<tr>
<td>Distance Education</td>
<td>☐</td>
</tr>
</tbody>
</table>

The length of time the program is offered may be any date that applies:

| Clock Hours | ☑    |
| Semester Credit Hours | ☐    |
| Quarter Credit Hours | ☐    |

The amount of tuition and fees charged for the total program is:

---

**EMPLOYER VERIFICATION STATEMENT**

I have reviewed the (name of program): **HVAC**

program and recommended requirements for admission, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, the time and/or proficiency required for completion, and the appropriateness of the instructional delivery method(s) for the program.

**EMPLOYER**

<table>
<thead>
<tr>
<th>Name</th>
<th><strong>Holly M. Burdette</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Company Name</td>
<td>HVAC ENTERPRISE CENTER</td>
</tr>
<tr>
<td>Address</td>
<td>1201 Brickell Ave, 10th Fl., Miami, FL 33131</td>
</tr>
<tr>
<td>Phone</td>
<td>305-188-1000</td>
</tr>
<tr>
<td>Fax</td>
<td>188-1000, 199</td>
</tr>
</tbody>
</table>

Vegetable range of compensation (based on year-round, full-time employment) that can reasonably be expected by those who enter this field upon completion of the program is from $35,000 annually to $43,000 annually.

Signature: **Holly M. Burdette**

Date: 04/24/2005

(August 2018)
Commission of the Council on Occupational Education
EMPLOYER PROGRAM VERIFICATION FORM
for Postsecondary Programs

INSTRUCTIONS:
- Complete three of these forms for each service area served by the program.
- This form must be signed by an employee who is in position to make hiring decisions on behalf of the employer.

<table>
<thead>
<tr>
<th>Name of Institution</th>
<th>CHARLOTTE TECHNICAL COLLEGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>1920 Marwood Circle</td>
</tr>
<tr>
<td></td>
<td>Charlotte, NC, 28213</td>
</tr>
</tbody>
</table>

| Name of Program     | REFRIGERATION AND HEATING TECHNOLOGY TART | REFRIGERATION AND HEATING TECHNOLOGY TART |
|---------------------|------------------------------------------|
| Mode(s) of Delivery | Traditional | Hybrid | Distance Education |

- The length of this program is (indicate the number of hours in all boxes that apply):
  - 750 Clock Hours
  - Semester Credit Hours
  - Quarter Credit Hours

- The amount of tuition and fees charged for the total program is: $3,991.00

EMPLOYERS' VERIFICATION STATEMENT
I have reviewed the (name of program: REFRIGERATION AND HEATING TECHNOLOGY TART) program and recommended requirements for admission, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, the skills and proficiency required for completion, and appropriate description of the instructional delivery method(s) for the program.

<table>
<thead>
<tr>
<th>Name</th>
<th>Terry Cooley</th>
</tr>
</thead>
<tbody>
<tr>
<td>Company Name</td>
<td>Heating, Inc.</td>
</tr>
<tr>
<td>Phone Number/Extension</td>
<td>321-867-5590</td>
</tr>
<tr>
<td>Address</td>
<td>7777 Avenue 6</td>
</tr>
<tr>
<td>Title</td>
<td>Vice President</td>
</tr>
</tbody>
</table>

The average range of remuneration (based on year-round, full-time employment) that can reasonably be expected by those who enter this field upon completion of this program is from $30,000 annually to $50,000 annually.

[Signature]

Date: 2-21-17

(August 2016)
STANDARD 2

A/C Refrigeration, Heating Technology I

EXHIBIT LIST

Exhibit AR 1, 2, 3, 4, 5:  CTC Admissions Policy
Exhibit AR 1, 2, 3, 4, 5:  CTC Student Catalog/Handbook Screenshot/Admissions
Exhibit AR 1, 2, 3, 4, 5:  On-line Application/Website
Exhibit AR 1, 2, 3, 4, 5:  CTC Student Catalog/Handbook- Pages 2 & 3
Exhibit AR 6:  Not Applicable Statement
Exhibit AR 7:  CTC Transfer Policy
Exhibit AR 7:  CTC Student Catalog/Handbook (Transfer of Credit Screenshot)
Exhibit AR 7:  CTC Student Catalog/Handbook/Transfer of Credit, Page 15
Exhibit AR 8:  CTC Transfer Policy
Exhibit AR 8:  CTC Student Catalog/Handbook (Transfer Credit Screenshot)
Exhibit AR 8:  CTC Student Catalog/Handbook Transfer of Credit, Page 15
Exhibit AR 9:  CTC Admissions Policy
Exhibit AR 9:  CTC Student Catalog/Handbook (Admissions Screenshot)
Exhibit AR 10:  Not Applicable Statement
Exhibit AR 11:  Not applicable statement
Exhibit AR 12:  Not applicable statement
Exhibit AR 13:  Not applicable statement
Exhibit AR 14:  Not applicable statement
Exhibit AR 15:  Not applicable statement
Exhibit AR 16:  CTC Student Catalog/Handbook – pg. 23
Exhibit AR 16: Job Fair Flyer
Exhibit AR 16: HVAC Rack Card
Exhibit AR 16: HVAC Website Screenshot
Exhibit AR 16: HVAC Englewood Sun
Exhibit AR 17: Program Cost Sheet
Exhibit AR 17: TCCI Tools Cost Sheet
Exhibit AR 18: Registration Checklist
Exhibit AR 18: Student Handbook Computer Use-Pg. 24
Exhibit AR 18: Student Handbook Acknowledgement-Pg. 69
Exhibit AR 19: Non-applicable
Exhibit P 1, 2, 3: CCPS Mission (Website Screenshot)
Exhibit P 1, 2, 3: CTC Mission (Website Screenshot)
Exhibit P 4, 5, 6: CTC Student Catalog/Handbook/Non-Discrimination Statement-Pgs. 18 & 19
Exhibit P 4, 5, 6: CTC Student Catalog-Handbook Non-Discrimination Statement Website Screenshot
Exhibit P 7, 8: CTC Follow-Up and Placement Plan
Exhibit P 9, 10: FLDOE Curriculum Framework
Exhibit P 9, 10: HVAC Syllabus
Exhibit P 11: CTC Employability Skills Rubric
Exhibit P 12: HVAC Advisory Committee Minutes/Objectives
Exhibit P 12: HVAC Advisory Member Roster
Exhibit P 13: FLDOE Curriculum Frameworks
Exhibit P 13: HVAC Course Syllabi
Exhibit P 14: HVAC Advisory Committee Minutes
Exhibit P 15: HVAC Employer Surveys (see paper copy)
Exhibit P 15: HVAC Employer Verification Forms
Exhibit P 16-26: HVAC Advisory Committee Agenda
Exhibit P 16-26: HVAC Advisory Committee Minutes
Exhibit P 16-26: HVAC Employer Surveys (see paper copy)
Exhibit P 27: Regional Demand Occupations List
Exhibit P 27: HVAC Employer Verifications Forms
Exhibit P 27: HVAC Employer Surveys (see paper copy)
Exhibit P 28: 2017-18 HVAC Calendar
Exhibit P 29-32: Not Applicable Statement
Exhibit P 33: Not Applicable Statement
Exhibit P 34: COE Approved Programs
Exhibit P 34: Organizational Chart
Exhibit P 35: HVAC Instructor Industry Certificate
Exhibit P 35: Yearly schedule of meetings identifying department meeting dates
Exhibit P 35: Minutes of HVAC Department Meetings (see paper copy)
Exhibit P 36: CTC Employability Skills Rubric
Exhibit P 36: HVAC Skill/Lab Competency Evaluations (see paper copy)
Exhibit P 36: HVAC Student Exams (see paper copy)
Exhibit P 37: HVAC Course Syllabus
Exhibit P 37: FLDOE Curriculum Frameworks
Exhibit P 38: CTC Employability Skills Rubric
Exhibit P 38: HVAC Skill/Lab Competency Evaluations (see paper copy)
Exhibit P 38: HVAC Student Exams (see paper copy)
Exhibit P 39: HVAC Student Record Sample (attendance, grades, teacher documentation, standards based assessments)
Exhibit P 40: CTC Admissions Policy
Exhibit P 40: CTC Refund Policy
Exhibit P 40: HVAC Website Screenshot
Exhibit P 40: CTC Student Catalog (Admissions Screenshot)
Exhibit P 40: CTC Student Catalog/Handbook (Grading Policy Screenshot)
Exhibit P 41: HVAC Course Calendar
Exhibit P 41: Yearly CTC Meeting Calendar
Exhibit P 42: Not Applicable Statement
Exhibit P 43: Not Applicable Statement

Exhibit P Clock-Credit Hour Conversion: Not Applicable Statement

Exhibit I 1: FLDOE Curriculum Frameworks
Exhibit I 1: HVAC Program Syllabus
Exhibit I 1: HVAC Student Exams (see paper copy)
Exhibit I 1: HVAC Skill/Lab Competencies (see paper copy)
Exhibit I 2: FLDOE Curriculum Frameworks
Exhibit I 2: HVAC Course Syllabus
Exhibit I 2: CTC Employability Skills Rubric
Exhibit I 3: HVAC Course Syllabus
Exhibit I 4, 5, 6, 7: HVAC Course Syllabus
Exhibit I 4, 5, 6, 7: HVAC Course Calendars
Exhibit I 8: HVAC Advisory Committee Member Lists
Exhibit I 9: HVAC Program Advisory Fall/Spring Agendas and Minutes

Exhibit I 10, 11, 12, 13, 14, 15: HVAC Advisory Committee Member Lists
Exhibit I 10, 11, 12, 13, 14, 15: HVAC Advisory Committee Agendas and Minutes
Exhibit I 16: HVAC Advisory Committee Minutes
Exhibit I 17: Pics of First Aid Kits/Supplies
Exhibit I 17: CTC Health and Safety Plan
Exhibit I 18: HVAC Skill/Lab Competencies (see paper copy)
Exhibit I 18: HVAC Equipment Inventory (see paper copy)
Exhibit I 19: HVAC Course Syllabus
Exhibit I 19: HVAC Course Calendars
Exhibit I 19: HVAC Major Instruction Plan
Exhibit I 19: HVAC Skill/Lab Competencies (see paper copy)
Exhibit I 19: HVAC Cost Sheet with Textbook List
Exhibit I 20: Student Catalog/Handbook (Grading Policy Screenshot)
Exhibit I 20: HVAC Course Syllabi/Grading Policy
Exhibit I 21: Not applicable Statement
Exhibit I 22: Not Applicable Statement
Exhibit I 23: Not Applicable Statement
Exhibit I 24, 25, 26: HVAC Affiliation Agreement
Exhibit I 27: Not Applicable Statement
Exhibit I 28: Not Applicable Statement
Exhibit I 29: Not Applicable Statement
Exhibit I 30: HVAC Instructor Industry Certificate
Exhibit I 30: HVAC Teaching Certificate (see paper copy)
STANDARD 2

PROGRAM:
AUTOMOTIVE SERVICE TECHNOLOGY

Program Planner:
Tom Viele

Full-Time Instructors:
Don Broda
Roy Jernberg
STANDARD 2

AUTOMOTIVE SERVICE TECHNOLOGY

INTRODUCTION

Charlotte Technical College (CTC) currently offers 20 full-time training programs. Each program is an “in demand” program for the service delivery area. All programs are designed to meet students’ needs by providing students with the opportunity to acquire skills and knowledge necessary for performing successfully in business, industry, and entrepreneurship. Strong work ethic and technical skills are integrated in every subject in every class.

This program operates within the frameworks of the Florida Department of Education and under the policies and procedures of CTC and the Charlotte County Public School District. In addition, this program is accredited by The National Automotive Technician’s Education Foundation (NATEF) and Council on Occupational Education (COE). Instructor(s) are certified by Automotive Service Excellence (ASE) as a Master Automobile Technician. The instructor(s) also hold ASE G1 & L1 certifications per NATEF requirements.

The Automotive Service Technology program is 1800 hours in length. Its purpose is to enrich experienced student’s knowledge and skill level and/or prepare unexperienced students for entry-level employment in the automotive service technician field. Successful graduates will have the basic knowledge and skills necessary for employment as maintenance and light service technicians at a new vehicle dealer, automotive service facility, fleet maintenance center or otherwise associated automotive maintenance, service and repair facilities. With continued experience, they will be able to grow their knowledge and skills to advanced levels of diagnostics and repairs.

Students attend school full time during the hours of 7:45 am until 3:00 pm Monday through Friday during the academic school year as established by the Charlotte County Public School District.
ANALYSIS

ADMISSIONS/RECRUITING

The institution’s admissions policies and processes are:

1. Published
2. Clearly stated
3. Consistently communicated to students
4. Made available to students prior to enrollment; and,
5. Any changes to these publications are communicated in a timely manner.

The admission policies for Charlotte Technical College are published in various locations: the College’s website www.charlottetechcollege.net, the College Student Handbook and visual publications. The admissions policies and processes are clearly stated so prospective students can easily understand enrollment requirements and complete the enrollment process in a timely manner. Admissions policies are consistently communicated to students through the College’s website, College Student Handbook, and face-to-face interaction with faculty and staff. Prior to enrollment, potential students are provided admissions requirements along with a requirements check sheet listing each item/action required for admission to College. A timeline is established on the website to assist students in completing all requirements. The timeline takes students from the application process through the orientation and start of class. All steps are thoroughly explained, and hard copy packets are available at Student Services. All admissions are clearly stated and provided for students prior to enrollment in the admissions packet.

All changes and/or updates to the admission policies and processes are made available to students and the public through the College’s website, the College Student Handbook, and interaction with faculty and staff.

The program follows the general admissions policies of Charlotte Technical College.

Exhibit AR-1-5A: (CTC Student Handbook snapshot)
Exhibit AR-1-5B: (On-line application/website)
Exhibit AR-1-5C: (Program specific admissions criteria with forms)
Exhibit AR-1-5D: (Snapshot of enrollment timeline)
Exhibit AR-1-5E: (Snapshot of program checklist)
6. For all students admitted to a Vocational English-As-A-Second-Language Program, the institution utilizes written admission procedures that comply with policies established by the Commission.

Charlotte Technical College and the off-site instructional service center do not have an “English-As-A-Second Language” program. This criterion does not apply.

Exhibit AR-6: (Not Applicable Statement)

8. The institution clearly defines and publishes a policy on the transfer of students between programs within the institution and the transfer of students from other institutions.

Charlotte Technical College’s policy on the transfer of students between institutional programs, as well as the transfer from other institutions, is clearly defined and published. The policy is published on the College’s website at (charlottetechcollege.net) and the CTC Student Handbook, page 22. The published policy includes the following relevant criteria:

- CTC students requesting to transfer to another program within the college must first discuss the request with the current instructor and then meet with the Post-Secondary Career Specialist. The Post-Secondary Career Specialist can approve the transfer request, if space is available in the program.

- Acceptance of hours completed at another institution will be in compliance with Florida Statute 1007.24(7). Students with previous technical training from other institutions may receive credit for that training. A transcript from a public accredited institution documenting student performance standards and/or occupational completion points achieved for a specific technical program will be accepted in transfer at Charlotte Technical College for the same technical program. CTC reserves the right to require a
competency test to validate the competencies learned/earned at another (non-CTC) institution. The student will then be enrolled in training at the student’s proficiency level.

- Training from a non-public institution that is fully accredited by a regional or national accrediting agency recognized by the United States Department of Education, and that participates in the common course numbering system, will be accepted in transfer for the same course/program.

Transcripts will be accepted, evaluated and relevant clock hours will be applied to the student’s CTC training program and the student’s transcript.

Exhibit AR-7: (Student handbook/Transfer of Credit)

| 8. | The institution clearly defines and publishes a policy on the transfer of credits that includes a statement of the criteria established by the institution regarding the transfer of credit earned at another institution. |

Charlotte Technical College clearly defines its policy on the transfer of credits and publishes the policy on both the College website (charlottetechcollege.net) and the CTC Student Handbook, page 22. The published policy includes the following relevant criteria regarding the transfer of credit earned at another institution:

- Acceptance of hours completed at another institution will be in compliance with Florida Statute 1007.24(7). Students with previous technical training from other institutions may receive credit for that training. A transcript from a public accredited institution documenting student performance standards and/or occupational completion points achieved for a specific technical program will be accepted in transfer at Charlotte Technical College for the same technical program. CTC reserves the right to require a competency test to validate the competencies learned/earned at another
(non-CTC) institution. The student will then be enrolled in training at the student’s proficiency level.

- Training from a non-public institution that is fully accredited by a regional or national accrediting agency recognized by the United States Department of Education, and that participates in the common course numbering system, will be accepted in transfer for the same course/program. Transcripts will be accepted, evaluated and relevant clock hours will be applied to the student’s CTC training program and the student’s transcript.

Exhibit AR-8: (Student Handbook/Transfer Credit)

9. Admission requirements offer reasonable expectations for successful completion of the occupational programs offered by the institution regardless of the delivery mode.

The Automotive Service Technology program follows the Florida Department of Education’s basic skill exit requirements for students, and the requirements can be found in the CTC Catalog/Handbook and Section 1004.91, Florida Statute (F.S.) and the State Board of Education Rule 6A-10.040. These regulations mandate that students who enroll in a program of 450 hours or more “may not receive a career and technical certificate of completion without first demonstrating the basic skills required in the state curriculum frameworks for the career education program.” CTC provides opportunity for students to demonstrate basic skill requirement through the Test of Adult Basic Education (TABE). The Florida Department of Education has placed basic skill levels on all programs in the curriculum frameworks. Only advanced and difficult level of the TABE meets requirements. The purpose of assessment is to determine whether or not the student as the basic skills necessary to be successful in the chosen career program.

A student enrolled in a career education program that does not meet the basic skills requirements, but passes an identified industry certification, should be recorded as “incomplete” until the Technical College receives documentation of the certification and then reports the student as a completer from the career and technical education program. If the student does not meet the basic skills requirements for completion, is not exempt, or does not pass the Florida Automobile
Dealers Association Student Certification or TABE, the student cannot be reported as a program completer from the final OCP and cannot earn a Career Certificate of Completion.

**Exhibit AR-9: (AST Program Handbook/Admission)**

| 10. Students admitted into Associate Degree programs have a high school diploma or its equivalent. |

Charlotte Technical College and the Instructional Training Center does not offer Associate Degrees. This criterion does not apply.

**Exhibit AR-10: (Not Applicable Statement)**

An institution that admits students by exception to its standard admissions policies must:

11. Have written admissions policies and procedures for these exceptions
12. Apply them uniformly
13. Provide documented evidence on how they are used
14. Maintain records on student progress; and,
15. Regularly evaluate the effectiveness of the procedures used in admitting students by exception.

The Charlotte Technical College and the off-site instructional service center do not admit students by exception to its Automotive Service Technology program. This criterion does not apply.

**Exhibit AR-11: (Not applicable statement)**

**Exhibit AR-12: (Not applicable statement)**

**Exhibit AR-13: (Not applicable statement)**

**Exhibit AR-14: (Not applicable statement)**

**Exhibit AR-15: (Not applicable statement)**
Recruitment is an ongoing priority at the College. Charlotte Technical College has a post-secondary career counselor/recruiter to lead recruitment activities. The College is actively involved in a number of recruiting activities, including career days sponsored by local high schools & middle schools, college job fairs, classroom presentations in local middle and high schools, campus tours for secondary students, chamber and community groups. Instructors also play a pivotal role in recruitment activities for the College. Many different mediums, such as printed materials, newspaper advertising, social media, student and alumni recruitment, employees, and the College website (www.charlottetechcollege.net) are used in recruitment.

The institution ensures recruiting activities are ethical and all mediums used in recruiting accurately describe the College mission, program outcomes, student performance expectations, and completion requirements of each program.

**Exhibit AR-16A:** (CTC Automotive Service Technology Student Handbook)

**Exhibit AR-16B:** (Rack Card)

**Exhibit AR-16C:** (Flyers from Career Fairs, Shadow Days, College Night)

**Exhibit AR-16D:** (Website page for AST)

**Exhibit AR-16E:** (Course Syllabi)

**Exhibit AR-16F:** (AST Student Handbook)

17. Prior to admission, students are informed of the costs, equipment, services, time, and technical competencies, if any, required by the program, including if applicable, personal data collection and processes, and charges associated with verification of student identity.
Prior to admission, students are informed of the costs of the program and any equipment and services required. Fees charged to students are in accordance with Florida Department of Education guidelines with all fees and tuition approved by the Charlotte County School Board. Program cost sheets are available to students prior to admission. Student Services maintains a cost sheet for each program, including costs of registration, tuition, books, and instructional supplies. Cost sheets for Automotive Service Technology are updated prior to each enrollment period. Cost sheets are available upon request, available in Student Services, School Book Store and on the College’s website. Automotive Service Technology students meet with the Program Director and Instructor for orientation prior to admission. The Program Planner and instructor can best inform the student of the technical competencies and time needed to complete the program.

Exhibit AR-17: (Automotive Service Technology Cost Sheet)

18. Orientation to technology is provided and technical support is available to students.

Prior to enrolling, Automotive Service Technology students attend a program orientation. An overview of the technology used in the training area is covered during the program orientation session. In addition, the College employs a part-time Network Administrator who works at the site a minimum of two days per week and a Technology Facilitator who is available to assist students and program instructors with technical support daily.

Exhibit AR-18A: (Student email orientation letter)

19. For all coursework delivered via distance education: The institution has processes in place to establish that the student who registers for a distance education course or program is the same student who participates in and completes the program and receives the academic credit.

Exhibit AR-18B: (CCPS Technology Plan/internet usage policy)
Charlotte Technical College and the off-site instructional service center campus do not deliver coursework via distance education. This criterion does not apply.

*(Exhibit AR-19: Non-applicable)*

**PROGRAMS**

<table>
<thead>
<tr>
<th>Occupational education program policies are congruent with:</th>
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<tbody>
<tr>
<td>1. The governing organization;</td>
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<tr>
<td>2. The mission of the institution; and,</td>
</tr>
<tr>
<td>3. The occupational needs of the people served by the institution.</td>
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</table>

The policies established for each occupational program are congruent with the policies of the Charlotte Technical College and Charlotte County Public Schools.

Occupational programs are congruent with the College mission to provide an effective, innovative technical education preparing students to enter, advance and succeed in the workplace. The College meets its objectives by providing cost effective, competency-based training that prepares persons for entry-level jobs, enhances the skills of persons holding a job, and/or retrains those who may be displaced workers.

The Automotive Service Technology faculty supports the Charlotte Technical College mission and goals as reflected in the Program’s mission statement and philosophy.

*Exhibit P-1: (CCPS Website school mission statement)*  
*Exhibit P-2: (CTC Website mission statement)*  
*Exhibit P-3: (Automotive Service Technology handbook/mission statement)*

<table>
<thead>
<tr>
<th>Occupational education program policies are:</th>
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<tr>
<td>4. Publicly accessible;</td>
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<tr>
<td>5. Non-discriminatory; and,</td>
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<tr>
<td>6. Consistently applied</td>
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</table>
Occupational education program policies are publicly accessible through the College Student Handbook and the Website. Policies are written and administered in a non-discriminatory manner. Policies are consistently applied to all occupational programs.

Exhibit P-4-6: (Student Handbook/Non-Discrimination Statement)

<table>
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<tr>
<th>Differences, if any, in occupational education program policies are justified by:</th>
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<tbody>
<tr>
<td>7. Student learning outcomes; and/or,</td>
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<tr>
<td>8. Program outcomes.</td>
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</tbody>
</table>

There are no differences in occupational program policies. All students must complete their program’s required curriculum and related activities. Therefore, these two criteria are not applicable.

Exhibit P-7-8: (Not Applicable Statement)

Each occupational education program has:

9. Clearly stated objectives

10. Defined content relevant to these objectives and the current needs of business and industry, and,

11. Assessment of student achievement based on the program objectives and content.

12. The objectives for each educational program are evaluated annually.

The Automotive Service Technology program has a statewide curriculum committee that assists with the development of program objectives and course content. The curriculum committees meet periodically as overseen by the Florida Department of Education to review course frameworks, objectives, and content. While statewide input determines the broad parameters of a curriculum, colleges are allowed to establish objectives and competencies deemed critical for the successful operation in the automotive industry.
Exhibit P-9: (AST Program Handbook/Objectives)
Exhibit P-10A: (FLDOE Curriculum Frameworks)
Exhibit P-10B: (Syllabi/AST 1)

Instructors gain valuable employer input through program advisory meetings. During these meetings, instructors talk with industry peers and learn more about new technologies, current equipment, and processes utilized by the automotive industry. Information obtained is used to evaluate and improve program effectiveness. The Automotive Service Technology Advisory Committee meets a minimum of twice a year. During these advisory meetings, Advisory Committee members evaluate program objectives and rate the objectives accordingly. Advisory Committee evaluations and meeting minutes are kept for documentation.

Exhibit P-10C: (Program Advisory Committee Minutes/Objectives)
Exhibit P-10D: (Program Advisory Member Roster)

Student evaluation is based on program objectives and content. Instructors use a variety of methods to determine student mastery of subject matter. Such methods include traditional exams following lab exercises, competency demonstrations and live work projects. Grades are assigned and determine a student’s progression through the curriculum. The Automotive Service Technology grading policy is detailed in the Program Handbook.

Exhibit P-11-12A: AST Program Handbook/Grading Policy
Exhibit P-11-12B: Student Exams-completed
Exhibit P-11-12C: Hands-on Evaluation-completed
Exhibit P-11-12D: Employability Rubric-completed
Exhibit P-11-12E: Skills Evaluation/Check sheets-completed

A systematic process has been implemented to document:

13. That the objectives and content of programs are current; and,
14. That coursework is qualitatively and quantitatively relevant.
A systematic process has been implemented to document the objectives and that content of the Automotive Service Technology program is current. Annually, the Advisory Committee reviews program content and objectives to ensure they remain current. The Advisory Committee provides input on the qualitative and quantitative aspects of the coursework ensuring students are provided the necessary instruction and hands-on experience to progress in their career path.

**Exhibit P-13 Employer Program Verifications**

**Exhibit P-14 NATEF Advisory Committee Program Evaluation**

<p>| | |</p>
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<td>15.</td>
<td>Three bona fide potential employers review each educational program annually and recommend:</td>
</tr>
<tr>
<td>16.</td>
<td>Admission requirements</td>
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<tr>
<td>17.</td>
<td>Program content that is consistent with desired student learning outcomes</td>
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<tr>
<td>18.</td>
<td>Program length</td>
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<tr>
<td>19.</td>
<td>Program objectives</td>
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<td>20.</td>
<td>Competency tests</td>
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<tr>
<td>21.</td>
<td>Learning activities</td>
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<td>22.</td>
<td>Instructional materials</td>
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<tr>
<td>23.</td>
<td>Equipment</td>
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<tr>
<td>24.</td>
<td>Methods of program evaluation</td>
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<tr>
<td>25.</td>
<td>Level of skills and/or proficiency required for completion; and,</td>
</tr>
<tr>
<td>26.</td>
<td>Appropriate delivery formats for the subject matter being taught.</td>
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The Automotive Service Technology program undergoes a comprehensive program review by three bona fide potential employers using the Employer Program Verification form. These employers provide suggestions for program modifications. This review include admissions requirements, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, and levels of skills and/or proficiency required for completion and appropriateness of the delivery mode for the program. Evaluation forms are kept for documentation.
Exhibit P-16-26: Employer Program Verifications

27. The institution considers the length and the tuition of each program in relation to the documented entry level earnings of completers.

The State Board of Education establishes tuition and length of programs with input from the Florida Department of Education. Program costs and length are reviewed annually by employers completing Employer Verification Statements to ensure time and costs are reasonable for entry-level automotive technicians. The Regional Demand Occupations List illustrates mean and entry level hourly rates along with expected growth and annual job openings.


28. Courses required for each program are offered with sufficient frequency for the student to complete the program within the publicized time frame.

Charlotte Technical College enrolls Automotive Service Technology students bi-annually. Two enrollment times give prospective students options from which to choose. The 1800 clock hour program, requires 3 academic semesters to complete. Students following the curriculum plan will complete the program within the publicized time frame. Students who withdraw and meet the eligibility criteria may re-enter when a cohort reaches the course the student needs. Re-admission is subject to school/program policies and classroom space availability.

Exhibit P-28A: CTC Handbook/Re-admission page
Exhibit P-28B AST Course Syllabi
Associate Degree programs offered must meet the following requirements:

29. The program is designed to lead graduates directly to employment in a specific career.

30. The appropriate applied degree title, such as Associate of Applied Technology, Associate of Applied Science, Associate of Occupational Studies, Associate of Science, or Associate of Occupational Technology, is used and includes the specific career and technical education field (i.e. Associate of Applied Science in Veterinary Technology)

31. The program has a minimum of 60 semester hours or 90 quarter hours.

32. The program includes a minimum of 15 semester hours or 23 quarter hours of general education courses, with a minimum of one course from each of the following areas: humanities, behavioral sciences, natural or applied sciences, and mathematics.

Charlotte Technical College and the offsite instructional service center do not offer associate degrees; these criteria are not applicable.

Exhibit P-29-32: Not Applicable Statement

33. For all coursework delivered via distance education: The institution’s distance education courses and programs are identical to those on campus in terms of the quality, rigor, breadth of academic and technical standards, completion requirements, and the credential awarded.

Charlotte Technical College and the off-site instructional service center do not offer programs via distance learning education. The criterion does not apply.

Exhibit P-33: Not Applicable Statement
Each program offered by the institution:

34. Is approved and administered under established institutional policies and procedures and supervised by an administrator who is part of the institutional organization

35. Has appropriate and continuous involvement of on-campus administrators and faculty in planning, and approval

36. Has varied evaluation methodologies that reflect established professional and practice competencies

37. Is qualitatively and quantitatively consistent at each campus where it is offered

38. Has measures of achievement of the student learning objectives

39. Has individual student records, including period of enrollment, financial, and educational program records, permanently maintained by the institution at the main campus

40. Is identically described in appropriate catalogs, brochures, and/or other promotional materials and include tuition/fee charges, refund policies, admissions and academic requirements, and information technology requirements; and,

41. Provides for timely and meaningful interaction among faculty and students.

Occupational programs are approved by the Florida Department of Education and supervised by the College Director and Assistant Director.

Exhibit P-34-41A: COE Approved Programs
Exhibit P-34-41B: Organizational Chart
The College utilizes the services of the Program Planner of Automotive Service Technology programs to provide technical expertise germane to the Automotive Service industry. The Program Planner acts as a resource to ensure compliance with the directives issued by NATEF, the Florida Department of Education and automotive service facilities. The Program Planner of Automotive Service Technology is employed by Charlotte County Public Schools as an instructor. The Program Planner of Automotive Service Technology schedules regular meetings with the department and with administration to discuss program updates and future growth. Final decisions are made through a facilitative and collaborative process with “student success” driving all decision making processes. The Automotive Service Technology program demonstrates qualitative and quantitative achievements through End of Course Assessments (EOCA), given at the end of each OCP.

Exhibit P-34-41C: Job Description of Program Planner
Exhibit P-34-41D: Meeting agenda/Minutes of Dept. Meeting
Exhibit P-34-41E: Program Planner meeting minutes
Exhibit P-34-41F: End of Course Assessment and Certifications

The Program Planner of Automotive Service Technology performs annual goal setting with the department. Faculty performance appraisal sessions for personnel within the department are the responsibility of the Director or Assistant Director. The Program Planner of Automotive Service Technology collects and reviews student evaluations of programs. Each cohort instructor serves as the supervisor of his/her class and is responsible for administering school policies and guidelines as related to assigned students. During the training week, students are exposed to a combination of lectures, lab exercises, hands on practice and one-on-one sessions with the instructor.

Exhibit P-34-41G: Automotive Service Technology Instructor Evaluations
Exhibit P-34-41H: Student Evaluations of Programs. Exit surveys
Automotive Service Technology instructors periodically review the NATEF requirements to validate the program meets professional and practice competencies. The Automotive Service Technology program has learning objectives for various competency-based and hands-on exercises utilized in the program.

Exhibit P-34-41I: Student Exams  
Exhibit P-34-41J: Hands-on Evaluation

The Student Services Department maintains permanent student and financial aid records and other pertinent information. Daily attendance, grades, and counseling notes are reported to Student Services via the computerized Student Information Management System (SIMS). The Charlotte County Public School System uses the FOCUS (SIMS) system for collection of information.

Exhibit P-34-41K: Student Record Sample (attendance, grades, teacher documentation, standards based assessments) WDIS SNAPSHOT

The College Student Handbook describes training programs, tuition/fee charges, refund policies, admission policy, and the grading policy.

Exhibit P-34-41L: Student Handbook/tuition charges, refund policies, admission policy and grading policy.  
Exhibit P-34-41M: Automotive Service Technology Program Handbook/admission policy/grading policy)

The faculty work week and student class schedule allow for ample time for students, faculty, and staff to interact. Full-time program instructors work from 7:00 to 3:00 which includes a 30 minute duty free lunch. Students attend from 7:45 – 3:00 (including a 30 minute lunch not included as program completion hours) for 6.45 hours per day or 32.25 hours/week.
Full-time instructors have from 7:00 – 7:45 to provide support for students if not in a scheduled staff meeting or department meeting.

**Exhibit P-34-41N: AST Class Calendar**  
**Exhibit P-34-41O: Yearly CTC Meeting Calendar**

| 42. | A credit hour is equivalent to a minimum of each of the following: one semester credit for 15 clock hours of lecture, 30 clock hours of laboratory, or 45 clock hours of work-based activities; or one quarter credit for 10 clock hours of lecture, 20 clock hours of laboratory, or 30 clock hours of work-based activities. |

Charlotte Technical College’s educational programs are based on a contact clock hour system. This criterion is not applicable.  
**Exhibit P-42: Not Applicable Statement**

| 43. | For all coursework delivered via distance education: The institution ensures timeliness of its responses (synchronously or asynchronously) to students’ requests by placing a requirement on response time of no more than 24 hours within the institution’s published operational schedule of the program/course. |

Charlotte Technical College does not offer programs via distance education. This criterion is not applicable.  
**Exhibit P-43A: Not Applicable Statement**

**REQUIREMENT FOR CLOCK/CREDIT HOUR CONVERSION FOR FEDERAL STUDENT FINANCIAL AID**

If this program was used as a sample for course prep review, it meets the requirements on the Course Prep Review Worksheet. (If the program was not part of the sampling OR if the institution is not required to use the Federal Clock Hour Conversion for Student Financial Aid, indicate N/A).
Course Prep Review Worksheet. (If the program was not part of the sampling OR if the institution is not required to use the Federal Clock Hour Conversion for Student Financial Aid, indicate N/A).

College is not required to use the Federal Clock Hour Conversion for Student Financial Aid. This criterion is not applicable.

Exhibit P-43B: Not Applicable Statement

INSTRUCTION

1. Academic competencies and occupational skills are integrated into the instructional program for each occupational area.

The Automotive Service Technology program is designed so that each student progresses at his/her maximum level. Utilization of lectures, hands-on exercises, power-point presentations, audiovisuals, written materials and other instructional methodologies provide for different types of learners. The program’s curriculum is sequential, providing optimal learning by correlating theory with hands-on practice. Written unit exams and quizzes are given to validate learning. Multiple choice exams with innovative NATEF style items are designed to prepare the student for certification exams. Hands-on practice allows students the opportunity to apply classroom theory to real life situations. The Hands-on experience and student performance is evaluated daily. Student accomplishment is recorded in the Focus grading platform. Each item on the hands-on evaluation is structured to evaluate the student’s performance as a whole. The evaluation looks at critical areas of vehicle care, diagnostics, maintenance, service work, professional conduct and critical thinking.

Exhibit I-1A: Program Syllabi, AST

Exhibit I-1B: Written Exams

Exhibit I-1C: Skills Evaluation/Check sheets
2. The instructional programs provide instruction in the competencies essential to success in the occupation, including job knowledge, job skills, work habits, and attitudes.

The course outline and description for each area of curriculum details adequate experiences to develop the skill proficiencies necessary for employment. The classroom lab provides students the opportunity to practice and develop skill proficiency under the direction of qualified faculty. The ability to perform is monitored by written tests and performance appraisals administered by the instructor(s). Hands-on performance is evaluated by the instructor(s) in the shop area. The classroom and lab are available to students both before and after regular class hours on site to assist those students who require assistance or need a place to study.

Work habits, attitudes, and interpersonal skills are integral parts of the Automotive Service Technology curriculum. Beginning day one and extending throughout the entire year, instructors are actively involved in teaching and role modeling the skills needed for gainful employment. Students’ hands-on and classroom performance, which includes attitude and job knowledge as well as skill proficiency, are continuously evaluated, beginning the first term to ensure training competencies are met. Throughout the program, students learn specific skills to aid gaining entrance into the workplace. Cover letter and resume writing, completion of the job application, dressing for and conducting an interview as well as how to terminate employment are among some of the areas explored in the curriculum.

Exhibit I-2A: AST Course Syllabi
Exhibit I-2B: Hands-on/Lab Evaluations
Exhibit I-2C: Employability Rubric

3. The sequence of instruction required for program completion (lecture, lab, and work-based activities) is determined by desired student learning outcomes.

The curriculum, both didactic and hands-on, is structured in such a manner that the student is guided in a sequential approach through the theory and practical competencies for
each subject area. The instructional sequence, which includes lecture, lab, and work-based activities, has been successful as demonstrated by positive student learning outcomes.

Automotive Service Technology is one of 20 programs at the College. Students must adhere to an established timeline for completion with defined entry and exit points. Movement within the established timelines for the Automotive Service Technology program is highly regimented.

**Exhibit I-3: Curriculum Plan/course syllabi**

<table>
<thead>
<tr>
<th>The sequence of instruction required for program completion is used to:</th>
</tr>
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<tbody>
<tr>
<td>4. Organize the curriculum</td>
</tr>
<tr>
<td>5. Guide the delivery of instruction</td>
</tr>
<tr>
<td>6. Direct learning activities; and,</td>
</tr>
<tr>
<td>7. Evaluate student progress in order to maximize the learning of competencies essential to success in the occupation.</td>
</tr>
</tbody>
</table>

The didactic portion of the Automotive Service Technology program is organized so that the student begins his/her educational program with the basic concepts and advances to more difficult concepts of automotive service dynamics.

The curriculum plan provides a breakdown for each semester. Each semester provides 600 training hours. Students are provided with a timeline of expectations in order to keep the student on track for program completion.

Each curriculum area incorporates theory and lab/shop experiences with worker ethics integrated in the curriculum. Student evaluation is based on the competencies required to be successful in the chosen occupation. Instructors use a variety of methods to determine student mastery of subject matter. Such methods include, but are not limited to, exams patterned after the NATEF format, lab/shop experience, presentations, and competency demonstrations.

**Exhibit I-4-7A: Curriculum Plan**

**Exhibit I-4-7B: Syllabi/Class Schedule**
8. The institution has appointed an occupational advisory committee for each program or program area offered.

The Automotive Service Technology program has established an advisory committee that plays a pivotal role in the College’s ability to offer Automotive Service Technology that responds to both student and community needs in the service delivery area.

Exhibit I-8: Advisory Committee Roster 2016-17

9. Occupational advisory committees appointed for each program or program areas are used to ensure that desirable, relevant, and current practices of each occupation are being taught.

The Automotive Service Technology Advisory Committees evaluate the program to ensure that course content is current, to suggest appropriate changes, and to confirm that the program meets the workforce needs of area service businesses.

Exhibit I-9: Program Advisory Fall/Spring Agenda and minutes

Each occupational advisory committee must:

10. Consist of a minimum of three members external to the institution;

11. Has at least three external members who represent the geographical service area covered by the programs taught by the institution.

12. Has at least three external members who have expertise in the occupational program;

13. Meet at least twice annually;

14. Have at least three external members who meet these criteria present at each meeting (with at least two members physically present and one virtually present); and for membership physically present at each meeting; and,

15. Keeps minutes to document their activities, recommendations, and meeting attendance.
The Automotive Service Technology Advisory committee consists of a minimum of three Automotive Service professional members who are external to the institution. These members represent the local service industry within the service area of their respective program. These committee members bring experience and expertise from the field of automotive service. At least two (2) meetings are held each year with a minimum of three committee members attending the meeting. Minutes and a member roster of each meeting are kept to document activities, recommendations, and attendance.

Exhibit I-10-15A: Advisory Committee Rosters (2016-17)
Exhibit I-10-15B: Program Advisory Committee Agendas and Minutes (2016-17)

16. Occupational advisory committees review, at least annually, the appropriateness of the type of instruction (such as lecture, laboratory, work-based instruction, and/or mode of delivery) offered within each program to assure that students gain competency with specific skills required for successful completion of the program.

At least once a year, the Automotive Service Technology Advisory Committees reviews the appropriateness of the instructional methods in order to ensure that students master the competencies required in the field. The committee’s activities and recommendations are recorded in minutes of the meetings.

Exhibit I-16: Program Advisory Committee Minutes

17. Job-related health, safety, and fire-prevention are an integral part of instruction.

Health, Safety and Fire Prevention is introduced to the students in the first weeks of class by the instructor. A first aid kit is available in the program instructors’ offices for minor emergencies. An evacuation plan is posted in each classroom. Students are subsequently
instructed on safety in the classroom and shop settings. As part of orientation to the major clinical affiliates, the Automotive Service Technology students complete an extensive SP2 online orientation program which covers health, safety and fire prevention specific to their field.

**Exhibit I-17A: Pictures of First Aid Kits/Supplies and Locations**
**Exhibit I-17B: Evacuation Plan**
**Exhibit I-17C: Crisis Plan**
**Exhibit I-17D: SP2 Safety Program Link**

| **18.** | **To develop skill proficiency, sufficient practice is provided with equipment and materials similar to those currently used in the occupation.** |

In order to develop skill proficiency, students are provided sufficient practice with equipment similar to that currently used in the occupation. Skill proficiency tests and written exams are used as documentation to measure learning effectiveness and hands-on skills within the Automotive Service Technology program. Provisions are made for classroom lab practice and hands-on training. The program strives to have equitable equipment and supplies. Students purchase a suggested tool kit, which contains tools used in the shop area for vehicle maintenance and repair. These tools are similar to supplies utilized in the program’s related employment facilities and meet industry standards. New equipment purchases are subject to local industry partners surveying to ensure equipment is industry standard and similar to what a student will be using in the field.

**Exhibit I-18A: Skills Assessments**
**Exhibit I-18B: Equipment Inventory**
**Exhibit I-18C: Recommended student tool list/inventory**

| **19.** | **All instruction is effectively organized as evidenced by course outlines, lessons, competency tests, and other instructional materials.** |
Instruction in the Automotive Service Technology Program and hands-on areas follows an organized curriculum plan utilizing current textbooks, course outlines, lesson plans and instructional materials.

Exhibit I-19A: Curriculum Plan
Exhibit I-19B: Syllabi
Exhibit I-19C: Textbook List

20. The institution uses a systematic, objective, and equitable method of evaluating student achievement based on required competencies.

Progress in the Automotive Service Technology Program utilizes written guidelines. Standards of achievement are clearly outlined and explained in the Automotive Service Technology Student Handbook. These standards are introduced and discussed at the information session, pre-admission interview, reviewed at the Program Orientation and reinforced throughout the program. Each course outline includes specific standards of achievement identified for that course. Each student must maintain at least a C average (75%) in each course in order to remain in the Automotive Service Technology Program. The grading process is the same for each course and is described in the syllabus for each OCP.

Exhibit I-20: Student Handbook/Grading Policy

21. For all coursework delivered via distance education: The institution directly verifies the currency and quality of all contracted courseware on an annual basis, is directly responsible for such currency and quality, and maintains curriculum oversight responsibility within all contracts.

Charlotte Technical College and the Instructional Training Center does not offer courses via distance learning. This criterion does not apply.

Exhibit I-21: Not applicable Statement
22. For all coursework delivered via distance education: The institution has in place a standardized course template, course descriptions, learning objectives, course requirements (i.e. standard syllabus, outcomes, grading, resources, etc.), and learning outcomes of its programs in order to facilitate quality assurance and the assessment of student learning.

Charlotte Technical College does not offer courses via distance learning. This criterion does not apply.

Exhibit I-22: Not Applicable Statement

23. For all coursework delivered via distance education:
The institution monitors student progress and participation by means such as course management systems that provide student time online, frequency of logins, electronic footprints, electronic grade book, and percentage of course completed.

Charlotte Technical College does not offer courses via distance learning. This criterion does not apply.

Exhibit I-23: Not Applicable Statement

Written agreements with work-based activity agencies, if any:

24. Are current;

25. Specify expectations for all parties; and,

26. Ensure the protection of students.

Charlotte County Public Schools Cooperative Education Student Training Plan agreements outline the employer, teacher, parent and student responsibilities as outlined by the State of Florida training plan agreement.

Exhibit I-24-26: State of Florida Training Plan Agreement form

27. Each work-based activity has a written instructional plan for students.
Charlotte County Public Schools Cooperative Education Student Training Plan outlines general tasks/employability skills needed for success.

**Exhibit I-27: Charlotte County Public Schools Cooperative Education Student Training Plan Worksheet**

28. **The written instructional plan for each work-based activity specifies the particular objectives, experiences, competencies, and evaluations that are required.**

Charlotte County Public Schools Cooperative Education Student Training Plan includes an employer evaluation form outlining expectations for job related work practices and employability skills.

**Exhibit I-28: Charlotte County Public Schools Employer’s Evaluation Form**

29. **The written instructional plan for each work-based activity designates the on-site employer representative responsible for guiding and overseeing the students’ learning experiences and participating in the students’ written evaluations.**

The department supervisor at cooperative education facilities in cooperation with the Program Planner and/or instructors are responsible for guiding and overseeing the students’ learning experiences.

**Exhibit I-29: Charlotte County Public Schools Employer’s Evaluation Form**

30. **All work-based activities conducted by the institution are supervised by a designated employee possessing appropriate qualifications.**
All hands-on activities conducted by the Charlotte Technical College’s Automotive Services Technology program are supervised by instructors who are ASE certified Master Automobile Technicians as required by NATEF, possessing an unencumbered single or multistate license valid in the State of Florida. Each instructor has been county certified as a Vocational Instructor through validation of work experience or related college degree.

Exhibit I-30: Instructor Credentials

CHALLENGES AND PROPOSED CHANGES

As with any publically funded institution, Charlotte Technical College experiences challenges when funding upgrades and purchases of equipment for the Automotive Services Technology program. The program is fortunate to have an exceptional working relationship with the automotive facilities who offer guidance and shadowing opportunities to students to reinforce their education and familiarize them with workplace requirements. The Advisory Committee members and area employers perform occasional classroom speaking engagements to involve students in real world employment related information.

SUMMARY

The greatest strengths exhibited by the Automotive Services Technology program revolve around program flexibility, the ability to update curricula to meet the needs of the ever changing automotive industry and the strong relationship with its local industry partners. The Automotive Services Technology program offers area employers graduates who possess a combination of sound academics and high quality hands-on clinical experience that can transition immediately into the automotive maintenance and repair workplace.

Graduates of the Automotive Service Technology program are recruited by local repair facilities. Former students’ achievements in the field are a credit to the program effectiveness.

Support from local automotive facilities is reflected in the active role they take on the Advisory Committees. The Automotive Service Technology program is currently experiencing unprecedented Advisory Committee growth and industry partner involvement. The job market for Automotive Technicians remains stable as reflected in the program’s high job placement rate.
Charlotte Technical College is fortunate to be staffed by a very dedicated group of committed individuals from administrative positions through support and instructional who use teamwork to ensure in the success of all departments. Information is shared openly and with enthusiasm for continuous improvement.
Commission of the Council on Occupational Education
EMPLOYER PROGRAM VERIFICATION FORM
for Postsecondary Programs

INSTRUCTIONS:
- Complete three of these forms for each program at each campus.
- This form must be signed by an officials potential employer who is in a position to make hiring decisions.

<table>
<thead>
<tr>
<th>Name of Institution</th>
<th>Automotive Service Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charlotte Technical College</td>
<td></td>
</tr>
<tr>
<td>Name of Program</td>
<td>Automotive Service Technology</td>
</tr>
<tr>
<td>Address</td>
<td>18150 Mudlock Cirle</td>
</tr>
<tr>
<td>City/State/Zip</td>
<td>Port Charlotte, FL 33948</td>
</tr>
</tbody>
</table>

Model(s) of Delivery of Program (check ALL that apply):

- [ ] 100% Traditional
- [ ] Hybrid
- [ ] Distance Education

The length of this program is (Indicate the number of hours in all boxes that apply):

- [ ] Clock Hours
- [ ] Semester Credit Hours
- [ ] Quarter Credit Hours

The amount of tuition and fees charged for the total program is: $4,171

EMPLOYER’S VERIFICATION STATEMENT

I have reviewed the (name of program): Automotive Service Technology program and recommended requirements for admissions, program content, program length, program objectives, competency tests, learning activities, instructional materials, equipment, method of evaluation, the skills and/or proficiency required for completion, and appropriateness of the instructional delivery method(s) for the program.

EMPLOYER

<table>
<thead>
<tr>
<th>Name:</th>
<th>Gary Meyer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title:</td>
<td>Service Manager</td>
</tr>
<tr>
<td>Company Name:</td>
<td>Gotto Toyota of Charlotte County</td>
</tr>
<tr>
<td>Address:</td>
<td>18150 Tamiami Trail</td>
</tr>
<tr>
<td>City/State/Zip:</td>
<td>Port Charlotte, FL 33948</td>
</tr>
<tr>
<td>Phone Number/Extension:</td>
<td>241-674-3740</td>
</tr>
<tr>
<td>Fax:</td>
<td></td>
</tr>
</tbody>
</table>

Verifiable range of remuneration based on yearly, full-time employment for those who enter this field upon completion of the program is from $35,000 to $60,000 annually.

Signature: [Signature]

Date: 8-28-2017

(October 2016)
STANDARD 2

AUTOMOTIVE SERVICE TECHNOLOGY

EXHIBIT LIST

Exhibit AR-1-5A: CTC Student Handbook snapshot
Exhibit AR-1-5B: On-line application/website
Exhibit AR-1-5C: Program specific admissions criteria with forms
Exhibit AR-1-5D: Snapshot of enrollment timeline
Exhibit AR-1-5E: Snapshot of program checklist
Exhibit AR-6: Not Applicable Statement
Exhibit AR-7: Student handbook/Transfer of Credit
Exhibit AR-8: Student Handbook/Transfer Credit
Exhibit AR-9: AST Program Handbook/Admission
Exhibit AR-10: Not Applicable Statement
Exhibit AR-11: Not applicable statement
Exhibit AR-12: Not applicable statement
Exhibit AR-13: Not applicable statement
Exhibit AR-14: Not applicable statement
Exhibit AR-15: Not applicable statement
Exhibit AR-16A: CTC Automotive Service Technology Student Handbook
Exhibit AR-16B: Rack Card
Exhibit AR-16C: Flyers from Career Fairs, Shadow Days, College Night
Exhibit AR-16D: Website page for AST
Exhibit AR-16E: Course Syllabi
Exhibit AR-16F: AST Student Handbook
Exhibit AR-17: Automotive Service Technology Cost Sheet
Exhibit AR-18A: Student email orientation letter
Exhibit AR-18B: CCPS Technology Plan/internet usage policy
Exhibit AR-19: Non-applicable
Exhibit P-1: CCPS Website school mission statement
Exhibit P-2: CTC Website mission statement
Exhibit P-3: Automotive Service Technology mission statement
Exhibit P-4-6: Student Handbook/Non-Discrimination Statement
Exhibit P-7-8: Not Applicable Statement
Exhibit P-9: AST Program Handbook/Objectives
Exhibit P-10A: FLDOE Curriculum Frameworks
Exhibit P-10B: Syllabi/AST 1
Exhibit P-10C: Program Advisory Committee Minutes/Objectives
Exhibit P-10D: Program Advisory Member Roster
Exhibit P-11-12A: AST Program Handbook/Grading Policy
Exhibit P-11-12B: Student Exams-completed
Exhibit P-11-12C: Hands-on Evaluation-completed
Exhibit P-11-12D: Employability Rubric-completed
Exhibit P-11-12E: Skills Evaluation/Check sheets-completed
Exhibit P-13: Employer Program Verifications
Exhibit P-14: NATEF Advisory Committee Program Evaluation
Exhibit P-16-26: Employer Program Verifications
Exhibit P-28A: CTC Handbook/Re-admission page
Exhibit P-28B: AST Course Syllabi
Exhibit P-29-32: Not Applicable Statement
Exhibit P-33: Not Applicable Statement
Exhibit P-34-41A: COE Approved Programs
Exhibit P-34-41B: Organizational Chart
Exhibit P-34-41C: Job Description of Program Planner
Exhibit P-34-41D: Meeting agenda/Minutes of Dept. Meeting
Exhibit P-34-41E: Program Planner meeting minutes
Exhibit P-34-41F: End of Course Assessment and Certifications
Exhibit P-34-41G: Automotive Service Technology Instructor Evaluations
Exhibit P-34-41H: Student Evaluations of Programs. Exit surveys
Exhibit P-34-41I: Student Exams
Exhibit P-34-41J: Hands-on Evaluation
Exhibit P-34-41K: Student Record Sample (attendance, grades, teacher documentation, standards based assessments) WDIS SNAPSHOT
Exhibit P-34-41L: Student Handbook/tuition charges, refund policies, admission policy and grading policy.
Exhibit P-34-41M: Automotive Service Technology Program Handbook/admission policy/grading policy
Exhibit P-34-41N: AST Class Calendar
Exhibit P-34-41O: Yearly CTC Meeting Calendar
Exhibit P-42: Not Applicable Statement
Exhibit P-43A: Not Applicable Statement
Exhibit P-43B: Not Applicable Statement
Exhibit I-1A: Program Syllabi, AST
Exhibit I-1B: Written Exams
Exhibit I-1C: Skills Evaluation/Check sheet
Exhibit I-2A: AST Course Syllabi
Exhibit I-2B: Hands-on/Lab Evaluations
Exhibit I-2C: Employability Rubric
Exhibit I-3: Curriculum Plan/course syllabi
Exhibit I-4-7A: Curriculum Plan
Exhibit I-4-7B: Syllabi/Class Schedule
Exhibit I-8: Advisory Committee Roster 2016-17
Exhibit I-9: Program Advisory Fall/Spring Agenda and minutes
Exhibit I-10-15A: Advisory Committee Rosters (2016-17)
Exhibit I-10-15B: Program Advisory Committee Agendas and Minutes (2016-17)
Exhibit I-16: Program Advisory Committee Minutes
Exhibit I-17A: Pictures of First Aid Kits/Supplies and locations
Exhibit I-17B: Evacuation Plan
Exhibit I-17C: Crisis Plan
Exhibit I-17D: SP2 Safety Program Link
Exhibit I-18A: Skills Assessments
Exhibit I-18B: Equipment Inventory
Exhibit I-18C: Recommended student tool list/inventory
Exhibit I-19A: Curriculum Plan
Exhibit I-19B: Syllabi
Exhibit I-19C: Textbook List
Exhibit I-20: Student Handbook/Grading Policy
Exhibit I-21: Not applicable Statement
Exhibit I-22: Not Applicable Statement
Exhibit I-23: Not Applicable Statement
Exhibit I-24-26: State of Florida Training Plan Agreement form
Exhibit I-27: Charlotte County Public Schools Cooperative Education Student Training Plan Worksheet
Exhibit I-28: Charlotte County Public Schools Employer’s Evaluation Form
Exhibit I-29: Charlotte County Public Schools Employer’s Evaluation Form
Exhibit I-30: Instructor Credentials
Program: Baking and Pastry

Program Planner: Jenna Hartman

Full-Time Instructors:
Jason Osborne
Ron Westrom
STANDARD 2

BAKING AND PASTRY

INTRODUCTION

Charlotte Technical College currently offers 20 full-time training programs. Each program is an “in demand” program for our service delivery area. All programs are designed to meet students’ needs by providing students with the opportunity to acquire skills and knowledge necessary for performing successfully in business, industry, and entrepreneurship. Strong work ethic and technical skills are integrated in every subject in every class.

This program operates within the frameworks of the Florida Department of Education and under the policies and procedures of CTC. The commercial foods and culinary arts program is one of the many programs offered at the Charlotte Technical College. This program operates within the frameworks of the Florida Department of Education and under the policies and procedures of CTC. In addition, this program offers an industry certification from the National Restaurant Association, ServSafe. The hours of instruction are from 7:45am-3:00pm. The students also run a restaurant that operates Tuesday-Friday, 11:00am-12:00pm. The commercial baking and pastry program is 600 hours. The program contain secondary and post-secondary students. Secondary students attend the program part time and will complete the program once they have finished the required hours. Post-Secondary students complete the program in one full school year. Students may enroll at the start of the first semester, which is in the beginning of August or at the start of the second semester which is in the beginning of January. After the completion of the commercial baking and pastry program, there are job opportunities such as; restaurant work, line cook, catering, serving, pastry cook, food writer, food photography or small business owner.

ANALYSIS

ADMISSIONS/RECRUITING

The institution’s admissions policies and processes are:

1. Published;
2. Clearly stated;
3. Consistently communicated to students;
4. Made available to students prior to enrollment; and,
5. Any changes to these publications are communicated in a timely manner.
The admission policies for the Charlotte Technical College are published in various locations: the College’s website www.charlottetechcollege.net, the college student handbook and visual publications. The admissions policies and processes are clearly stated so readers can easily understand enrollment requirements and complete the enrollment process in a timely manner. Admissions policies are consistently communicated to students through the College’s website, college student handbook, and face-to-face interaction with faculty and staff. Prior to enrollment, potential students are provided admissions requirements along with a requirements check sheet listing each item/action required for admission to College. A timeline is established on the website to assist students in completing all requirements. The timeline takes students from the application process through the orientation and start of class. All steps are thoroughly explained, and hard copy packets are available at student services. All admissions are clearly stated and provided for students prior to enrollment in the admissions packet.

All changes and/or updates to the admission policies and processes are made available to students and the public through the College’s website, the college student handbook, and interaction with faculty and staff. Academic dishonesty undermines the values of CTC as well as the educational endeavor. Dishonesty and theft of any kind are not to be tolerated, but the act of cheating in academic work is detrimental to the educational process and ultimately cheats both the student involved and the entire community of scholars. All instances of academic dishonesty will be reported to the Director of the School. Please refer to the academic catalog for a more thorough review of the CTC’s academic dishonesty policy.

Exhibit AR 1, 2, 3, 4, 5: CTC Admissions Policy
Exhibit AR 1, 2, 3, 4, 5: CTC Student Catalog/Handbook Screenshot/Admissions
Exhibit AR 1, 2, 3, 4, 5: On-line Application/Website
Exhibit AR 1, 2, 3, 4, 5: Baking and Pastry Admissions Criteria with Forms
Exhibit AR 1, 2, 3, 4, 5: Screenshot of Baking and Pastry Enrollment Timeline/Checklist
Exhibit AR 1, 2, 3, 4, 5: CTC Student Catalog/Handbook- Pages 2 & 3
6. For all students admitted to a Vocational English-As-A-Second-Language Program, the institution utilizes written admission procedures that comply with policies established by the Commission.

Charlotte Technical College and the off-site instructional service center do not have an “English-As-A-Second Language” program. This criterion does not apply.

Exhibit AR 6: Not Applicable Statement

7. The institution clearly defines and publishes a policy on the transfer of students between programs within the institution and the transfer of students from other institutions.

Charlotte Technical College’s policy on the transfer of students between institutional programs, as well as the transfer from other institutions, is clearly defined and published. The policy is published on the College’s website at http://www.charlottetechnocenter.net and the CTC Student Handbook, page 15. The published policy includes the following relevant criteria:

- CTC students requesting to transfer to another program within the college must first discuss the request with the current instructor and then meet with the postsecondary occupational specialist. The postsecondary occupational specialist can approve the transfer request, if space is available in the program.
- Acceptance of hours completed at another institution will be in compliance with Florida Statute 1007.24(7). Students with previous technical training from other institutions may receive credit for that training. A transcript from a public accredited institution documenting student performance standards and/or occupational completion points achieved for a specific technical program will be accepted in transfer at Charlotte Technical College for the same technical program. CTC reserves the right to require a competency test to validate the competencies learned/earned at another
8. The institution clearly defines and publishes a policy on the transfer of credits that includes a statement of the criteria established by the institution regarding the transfer of credit earned at another institution.

Charlotte Technical College clearly defines its policy on the transfer of credits and publishes the policy on both the College website http://charlottetechcollege.net/ and the CTC student handbook. The published policy includes the following relevant criteria regarding the transfer of credit earned at another institution:

- Acceptance of hours completed at another institution will be in compliance with Florida Statute 1007.24(7). Students with previous technical training from other institutions may receive credit for that training. A transcript from a public accredited institution documenting student performance standards and/or occupational completion points achieved for a specific technical program will be accepted in transfer at Charlotte Technical College for the same technical program. CTC reserves the right to require a competency test to validate the competencies learned/earned at another (non-CTC) institution. The student will then be enrolled in training at the student’s proficiency level.
• Training from a non-public institution that is fully accredited by a regional or national accrediting agency recognized by the United States Department of Education, and that participates in the common course numbering system will be accepted in transfer for the same course/program. Transcripts will be accepted, evaluated and relevant clock hours will be applied to the student’s CTC training program and the student’s transcript.

Exhibit AR 8: CTC Transfer Policy
Exhibit AR 8: CTC Student Catalog/Handbook (Transfer Credit Screenshot)
Exhibit AR 8: CTC Student Catalog/Handbook Transfer of Credit, Page 22

9. Admission requirements offer reasonable expectations for successful completion of the occupational programs offered by the institution regardless of the delivery mode.

The baking and pastry program follows the Florida Department of Education’s basic skill exit requirements for students and the requirements can be found in the CTC catalog/handbook and Section 1004.91, Florida Statute (F.S.) and the State Board of Education Rule 6A-10.040. These regulations mandate that students who enroll in a program of 450 hours or more “may not receive a career and technical certificate of completion without first demonstrating the basic skills required in the state curriculum frameworks for the career education program.” CTC provides opportunity for students to demonstrate basic skill requirement through the Test of Adult Basic Education (TABE). The Florida Department of Education has placed basic skill levels on all programs in the curriculum frameworks. Only advanced and difficult level of the TABE meets requirements. The purpose of assessment is to determine whether or not the student as the basic skills necessary to be successful in the chosen career program.

A student enrolled in a career education program that does not meet the basic skills requirements, but passes an identified licensure exam/certification, should be recorded as “incomplete” until the Technical College receives documentation of the licensure and then reports the student as a completer from the career and technical education program.
10. Students admitted into Associate Degree programs have a high school diploma or its equivalent.

Charlotte Technical College and the off-site instructional service center do not offer Associate Degrees. This criterion does not apply.

Exhibit AR 10: Not Applicable Statement

An institution that admits students by exception to its standard admissions policies must:

11. Have written admissions policies and procedures for these exceptions;
12. Apply them uniformly;
13. Provide documented evidence on how they are used;
14. Maintain records on student progress; and,
15. Regularly evaluate the effectiveness of the procedures used in admitting students by exception.

Charlotte Technical College and the off-site instructional service center do not admit students by exception to its Baking and Pastry program. This criterion does not apply.

Exhibit AR 11: Not applicable statement
Exhibit AR 12: Not applicable statement
Exhibit AR 13: Not applicable statement
Exhibit AR 14: Not applicable statement
Exhibit AR 15: Not applicable statement

16. The institution ensures that recruiting activities are ethical and that all materials used in recruiting accurately describe the mission, instructional outcomes, student performance expectations, and completion requirements of each program.
Recruitment is an ongoing priority at the College. Charlotte Technical College has a post-secondary career counselor / recruiter to lead recruitment activities. The College is actively involved in a number of recruiting activities, including career days sponsored by local high schools, college job fairs, classroom presentations in local middle and high schools, campus tours for secondary students, chamber and community groups. Instructors also play a pivotal role in recruitment activities for the College. Many different mediums, such as printed materials, newspaper advertising, social media, student and alumni recruitment, employees, and the College website (www.charlottetechnicalcollege.net) are used in recruitment.

The institution ensures recruiting activities are ethical and all mediums used in recruiting accurately describe the College mission, program outcomes, student performance expectations, and completion requirements of each program.

Exhibit AR 16: CTC Student Catalog/Handbook – pg. 32
Exhibit AR 16: Baking and Pastry Rack Card
Exhibit AR-16: Job Fair Flyer
Exhibit AR 16: Baking and Pastry Website Screenshot
Exhibit AR 16: Baking and Pastry Course Syllabi

17. Prior to admission, students are informed of the costs, equipment, services, time, and technical competencies, if any, required by the program, including if applicable, personal data collection and processes, and charges associated with verification of student identity.

Prior to admission, students are informed of the costs of the program and any equipment and services required. Fees charged to students are in accordance with Florida Department of Education guidelines with all fees and tuition approved by the Charlotte County School Board. Program cost sheets are available to students prior to admission. Student Services maintains a cost sheet for each program, including costs of registration, tuition, books, and instructional supplies. Cost sheets for practical nursing are updated prior to enrollment of each nursing cohort. Cost sheets are available upon request, available in student services, school store and on the College’s website. Baking and pastry students meet with the program director and instructor for orientation prior to admission. The program
director and instructor can best inform the student of the technical competencies and time needed to complete the program.

Exhibit AR 17: Baking and Pastry Cost Sheet 2017-18
Exhibit AR 17: Baking and Pastry Cost Sheet Screenshot 2017-18

18. Orientation to technology is provided and technical support is available to students.

Prior to enrolling, baking and pastry students attend a program orientation. An overview of the technology used in the training area is covered during the program orientation session. In addition, the college employs a part-time network administrator who works at the site a minimum of two days per week and a technology facilitator who is available to assist students and program instructors with technical support daily.

Exhibit AR 18: New Student Orientation
Exhibit AR 18: CCPS Technology Plan

19. For all coursework delivered via distance education: The institution has processes in place to establish that the student who registers for a distance education course or program is the same student who participates in and completes the program and receives

Charlotte Technical College and the off-site instructional service center do not deliver coursework via distance education. This criterion does not apply.

Exhibit AR 19: Non-applicable

PROGRAMS

Occupational education program policies are congruent with:

1. The governing organization;
2. The mission of the institution; and,
3. The occupational needs of the people served by the institution.
The policies established for each occupational program are congruent with the policies of the Charlotte Technical College and Charlotte County Public Schools.

Occupational programs are congruent with the College mission to provide an effective, innovative technical education preparing students to enter, advance and succeed in the workplace. The College meets its objectives by providing cost effective, competency-based training that prepares persons for entry-level jobs, enhances the skills of persons holding a job, and/or re trains those who may be displaced workers.

The baking and pastry faculty supports the Charlotte Technical College mission and goals.

Exhibit P 1, 2, 3: CCPS Website
Exhibit P 1, 2, 3: CTC Website
Exhibit P 1, 2, 3: Baking and Pastry Mission, Purpose, and Goals

**Occupational education program policies are:**

4. Publicly accessible;
5. Non-discriminatory; and,
6. Consistently applied

Occupational education program policies are publicly accessible through the College student handbook and the website. Policies are written and administered in a non-discriminatory manner. Policies are consistently applied to all occupational programs.

Exhibit P 4, 5, 6: CTC Student Catalog/Handbook/Non-Discrimination Statement

**Differences, if any, in occupational education program policies are justified by:**

7. Student learning outcomes; and/or,
8. Program outcomes.

The Charlotte Technical College and its off-site training center has occupational education program policies that are uniform and consistent.
Each occupational education program has:

9. Clearly stated objectives
10. Defined content relevant to these objectives and the current needs of business and industry, and,
11. Assessment of student achievement based on the program objectives and content.
12. The objectives for each educational program are evaluated annually.

The baking and pastry program has a statewide curriculum committee that assists with the development of program objectives and course content. The curriculum committees meet periodically to review objectives and content. While statewide input determines the broad parameters of a curriculum, the Colleges are allowed to establish objectives and competencies deemed critical for the successful operation in the baking and pastry industry. Student evaluation is based on program objectives and content. Instructors use a variety of methods to determine student mastery of subject matter. Such methods include traditional exams...
Instructors gain valuable employer input through program advisory meetings. During these meetings, instructors talk with peers and learn more about new technologies, current equipment and processes utilized by the healthcare industry. Information obtained is used to evaluate and improve program effectiveness. The baking and pastry program advisory committee meets a minimum of twice a year. During these advisory meetings, advisory committee members evaluate program objectives and rate the objectives accordingly. Advisory committee evaluations and meeting minutes are kept for documentation.

Exhibit P 12: Baking and Pastry Advisory Committee Minutes/Objectives
Exhibit P 12: Baking and Pastry Advisory Member Roster

A systematic process has been implemented to document:

13. That the objectives and content of programs are current; and,
14. That coursework is qualitatively and quantitatively relevant.

A systematic process has been implemented to document the objectives and that content of the baking and pastry program is current. Annually, the advisory committee reviews program content and objectives to ensure they remain current. The advisory committee provides input on the qualitative and quantitative aspects of the coursework ensuring students are provided the necessary instruction and hands-on experience to progress in their career path.

Exhibit P 13: COE Annual Reports
Exhibit P 13: FLDOE Curriculum Frameworks
Exhibit P 13: Baking and Pastry Course Syllabi
Exhibit P 13: Baking and Pastry Curriculum Sequence
Exhibit P 13: Baking and Pastry Major Instruction Plan
Exhibit P 14: Baking and Pastry Advisory Committee Minutes
15. Three bona fide potential employers review each educational program annually and recommend:
16. Admission requirements;
17. Program content that is consistent with desired student learning outcomes;
18. Program length;
19. Program objectives
20. Competency tests;
21. Learning activities;
22. Instructional materials;
23. Equipment;
24. Methods of program evaluation;
25. Level of skills and/or proficiency required for completion; and,
26. Appropriate delivery formats for the subject matter being taught.

The baking and pastry program undergoes a comprehensive program review by three bona fide potential employers using the employer program verification form. These employers provide suggestions for program modifications. This review includes admissions requirements, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, and levels of skills and/or proficiency required for completion and appropriateness of the delivery mode for the program. Evaluation forms are kept for documentation.

Exhibit P 15: Baking and Pastry Employer Verification Forms
Exhibit P 15: Baking and Pastry Employer Surveys

The baking and pastry program undergoes a comprehensive program review by three bona fide potential employers using the employer program verification form. The committee evaluates all aspects of the program within the guidelines of the Department of Education and COE. These employers provide suggestions for program modifications. This review includes admissions requirements, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, and levels of skills and/or proficiency
required for completion and appropriateness of the delivery mode for the program. Evaluation forms are kept for documentation.

Exhibit P 16-26: Baking and Pastry Advisory Committee Agenda
Exhibit P 16-26: Baking and Pastry Advisory Committee Minutes

| 27. | The institution considers the length and the tuition of each program in relation to the documented entry level earnings of completers. |

Program costs and length are reviewed annually by employers completing employer verification statements to ensure time and costs are reasonable for entry-level practical nurses. The Regional Demand Occupations List illustrates mean and entry level hourly rates along with expected growth and annual job openings.

Exhibit P 27: Regional Demand Occupations List
Exhibit P 27: Baking and Pastry Employer Verifications Forms

| 28. | Courses required for each program are offered with sufficient frequency for the student to complete the program within the publicized time frame. |

Charlotte Technical College enrolls baking and pastry students during the bi-annually. Two enrollment times give prospective students options to choose from. The 600 clock hour program, requires 12 months to complete if students are attending the program full time. Students following the curriculum plan complete the program within the publicized time frame. Students who withdraw will be required to restart the OCP that they withdrew from and finish the requirements before moving on. Re-admission is subject to school/program policies program availability.

Exhibit P 28: Baking and Pastry Curriculum Sequence (Lab book)
Exhibit 2-50: Baking and Pastry Handbook/Readmission
The baking and pastry instructor acts as a coach/facilitator for the training as the student progresses. OCP timetables conveying the length of time needed to satisfactorily complete the course are communicated to all students, in each course syllabus.

An OCP specific calendar is given to each student at the beginning of the OCP. The calendar lists the subject material, per instructor, to be taught each day of the OCP.

Exhibit P 28: Baking and Pastry Program Syllabi
Exhibit P 28: Baking and Pastry Course Calendars

Associate Degree programs offered must meet the following requirements:

29. The program is designed to lead graduates directly to employment in a specific career.

30. The appropriate applied degree title, such as Associate of Applied Technology, Associate of Applied Science, Associate of Occupational Studies, Associate of Science, or Associate of Occupational Technology, is used and includes the specific career and technical education field (i.e. Associate of Applied Science in Veterinary Technology)

31. The program has a minimum of 60 semester hours or 90 quarter hours.

32. The program includes a minimum of 15 semester hours or 23 quarter hours of general education courses, with a minimum of one course from each of the following areas: humanities, behavioral sciences, natural or applied sciences, and mathematics.

Charlotte Technical College and the off-site instructional service center do not offer associate degrees; these criteria are not applicable.

Exhibit P 29-32: Not Applicable Statement

33. For all coursework delivered via distance education: The institution’s distance education courses and programs are identical to those on campus in terms of the quality, rigor, breadth of academic and technical standards, completion requirements, and the credential awarded.
Charlotte Technical College and the off-site instructional service center do not offer programs via distance learning education. The criterion does not apply.

Exhibit P 33: Not Applicable Statement

Each program offered by the institution:

34. Is approved and administered under established institutional policies and procedures and supervised by an administrator who is part of the institutional organization;

35. Has appropriate and continuous involvement of on-campus administrators and faculty in planning, and approval;

36. Has varied evaluation methodologies that reflect established professional and practice competencies;

37. Is qualitatively and quantitatively consistent at each campus where it is offered;

38. Has measures of achievement of the student learning objectives:

39. Has individual student records, including period of enrollment, financial, and educational program records, permanently maintained by the institution at the main campus;

40. Is identically described in appropriate catalogs, brochures, and/or other promotional materials and include tuition/fee charges, refund policies, admissions and academic requirements, and information technology requirements; and,

41. Provides for timely and meaningful interaction among faculty and students.

Occupational programs are approved by the Florida Department of Education and supervised by the College Director and Assistant Director. The program planner provides supervision for the baking and pastry program.

Exhibit P 34: COE Approved Programs

Exhibit 2-56: Organizational Chart

Exhibit P 34: Servsafe Certification
The College utilizes the services of the program planner of the FLDOE and the Florida Frameworks. The program planner acts as a resource to ensure compliance with the directives issued by the Florida Department of Education. The program planner for baking and pastry is employed by Charlotte County Public Schools as an instructional unit; however, the job description for the duties and responsibilities of the positions are managerial. The program planner for baking and pastry schedules regular meetings with the department and with administration to discuss program updates and future growth. Final decisions are made through a facilitative and collaborative process with “student success” driving all decision making processes. The baking and pastry program demonstrates qualitative and quantitative achievements through end of course assessments (EOCA), given at the end of each OCP and ServSafe Certifications, upon graduation.

Exhibit P 35: Baking and Pastry Teaching Certificates  
Exhibit P 35: Yearly Schedule of Meetings Identifying Department Meeting Dates  
Exhibit P 35: Minutes of Baking and Pastry Department Meetings  
Exhibit P 35: Servsafe Certificates

The program planner of baking and pastry serves as the supervisor over the baking and pastry instructional areas and performs annual goal setting with the department. Faculty performance appraisal sessions for personnel within the department are the responsibility of the Director or Assistant Director. The program planner of baking and pastry collects and reviews student evaluations of programs. Each cohort instructor serves as the supervisor of his/her class and is responsible for administering policies and guidelines as related to assigned students. During the training week, students are exposed to a combination of lectures, lab exercises, classroom practice and one-on-one sessions with the instructor.

Exhibit P 36: Baking and Pastry Skill/Lab Competency Evaluations  
Exhibit P 36: CTC Employability Skills Rubric  
Exhibit P 36: Baking and Pastry Student Exams
Baking and pastry instructors periodically review the ServSafe and Practice Analysis provided by the National Restaurant Association to validate the program meets professional and sanitation competencies. The baking and pastry program has learning objectives for various competency-based assessments and lab exercises utilized in the program. Lab competency, reflected in demonstrations, is utilized to measure student mastery of those learning objectives.

Exhibit P 37: Baking and Pastry End of Course Assessments
Exhibit P 37: Baking and Pastry End of Course Assessments Results
Exhibit P 37: Servsafe Certification Results
Exhibit P 37: Baking and Pastry Course Syllabi
Exhibit P 37: FLDOE Curriculum Frameworks

The student services department maintains permanent student and financial aid records and other pertinent information. Daily attendance, grades, and counseling notes are reported to student services via the computerized student information management system (SIMS). The Charlotte County Public School System uses the FOCUS (SIMS) system for postsecondary collection of information.

Exhibit P 38: FOCUS Attendance Chart
Exhibit P 38: FOCUS Gradebook
Exhibit P 38: Baking and Pastry Skill/Lab Competency Evaluations
Exhibit P 38: CTC Employability Skills Rubric
Exhibit P 38: Baking and Pastry Student Exams

The College student handbook describes training programs, tuition/fee charges, refund policies, admission policy, and the grading policy.

Exhibit P 39: Baking and Pastry Student Record Sample (attendance, grades, teacher documentation, standards based assessments)
The faculty work week and student class schedule allows for ample time for students, faculty, and staff to interact. Full-time program instructors work from 7:00am to 3:00pm which includes a 30 minute duty free lunch. Students attend from 7:45am to 3:00pm (including a 30 minute lunch not included as program completion hours) for 6.45 hours per day or 32.25 hours/week. Full time instructors have from 7:00am to 7:45am to provide support for students if not in a scheduled staff meeting or department meeting.

Exhibit P 40: CTC Admissions Policy
Exhibit P 40: CTC Refund Policy
Exhibit P 40: Baking and Pastry Website Screenshot
Exhibit P 40: CTC Student Catalog (Admissions Screenshot)
Exhibit P 40: CTC Student Catalog/Handbook (Grading Policy Screenshot)
Exhibit P 41: Baking and Pastry Course Calendar
Exhibit P 41: Baking and Pastry Clinical Schedule
Exhibit P 41: Yearly CTC Meeting Calendar

42. A credit hour is equivalent to a minimum of each of the following: one semester credit for 15 clock hours of lecture, 30 clock hours of laboratory, or 45 clock hours of work-based activities; or one quarter credit for 10 clock hours of lecture, 20 clock hours of laboratory, or 30 clock hours of work-based activities.

Charlotte Technical College’s educational programs are based on a contact clock hour system. This criterion is not applicable.

Exhibit P 42: Not Applicable Statement

43. For all coursework delivered via distance education: The institution ensures timeliness of its responses (synchronously or asynchronously) to students’ requests by placing a requirement on response time of no more than 24 hours within the institution’s published operational schedule of the program/course.
Charlotte Technical College and the off-site instructional service center do not offer programs via distance education. This criterion is not applicable.

Exhibit P 43: Not Applicable Statement

**CLOCK/CREDIT HOUR CONVERSION**

<table>
<thead>
<tr>
<th>REQUIREMENT FOR CLOCK/CREDIT HOUR CONVERSION FOR FEDERAL STUDENT FINANCIAL AID</th>
</tr>
</thead>
<tbody>
<tr>
<td>If this program was used as a sample for course prep review, it meets the requirements on the Course Prep Review Worksheet. (If the program was not part of the sampling OR if the institution is not required to use the Federal Clock Hour Conversion for Student Financial Aid, indicate N/A).</td>
</tr>
</tbody>
</table>

The College is not required to use the Federal Clock Hour Conversion for Student Financial Aid. This criterion is not applicable.

Exhibit P Clock-Credit Hour Conversion: Not Applicable Statement

**INSTRUCTION**

1. Academic competencies and occupational skills are integrated into the instructional program for each occupational area.

The Baking and Pastry program is designed so that each student progresses at his/her maximum level. Utilization of lectures, hands-on exercises, power-point presentations, audiovisuals, written materials, and other instructional methodologies provide for different types of learners. The program’s curriculum is sequential, providing optimal learning by correlating theory with hands on practice. Written unit exams and quizzes are given to validate learning. Lab practice allows students the opportunity to apply classroom theory to real life situations. The lab experience and student performance is evaluated daily with a summary twice per grading period. Each item on the clinical evaluation is structured to evaluate the student’s performance as a whole. The
The instructional programs provide instruction in the competencies essential to success in the occupation, including job knowledge, job skills, work habits, and attitudes.

The course outline and description for each area of curriculum details adequate experiences to develop the skill proficiencies necessary for employment. The classroom lab provides students the opportunity to practice and develop skill proficiency away from the pressures of instruction under the direction of qualified faculty. The ability to perform is monitored by written tests and performance appraisals administered by the instructor(s). Skill performance is evaluated by the instructor(s) in the lab and classroom area. The classroom and lab are available to students both before and after regular class hours at all sites to assist those students who require assistance or need a place to study.

Work habits, attitudes, and interpersonal skills are integral parts of the baking and pastry curriculum. Beginning day one and extending throughout the entire year, instructors are actively involved in teaching and role modeling the skills needed for gainful employment. Students’ skill performance, which includes attitude and job knowledge as well as skill proficiency. The lab experience and student performance is evaluated daily with a summary twice per grading period. Each item on the clinical evaluation is structured to evaluate the student’s performance as a whole. The evaluation looks at student’s attitude, initiative, sanitation, efficiency, customer service, and attendance. In the last term of the program, students learn specific skills to aid gaining entrance into the workplace. Cover letter and resume writing, completion of the job application, dressing for and conducting an interview as well as how to terminate employment are among some of the areas explored in the curriculum.
The sequence of instruction required for program completion (lecture, lab, and work-based activities) is determined by desired student learning outcomes.

The curriculum, both classroom and lab, is structured in such a manner that the student is guided in a sequential approach through the theory and practical competencies for each subject area. The instructional sequence, which includes lecture, lab, and work-based activities, has been successful as demonstrated by positive student learning outcomes.

Baking and pastry is one of 20 programs at the College. Students must adhere to an established timeline for completion with defined entry and exit points. Movement within the established timelines for the Baking and Pastry program is highly regimented.

The sequence of instruction required for program completion is used to:

4. Organize the curriculum;
5. Guide the delivery of instruction;
6. Direct learning activities; and,
7. Evaluate student progress in order to maximize the learning of competencies essential to success in the occupation.

The classroom portion of the baking and pastry program is organized so that the student begins his/her educational program with the basic concepts and advances to more difficult concepts of baking and pastry.

The curriculum plan provides a breakdown for each week and quarter. Each semester provides 600 training hours for adult students. Students are provided with a timeline of expectations in order to keep the student on track for program completion.
Each curriculum area incorporates theory and lab with work ethics integrated throughout the curriculum. Student evaluation is based on the competencies required to be successful in the chosen occupation. Instructors use a variety of methods to determine student mastery of subject matter. Such methods include, but are not limited to, exams patterned after the ServSafe format, lab experience, presentations and demonstrations.

Exhibit I 4, 5, 6, 7: Baking and Pastry Course Outlines
Exhibit I 4, 5, 6, 7: Baking and Pastry Course Calendars
Exhibit I 4, 5, 6, 7: Baking and Pastry kill/Lab Competencies

8. The institution has appointed an occupational advisory committee for each program or program area offered.

The Baking and pastry program has established an advisory committee that plays a pivotal role in the College’s ability to offer baking and pastry which responds to both student and community needs in the service delivery area.

Exhibit I 8: Baking and Pastry Advisory Committee Member Lists

9. Occupational advisory committees appointed for each program or program areas are used to ensure that desirable, relevant, and current practices of each occupation are being taught.

The baking and pastry advisory committee evaluates the baking and pastry program to ensure that course content is current, to suggest appropriate changes, and to confirm that the program meets the workforce needs of area hospitality industry.

Exhibit I 9: Baking and Pastry Advisory Fall/Spring Agendas and Minutes
The baking and pastry advisory committee consists of a minimum of three hospitality professional members who are external to the institution. These members represent local hospitality industry within the service area of their respective commercial baking and pastry program. These committee members bring experience and expertise from the field of commercial baking and pastry. At least two (2) meetings are held each year with a minimum two committee members attending the meeting. Minutes and a member roster of each meeting are kept to document activities, recommendations, and attendance.

Exhibit I 11, 12, 13, 14, 15: Baking and Pastry Advisory Committee Member Lists
Exhibit I 11, 12, 13, 14, 15: Baking and Pastry Advisory Committee Agendas and Minutes

16. Occupational advisory committees review, at least annually, the appropriateness of the type of instruction (such as lecture, laboratory, work-based instruction, and/or mode of delivery) offered within each program to assure that students gain competency with specific skills required for successful completion of the program.
At least once a year, the baking and pastry advisory committees review the appropriateness of the instructional methods in order to ensure that students master the competencies required in the field. The committee’s activities and recommendations are recorded in minutes of the meetings.

Exhibit I 16: Baking and Pastry Advisory Committee Minutes

17. Job-related health, safety, and fire-prevention are an integral part of instruction.

Health, safety and fire prevention is introduced to the students in the first weeks of class by the instructor. A first aid kit is available on the first floor of Building A and H Building at both reception areas for minor emergencies. An evacuation plan is posted in each classroom. Students are subsequently instructed on safety in the nursing lab and clinical settings. As part of orientation to the major clinical affiliates, the practical nursing students complete an extensive on-line orientation program which covers health, safety and fire prevention specific to their clinical agencies. Hood vent systems, ansul system, fire extinguishers, and suppressant systems are all up to standards outlined in the Department of Health Regulations.

Exhibit I 17: Pictures of First Aid Kits/Supplies
Exhibit I 17: CTC Health and Safety Plan

18. To develop skill proficiency, sufficient practice is provided with equipment and materials similar to those currently used in the occupation.

In order to develop skill proficiency, students are provided sufficient practice with equipment similar to that currently used in the occupation. Skill proficiency tests and written exams are used as documentation to measure learning effectiveness and hands-on skills within the Baking and Pastry program. Provisions are made for classroom lab practice and training. The program strives to have equitable equipment and supplies.
19. All instruction is effectively organized as evidenced by course outlines, lessons, competency tests, and other instructional materials. Instruction in the commercial baking and pastry program and lab areas follow an organized curriculum plan utilizing current textbooks, course outlines, lesson plans and instructional materials.

Exhibit I 19: Baking and Pastry Course Outlines
Exhibit I 19: Baking and Pastry Curriculum Sequence
Exhibit I 19: Baking and Pastry Course Calendars
Exhibit I 19: Baking and Pastry Skill/Lab Competencies
Exhibit I 19: Baking and Pastry Cost Sheet with Textbook List

20. The institution uses a systematic, objective, and equitable method of evaluating student achievement based on required competencies.

Progress in the baking and pastry program utilizes written guidelines and is detailed in the baking and pastry program handbook.

Exhibit I 20: Student Catalog/Handbook (Grading Policy Screenshot)
Exhibit I 20: Baking and Pastry Course Syllabi/Grading Policy
Exhibit I 20: Baking and Pastry Handbook/Grading Policy

21. For all coursework delivered via distance education: The institution directly verifies the currency and quality of all contracted courseware on an annual basis, is directly responsible for such currency and quality, and maintains curriculum oversight responsibility within all contracts.

Charlotte Technical College and the offsite instructional service center do not offer courses via distance learning. This criterion does not apply.
Exhibit I 21: Not applicable Statement

22. For all coursework delivered via distance education: The institution has in place a standardized course template, course descriptions, learning objectives, course requirements (i.e. standard syllabus, outcomes, grading, resources, etc.), and learning outcomes of its programs in order to facilitate quality assurance and the assessment of student learning.

Charlotte Technical College and the offsite instructional service center do not offer courses via distance learning. This criterion does not apply.

Exhibit I 22: Not Applicable Statement

23. For all coursework delivered via distance education:
The institution monitors student progress and participation by means such as course management systems that provide student time online, frequency of logins, electronic footprints, electronic grade book, and percentage of course completed.

Charlotte Technical College and the offsite instructional service center do not offer courses via distance learning. This criterion does not apply.

Exhibit I 23: Not Applicable Statement

Written agreements with work-based activity agencies, if any:

24. Are current;
25. Specify expectations for all parties; and,
26. Ensure the protection of students.
Charlotte Technical College and written agreements with work-based activity agencies do not apply to the baking and pastry.

Exhibit I 24, 25, 26: Non Applicable

27. Each work-based activity has a written instructional plan for students.

The Baking and Pastry program currently does not have a work-based activity for students. There is an internship plan in place for the 2017-2018 school year to be executed in the 2018-2019 school year.

Exhibit I 27: Non Applicable

28. The written instructional plan for each work-based activity specifies the particular objectives, experiences, competencies, and evaluations that are required.

The commerical baking and pastry program uses lab books are an instructional plan to guide students through work-based activities that measure learning objectives, experiences, competencies, and evaluations that are required for program completion.

Exhibit I 28: Baking and Pastry Lab Books

29. The written instructional plan for each work-based activity designates the on-site employer representative responsible for guiding and overseeing the students’ learning experiences and participating in the students’ written evaluations.

Charlotte Technical College and written agreements with work-based activity at off-site agencies do not apply to the baking and pastry program.

Exhibit I 29: Non Applicable

30. All work-based activities conducted by the institution are supervised by a designated employee possessing appropriate qualifications.
All clinical activities conducted by the Charlotte Technical College’s baking and pastry program are supervised by instructors who are formally trained chefs by accredited culinary arts schools. Each instructor has a transcript of college courses leading to either an Associate and/or Bachelor’s degree in the field of baking and pastry and have been county certified as a vocational instructor through validation of work experience. Verification of unencumbered, ServSafe Manager, Proctor, and Instructor Certifications.

Exhibit I 30: ServSafe Certificates
Exhibit I 30: Copy of Diploma(s)
Exhibit I 30: Vocational Teacher Certificates
Exhibit I 30: Annual Verification of Faculty

CHALLENGES AND PROPOSED SOLUTIONS

As with any publicly funded institution, Charlotte Technical College experiences challenges when funding upgrades and purchases of equipment for the Commercial Baking and Pastry program. The advisory committee and area employers are often sources of equipment and supplies to provide the skilled training required in our service delivery area. The baking and pastry program is also working towards facility updates to help improve the environment of student learning. The baking and pastry program is also working towards an internship program for their second and third year high school students. There are processes in place to make the program more effective.

SUMMARY

The greatest strengths exhibited by the baking and pastry program revolve around program flexibility, the ability to update curricula to meet the needs of the every changing baking and pastry industry and the strong relationship with its industry professionals. The baking and pastry program offers area employers graduates that possess a combination of sound academics and high quality hands-on experience which can transition immediately into the Baking and Pastry industry.
Graduates of the baking and pastry program are recruited by local and corporate businesses. Students are recruited by national colleges and universities that rely on the program history of excellence and the graduates’ classroom and working experience.

Support from local restaurants are reflected in the active role they take on the advisory committees and the willingness to provide clinical training and equipment. The job market for baking and pastry remains stable as reflected in the program’s high job placement rate.
STANDARD 2
BAKING AND PASTRY

EXHIBIT LIST

Exhibit AR 1, 2, 3, 4, 5: CTC Admissions Policy
Exhibit AR 1, 2, 3, 4, 5: CTC Student Catalog/Handbook Screenshot/Admissions
Exhibit AR 1, 2, 3, 4, 5: On-line Application/Website
Exhibit AR 1, 2, 3, 4, 5: Baking and Pastry Admissions Criteria with Forms
Exhibit AR 1, 2, 3, 4, 5: Screenshot of Baking and Pastry Enrollment Timeline/Checklist
Exhibit AR 1, 2, 3, 4, 5: CTC Student Catalog/Handbook- Pages 2 & 3
Exhibit AR 6: Not Applicable Statement
Exhibit AR 7: CTC Transfer Policy
Exhibit AR 7: CTC Student Catalog/Handbook (Transfer of Credit Screenshot)
Exhibit AR 7: CTC Student Catalog/Handbook/Transfer of Credit, Page 22
Exhibit AR 8: CTC Transfer Policy
Exhibit AR 8: CTC Student Catalog/Handbook (Transfer Credit Screenshot)
Exhibit AR 8: CTC Student Catalog/Handbook Transfer of Credit, Page 22
Exhibit AR 9: CTC Admissions Policy
Exhibit AR 9: CTC Student Catalog/Handbook (Admissions Screenshot)
Exhibit AR 10: Not Applicable Statement
Exhibit AR 11: Not applicable statement
Exhibit AR 12: Not applicable statement
Exhibit AR 13: Not applicable statement
Exhibit AR 14: Not applicable statement
Exhibit AR 15: Not applicable statement
Exhibit AR 16: CTC Student Catalog/Handbook – pg. 32
Exhibit AR 16: Baking and Pastry Rack Card
Exhibit AR-16: Job Fair Flyer
Exhibit AR 16: Baking and Pastry Website Screenshot
Exhibit AR 16: Baking and Pastry Course Syllabi
Exhibit AR 17: Baking and Pastry Cost Sheet 2017-18
Exhibit AR 17: Baking and Pastry Cost Sheet Screenshot 2017-18
Exhibit AR 18: New Student Orientation
Exhibit AR 18: CCPS Technology Plan
Exhibit AR 19: Non-applicable
Exhibit P 1, 2, 3: CCPS Website
Exhibit P 1, 2, 3: CTC Website
Exhibit P 1, 2, 3: Baking and Pastry Mission, Purpose, and Goals
Exhibit P 4, 5, 6: CTC Student Catalog/Handbook/Non-Discrimination Statement
Exhibit P 7, 8: Baking and Pastry Completion and Placement Report
Exhibit P 7, 8: CTC Follow-Up and Placement Plan
Exhibit P 7, 8: Servsafe Certification Data Report
Exhibit P 9, 10: Baking and Pastry Course Syllabi
Exhibit P 9, 10: FLDOE Curriculum
Exhibit P 11: Baking and Pastry Handbook/Grading Policy
Exhibit P 11: Baking and Pastry Student Exams
Exhibit P 11: Baking and Pastry Skill/Lab Competency Evaluations
Exhibit P 11: CTC Employability Skills Rubric
Exhibit P 12: Baking and Pastry Advisory Committee Minutes/Objectives
Exhibit P 12: Baking and Pastry Advisory Member Roster
Exhibit P 13: COE Annual Reports
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Exhibit P 29-32: Not Applicable Statement
Exhibit P 33: Not Applicable Statement
Exhibit P 34: COE Approved Programs
Exhibit 2-56: Organizational Chart
Exhibit P 34: Servsafe Certification
Exhibit P 35: Baking and Pastry Teaching Certificates
Exhibit P 35: Yearly Schedule of Meetings Identifying Department Meeting Dates
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Exhibit P 40: CTC Student Catalog (Admissions Screenshot)
Exhibit P 40: CTC Student Catalog/Handbook (Grading Policy Screenshot)
Exhibit P 41: Baking and Pastry Course Calendar
Exhibit P 41: Baking and Pastry Clinical Schedule
Exhibit P 41: Yearly CTC Meeting Calendar
Exhibit P 42: Not Applicable Statement
Exhibit P 43: Not Applicable Statement
Exhibit P Clock-Credit Hour Conversion: Not Applicable Statement
Exhibit I 1: FLDOE Curriculum Frameworks
Exhibit I 1: Baking and Pastry Program Syllabi
Exhibit I 1: Baking and Pastry Student Exams
Exhibit I 1: Baking and Pastry Skills Evaluation Sheet
Exhibit I 2: FLDOE Curriculum Frameworks
Exhibit I 2: Baking and Pastry Course Syllabi
Exhibit I 2: Baking and Pastry Skill/Lab Competencies
Exhibit I 2: CTC Employability Skills Rubric
Exhibit I 3: Baking and Pastry Lab Book/ Course Outline
Exhibit I 4, 5, 6, 7: Baking and Pastry Course Outlines
Exhibit I 4, 5, 6, 7: Baking and Pastry Course Calendars
Exhibit I 4, 5, 6, 7: Baking and Pastry Skill/Lab Competencies
Exhibit I 8: Baking and Pastry Advisory Committee Member Lists
Exhibit I 9: Baking and Pastry Advisory Fall/Spring Agendas and Minutes
Exhibit I 11, 12, 13, 14, 15: Baking and Pastry Advisory Committee Member Lists
Exhibit I 11, 12, 13, 14, 15: Baking and Pastry Advisory Committee Agendas and Minutes
Exhibit I 16: Baking and Pastry Advisory Committee Minutes
Exhibit I 17: Pictures of First Aid Kits/Supplies
Exhibit I 17: CTC Health and Safety Plan
Exhibit I 18: Baking and Pastry/Lab Competencies
Exhibit I 18: Baking and Pastry Equipment Inventory
Exhibit I 20: Student Catalog/Handbook (Grading Policy Screenshot)
Exhibit I 20: Baking and Pastry Course Syllabi/Grading Policy
Exhibit I 20: Baking and Pastry Handbook/Grading Policy
Exhibit I 21: Not applicable Statement
Exhibit I 22: Not Applicable Statement
Exhibit I 23: Not Applicable Statement
Exhibit I 24, 25, 26: Non Applicable
Exhibit I 27: Non Applicable
Exhibit I 28: Baking and Pastry Lab Books
Exhibit I 29: Non Applicable
Exhibit I 30: ServSafe Certificates
Exhibit I 30: Copy of Diploma(s)
Exhibit I 30: Vocational Teacher Certificates
Exhibit I 30: Annual Verification of Faculty
STANDARD 2

Program:
Building Construction Technology

Program Director:
Joe Jones

Full-Time Instructor:
Joe Jones
STANDARD 2

BUILDING CONSTRUCTION TECHNOLOGY

INTRODUCTION

Charlotte Technical College currently offers 20 fulltime on-ground training programs. Each program is an “in demand” program for the service delivery area. All programs are designed to meet students’ needs by providing students with the opportunity to acquire skills and knowledge necessary for performing successfully in business, industry, and entrepreneurship. Strong work ethic and technical skills are integrated in every subject in every class.

This program operates within the frameworks of the Florida Department of Education and under the policies and procedures of CTC.

The purpose of this program is to prepare students for employment or advanced training in the building construction industry. Students learn carpentry, framing, masonry, roofing, plumbing, electrical and HVAC. Students prepare for certification by the National Center for Construction Education and Research (NCCER).

Industry Certifications:
NCCER005 Carpentry Foundations to Carpentry Management
NCCER 008 Construction Technology

ANALYSIS

ADMISSIONS/RECRUITING

The institution’s admissions policies and processes are:
1. Published
2. Clearly stated
3. Consistently communicated to students
4. Made available to students prior to enrollment; and,
5. Any changes to these publications are communicated in a timely manner.
The admission policies for the Charlotte Technical College are published in various locations: the College’s website www.charlottetechcollege.net, the college student handbook and visual publications. The admissions policies and processes are clearly stated so prospective students can easily understand enrollment requirements and complete the enrollment process in a timely manner. Admissions policies are consistently communicated to students through the College’s website, college student handbook, and face-to-face interaction with faculty and staff. Prior to enrollment, potential students are provided admissions requirements along with a requirements check sheet listing each item/action required for admission to the College. A timeline is established on the website to assist students in completing all requirements. The timeline takes students from the application process through the orientation and start of class. All steps are thoroughly explained, and hard copy packets are available at student services. All admissions are clearly stated and provided for students prior to enrollment in the admissions packet.

All changes and/or updates to the admission policies and processes are made available to students and the public through the College’s website, the college student handbook, and interaction with faculty and staff.

The program follows the general admissions policies of Charlotte Technical College. In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C. the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematic 10, Language 10, and Reading 10. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempt from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the basic skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement.
(Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed on the Basic Skills and Licensure Exemption List which may be accessed from the CTE Program Resources page.

**Exhibit AR 1, 2, 3, 4, 5: CTC Admissions Policy**

**Exhibit AR 1, 2, 3, 4, 5: CTC Student Catalog Admissions Screenshot**

**Exhibit AR 1, 2, 3, 4, 5: On-line Application/Website**

**Exhibit AR 1, 2, 3, 4, 5: CTC Student Catalog/Handbook Pages 23 & 24**

**Exhibit AR 1, 2, 3, 4, 5: Students with Disabilities**

**Exhibit AR 1, 2, 3, 4, 5: Application for Exemption from Basic Skills**

**Exhibit AR 1, 2, 3, 4, 5: 2017-2018 Basic Skills**

**VOCATIONAL ENGLISH-AS-A-SECOND-LANGUAGE PROGRAM**

6. **For all students admitted to a Vocational English-As-A-Second-Language Program, the institution utilizes written admission procedures that comply with policies established by the Commission.**

Charlotte Technical College and the off-site instructional service center do not have an “English-As-A-Second Language” program. This criterion does not apply.

**Exhibit AR 6: Not Applicable Statement**

7. **The institution clearly defines and publishes a policy on the transfer of students between programs within the institution and the transfer of students from other institutions.**

Charlotte Technical College’s policy on the transfer of students between institutional programs, as well as the transfer from other institutions, is clearly defined and published. The policy is published on the College’s website at ([www.charlottetechcollege.net](http://www.charlottetechcollege.net)) and the CTC Student Handbook, page 22. The published policy includes the following relevant criteria:
• CTC students requesting to transfer to another program within the college must first discuss the request with the current instructor and then meet with the Post-Secondary Career Specialist. The Career Specialist can approve the transfer request, if space is available in the program.

• Acceptance of hours completed at another institution will be in compliance with Florida Statute 1007.24(7). Students with previous technical training from other institutions may receive credit for that training. A transcript from a public accredited institution documenting student performance standards and/or occupational completion points achieved for a specific technical program will be accepted in transfer at Charlotte Technical College for the same technical program. CTC reserves the right to require a competency test to validate the competencies learned/earned at another (non-CTC) institution. The student will then be enrolled in training at the student’s proficiency level.

• Training from a non-public institution that is fully accredited by a regional or national accrediting agency recognized by the United States Department of Education, and that participates in the common course numbering system will be accepted in transfer for the same course/program. Transcripts will be accepted, evaluated and relevant clock hours will be applied to the student’s CTC training program and the student’s transcript.

Exhibit AR 7: CTC Transfer Policy
Exhibit AR 7: CTC Student Catalog/Handbook (Transfer of Credit Screenshot)
Exhibit AR 7: CTC Student Catalog/Handbook/Transfer of Credit, P. 22
Charlotte Technical College clearly defines its policy on the transfer of credits and publishes the policy on both the College website (www.charlottetechcollege.net) and the CTC student handbook, page 22. The published policy includes the following relevant criteria regarding the transfer of credit earned at another institution:

- Acceptance of hours completed at another institution will be in compliance with Florida Statute 1007.24(7). Students with previous technical training from other institutions may receive credit for that training. A transcript from a public accredited institution documenting student performance standards and/or occupational completion points achieved for a specific technical program will be accepted in transfer at Charlotte Technical College for the same technical program. CTC reserves the right to require a competency test to validate the competencies learned/earned at another (non-CTC) institution. The student will then be enrolled in training at the student’s proficiency level.

- Training from a non-public institution that is fully accredited by a regional or national accrediting agency recognized by the United States Department of Education, and that participates in the common course numbering system will be accepted in transfer for the same course/program. Transcripts will be accepted, evaluated and relevant clock hours will be applied to the student’s CTC training program and the student’s transcript.

Exhibit AR 8: CTC Transfer Policy
Exhibit AR 8: CTC Student Catalog/Handbook Transfer Credit
Screenshot
Exhibit AR 8: CTC Student Catalog/Handbook Transfer of Credit, P. 22
PROGRAM COMPLETION

9. Admission requirements offer reasonable expectations for successful completion of the occupational programs offered by the institution regardless of the delivery mode.

The Building Construction program follows the Florida Department of Education’s basic skill exit requirements for students and the requirements can be found in the CTC catalog/Handbook and Section 1004.91, Florida Statute (F.S.) and the State Board of Education Rule 6A-10.040. These regulations mandate that students who enroll in a program of 450 hours or more “may not receive a career and technical certificate of completion without first demonstrating the basic skills required in the state curriculum frameworks for the career education program.”

CTC provides opportunity for students to demonstrate basic skill requirement through the Test of Adult Basic Education (TABE). The Florida Department of Education has placed basic skill levels on all programs in the curriculum frameworks. Only advanced and difficult levels of the TABE meet requirements. The purpose of assessment is to determine whether or not the student has the basic skills necessary to be successful in the chosen career program.

A student enrolled in a career education program that does not meet the basic skills requirements, but passes an identified licensure exam/certification, should be recorded as “incomplete” until the Technical College receives documentation of the licensure and then reports the student as a completer from the career and technical education program. If the student does not meet the basic skills requirements for completion, is not exempt, or does not pass the National Center for Construction Education Research (NCCER - identified certification exam), the student cannot be reported as a program completer from the final OCP and cannot earn a Career Certificate of Completion.

Exhibit AR 9: CTC Admissions Policy

Exhibit AR 9: CTC Student Catalog/Handbook (Admissions Screenshot)

ASSOCIATE DEGREE

10. Students admitted into Associate Degree programs have a high school diploma or its equivalent.
Charlotte Technical College and the off-site instructional service center do not offer Associate Degrees. This criterion does not apply.

**Exhibit AR 10: Not Applicable Statement**

**ABILITY TO BENEFIT**

An institution that admits students by exception to its standard admissions policies must:

11. Have written admissions policies and procedures for these exceptions;
12. Apply them uniformly;
13. Provide documented evidence on how they are used;
14. Maintain records on student progress; and,
15. Regularly evaluate the effectiveness of the procedures used in admitting students by exception.

Charlotte Technical College and the off-site instructional service center do not admit students by exception to its building construction program. This criterion does not apply.

**Exhibit AR 11: Not Applicable Statement**

**Exhibit AR 12: Not Applicable Statement**

**Exhibit AR 13: Not Applicable Statement**

**Exhibit AR 14: Not Applicable Statement**

**Exhibit AR 15: Not Applicable Statement**

**RECRUITING ACTIVITIES**

16. The institution ensures that recruiting activities are ethical and that all materials used in recruiting accurately describe the mission, instructional outcomes, student performance expectations, and completion requirements of each program.
Recruitment is an ongoing priority at the College. Charlotte Technical College has a postsecondary occupational specialist/recruiter to lead recruitment activities. The College is actively involved in a number of recruiting activities, including career days sponsored by local high schools, college job fairs, classroom presentations in local middle and high schools, campus tours for secondary students, chamber and community groups. Instructors also play a pivotal role in recruitment activities for the College. Many different mediums, such as printed materials, newspaper advertising, social media, student and alumni recruitment, employees, and the College website (www.charlottetechcollege.net) are used in recruitment.

The institution ensures recruiting activities are ethical and all mediums used in recruiting accurately describe the College mission, program outcomes, student performance expectations, and completion requirements of each program.

Exhibit AR 16: CTC Student Catalog/Handbook-pg. 24
Exhibit AR 16: Building Construction Rack Card
Exhibit AR 16: Job Fair Flyer
Exhibit AR 16: Building Construction CTC Website Page
Exhibit AR 16: Building Construction Course Syllabi
Exhibit AR 16 CTC Dual Enrollment Brochure

PROGRAM COSTS

17. Prior to admission, students are informed of the costs, equipment, services, time, and technical competencies, if any, required by the program, including if applicable, personal data collection and processes, and charges associated with verification of student identity.

Prior to admission, students are informed of the costs of the program and any equipment and services required. Fees charged to students are in accordance with Florida Department of Education guidelines with all fees and tuition approved by the Charlotte County School Board. Program cost sheets are available to students prior to admission. Student Services maintains a cost sheet for each program, including costs of registration, tuition, books, and instructional supplies. Cost sheets for building construction students are updated prior to enrollment. Cost sheets are available upon request, available in student
services, school store and on the College’s website. Construction students meet with the Program Director / Instructor for orientation prior to admission. The program director/instructor can best inform the student of the technical competencies and time needed to complete the program. Further program costs unique to the building construction program are provided to the student through student services staff and directly by the instructor or program director as part of program orientation and intake. This information includes books, uniforms, tools, materials and supplies, as applicable.

**Exhibit AR 17: Building Construction Cost Sheet 2017-18 Adult**  
**Exhibit AR 17: Building Construction Cost Sheet 2017-18 HS**  
**Exhibit AR 17: Building Construction Cost Sheet Adult 2017-18**

**ORIENTATION TO TECHNOLOGY**

18. Orientation to technology is provided and technical support is available to students.

Prior to enrolling, building construction students attend a program orientation. An overview of the technology used in the training area is covered during the program orientation session. In addition, the college employs a part-time Network Administrator who works at the site a minimum of two days per week and a Technology Facilitator who is available to assist students and program instructors with technical support daily.

**Exhibit AR 18: CTC Technology Plan**

**DISTANCE EDUCATION**

19. For all coursework delivered via distance education: The institution has processes in place to establish that the student who registers for a distance education course or program is the same student who participates in and completes the program and receives the academic credit.

Charlotte Technical College and the off-site instructional service center do not deliver coursework via distance education. This criterion does not apply.

**Exhibit AR 19: Non-applicable**
PROGRAMS

<table>
<thead>
<tr>
<th>Occupational education program policies are congruent with:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The governing organization</td>
</tr>
<tr>
<td>2. The mission of the institution and,</td>
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<tr>
<td>3. The occupational needs of the people served by the institution.</td>
</tr>
</tbody>
</table>

The policies established for each occupational program are congruent with the policies of Charlotte Technical College and Charlotte County Public Schools.

Occupational programs are congruent with the College mission to provide an effective, innovative technical education preparing students to enter, advance and succeed in the workplace. The College meets its objectives by providing cost effective, competency-based training that prepares persons for entry-level jobs, enhances the skills of persons holding a job, and/or retrains those who may be displaced workers.

The building construction faculty supports the Charlotte Technical College mission and goals as reflected in the Program’s mission statement and philosophy.

Exhibit P 1, 2, 3: CCPS Mission Website Screenshot
Exhibit P 1, 2, 3: CTC Website
Exhibit P 1, 2, 3: Building Construction Purpose and Goals

<table>
<thead>
<tr>
<th>Occupational education program policies are:</th>
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<tbody>
<tr>
<td>4. Publicly accessible;</td>
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<tr>
<td>5. Non-discriminatory; and,</td>
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<tr>
<td>6. Consistently applied</td>
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</table>

Occupational education program policies are publicly accessible through the college student handbook and the website. Policies are written and administered in a non-discriminatory manner. Policies are consistently applied to all occupational programs.

Exhibit P 4, 5, 6: CTC Student Catalog/Handbook/Non-Discrimination Statement
Differences, if any, in occupational education program policies are justified by:

7. Student learning outcomes; and/or,
8. Program outcomes.

Charlotte Technical College and its off-site instructional service center have occupational education program policies that are uniform and consistent.

Exhibit P 7, 8, CTC Follow-Up and Placement Plan
Exhibit P 7, 8, NCCER Completion Report

PROGRAM OBJECTIVES, CONTENT, AND STUDENT EVALUATION

Each occupational education program has:

9. Clearly stated objectives
10. Defined content relevant to these objectives and the current needs of business and industry, and,
11. Assessment of student achievement based on the program objectives and content.
12. The objectives for each educational program are evaluated annually.

The building construction program has clearly stated objectives, defined content relevant to these objectives and the current needs of business and industry, and assessment of student achievements are based on the program objectives and content which is included in the course syllabi given to each student at the beginning of each course. As stated, objectives and content are substantially developed by the Florida Department of Education for the program within the state system and are embodied in the curriculum frameworks.

Each framework has skills and competencies called occupation completion points (OCP) that are grouped to correspond with potential occupations. OCPs are related to current needs of business and industry and are earned at the completion of courses. Each student works through the OCPs and is evaluated for mastery of skills and competencies.
Instructors use a variety of methods to determine student mastery of subject matter. Such methods include traditional exams, and competency demonstrations. Grades are assigned for all methods and determine a student’s movement through the curriculum. The College’s grading policy is detailed in the student handbook.

Exhibit P 9, 10: FLDOE Curriculum Frameworks
Exhibit P 9, 10: Building Construction Course Syllabi

Student evaluation is based on program objectives and content. Instructors use a variety of methods to determine student mastery of subject matter. Such methods include traditional exams, lab exercises, competency demonstrations, and on-the-job activities. Grades are assigned and determine a student’s movement through the curriculum. Grades are assigned at the end of each course or OCP. The building construction grading policy is detailed in the program handbook.

Exhibit P 11: Building Construction Handbook/Grading Policy
Exhibit P 11: Building Construction Student Exams
Exhibit P 11: Building Construction Performance Evaluation Profiles
Exhibit P11: CTC Employability Skills Rubric

Instructors gain valuable employer input through program advisory meetings. During these meetings, instructors talk with peers and learn more about new technologies, current equipment and processes utilized by the building construction industry. Information obtained is used to evaluate and improve program effectiveness. The building construction technology program advisory committee meets a minimum of twice a year. During these advisory meetings, Advisory Committee members evaluate program objectives and rate the objectives accordingly. Advisory Committee evaluations and meeting minutes are kept for documentation.

Exhibit P 12: Building Construction Advisory Committee Minutes/Objectives
Exhibit P 12: Program Advisory Member Roster
A systematic process has been implemented to document:

13. That the objectives and content of programs are current; and,
14. That coursework is qualitatively and quantitatively relevant.

A systematic process has been implemented to document the objectives and that content of the building construction program is current. The Florida Department of Education reviews the curriculum frameworks on a cyclical schedule to maintain their current status. These reviews are through committees and include department staff, educators, and business people from across the state. A “change document summary” issued in the spring of each year highlights changes in programs and any added or deleted programs. They also publish a “basic skills document” showing any changes in the basic skill exit requirements. Based on the information from FLDOE, CTC provides each teacher with information in order to establish appropriate planning for the upcoming school year. As instructors review curriculum frameworks, adjustments are made to update curriculum materials. The program syllabus is updated annually to meet changes and requirements. Each program instructor may choose to incorporate additional relevant information into individual curriculum.

Exhibit P 13: COE Annual Reports
Exhibit P 13: FLDOE Curriculum Frameworks
Exhibit P 13: FLDOE Curriculum Frameworks Review
Exhibit P 13: Building Construction Course Syllabi
Exhibit P 13: Building Construction Curriculum Sequence
Exhibit P 13: Building Construction Major Instruction Plan

Annually, the Advisory Committee reviews program content and objectives to ensure they remain current. The Program Advisory Committee provides input on the qualitative and quantitative aspects of the coursework ensuring students are provided the necessary instruction and hands-on experience to progress in their career path.

Exhibit P 14: Building Construction Advisory Committee Minutes
EMPLOYER VERIFICATION DATA

15. Three bona fide potential employers review each educational program annually and recommend:
16. Admission requirements;
17. Program content that is consistent with desired student learning outcomes;
18. Program length;
19. Program objectives
20. Competency tests;
21. Learning activities;
22. Instructional materials;
23. Equipment;
24. Methods of program evaluation;
25. Level of skills and/or proficiency required for completion; and,
26. Appropriate delivery formats for the subject matter being taught.

Each program formally surveys area business and industry annually, utilizing the COE developed Employer Verification Report Form. Administration maintains these responses on file.

Exhibit P 15: Building Construction Employer Verification Forms

The Building Construction program undergoes a comprehensive program review by three bona fide potential employers using the Employer Program Verification form. These employers provide suggestions for program modifications. This review include admissions requirements, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, and levels of skills and/or proficiency required for completion and appropriateness of the delivery mode for the program. Evaluation forms are kept for documentation.

Exhibit P 16-26: Building Construction Advisory Committee Agenda

Exhibit P 16-26: Building Construction Advisory Committee Minutes
The institution considers the length and the tuition of each program in relation to the documented entry level earnings of completers.

The State Board of Education establishes tuition and length of programs with input from the Building Industry Associations. Program costs and length are reviewed annually by employers completing Employer Verification Statements to ensure time and costs are reasonable for entry-level practical nurses. The Regional Demand Occupations List illustrates mean and entry-level hourly rates along with expected growth and annual job openings.

Exhibit P 27: Regional Demand Occupations List
Exhibit P 27: Building Construction Employer Verifications

Courses required for each program are offered with sufficient frequency for the student to complete the program within the publicized time frame.

Charlotte Technical College enrolls construction students during the bi-annually two enrollment times giving prospective students options from which to choose. The 1050 clock hour program, requires 10 months to complete. Students following the curriculum plan complete the program within the publicized time frame. Students who withdraw and meet the eligibility criteria may re-enter when a cohort reaches the course the student needs. Re-admission is subject to school/program policies and space availability.

Exhibit P 28: Building Construction Handbook
Exhibit P 28: Building Construction Curriculum Sequence

The Building Construction instructor acts as a coach/facilitator for the training as the student progresses. OCP timetables conveying the length of time needed to satisfactorily complete the course are communicated to all students in each course syllabus.

Exhibit P 28: Building Construction Program Syllabi
ASSOCIATE DEGREES

Associate Degree programs offered must meet the following requirements:

29. The program is designed to lead graduates directly to employment in a specific career.

30. The appropriate applied degree title, such as Associate of Applied Technology, Associate of Applied Science, Associate of Occupational Studies, Associate of Science, or Associate of Occupational Technology, is used and includes the specific career and technical education field (i.e. Associate of Applied Science in Veterinary Technology)

31. The program has a minimum of 60 semester hours or 90 quarter hours.

32. The program includes a minimum of 15 semester hours or 23 quarter hours of general education courses, with a minimum of one course from each of the following areas: humanities, behavioral sciences, natural or applied sciences, and mathematics.

Charlotte Technical College and the off-site instructional service center do not offer associate degrees; these criteria are not applicable.

Exhibit P 29-32: Not Applicable Statement

33. For all coursework delivered via distance education: The institution’s distance education courses and programs are identical to those on campus in terms of the quality, rigor, breadth of academic and technical standards, completion requirements, and the credential awarded.

Charlotte Technical College and the off-site instructional service center do not offer programs via distance learning education. The criterion does not apply.

Exhibit P 33: Not Applicable Statement
### PROGRAM APPROVAL

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>34.</td>
<td>Is approved and administered under established institutional policies and procedures and supervised by an administrator who is part of the institutional organization;</td>
</tr>
<tr>
<td>35.</td>
<td>Has appropriate and continuous involvement of on-campus administrators and faculty in planning, and approval;</td>
</tr>
<tr>
<td>36.</td>
<td>Has varied evaluation methodologies that reflect established professional and practice competencies;</td>
</tr>
<tr>
<td>37.</td>
<td>Is qualitatively and quantitatively consistent at each campus where it is offered;</td>
</tr>
<tr>
<td>38.</td>
<td>Has measures of achievement of the student learning objectives;</td>
</tr>
<tr>
<td>39.</td>
<td>Has individual student records, including period of enrollment, financial, and educational program records, permanently maintained by the institution at the main campus;</td>
</tr>
<tr>
<td>40.</td>
<td>Is identically described in appropriate catalogs, brochures, and/or other promotional materials and include tuition/fee charges, refund policies, admissions and academic requirements, and information technology requirements; and,</td>
</tr>
<tr>
<td>41.</td>
<td>Provides for timely and meaningful interaction among faculty and students.</td>
</tr>
</tbody>
</table>

Occupational programs are approved by the Florida Department of Education and supervised by the College Director and Assistant Director. The Building Construction Program is administered and approved by the policies and procedures set forth by the Florida Department of Education, the Charlotte County Public School Board as well as the written policies and procedures of the Technical College. DOE approval is requested followed by COE approval through the established procedures and forms.

**Exhibit P 34: COE Approved Programs**
The College utilizes the services of the Building Industry Association to provide technical expertise germane to the construction industry. The program director acts as a resource to ensure compliance with the directives issued by the Building Industry Association and the Florida Department of Education. The program director for building construction is employed by Charlotte County Public Schools as an instructional unit; however, the job description for the duties and responsibilities of the positions are managerial. The program director for building construction schedules regular meetings with the Director to discuss program updates and future growth. Final decisions are made through a facilitative and collaborative process with “student success” driving all decision making processes. Administration is present in every program area every day and practices an open-door policy that makes daily communication easily accomplished. These informal as well as formally planned meetings provide many opportunities for direct communication between the building construction program director and the institutional administrators.

Input from Building Construction faculty is liberally solicited from the Director on decisions that directly affect the program and more specifically, courses they teach within the program.

Examples of faculty input include:

- Submitting of technology plan for the program annually
- Providing input for the yearly budget and authorize purchase requisitions for equipment, student lab supplies, and instructor classroom and software needs
- Selecting and planning of preventive maintenance of equipment and equipment replacement
- Providing academic freedom as evidences by curriculum development and textbook selection
- Designing the teaching schedule each term and rearrange courses to allow for appropriate job-site experience and practice
- Upholding all program policies and procedures and determined disciplinary action
- Estimating the cost of lab fees before final submission
- Redesigning admission interview sheets, rubric, and matrix
- Participating in development of recruitment
- Participating in review of the student success plan

**Exhibit P 35: Yearly schedule of meetings identifying department meeting dates**
**Exhibit P 35: Minutes of Program Planner Meetings**

The building construction program uses multiple evaluation methodologies which include traditional exams, lab exercises, competency demonstrations, and on-the-job performance evaluations at construction sites within the community. Evaluation includes a competency check list to validate mastery of the competencies that students need to know to become program completers.

**Exhibit P 36: Building Construction NCCER Instructor Performance Evaluations**
**Exhibit P 36: Building Construction Student Pre-Tests**
**Exhibit P 36: CTC Employability Skills Rubric**
**Exhibit P 36: Building Construction Student Exams Score Reports**

The building construction program demonstrates qualitative and quantitative achievements through NCCER/Industry Certifications and student performance profiles given at the end of each OCP.

Paralleling the course syllabi with the FLDOE curriculum frameworks guarantees that all required course objectives are being taught.

**Exhibit P 37: Building Construction End of Course Assessments**
**Exhibit P 37: NCCER Certification Results**
**Exhibit P 37: Building Construction Course Syllabi**
**Exhibit P 37: FLDOE Curriculum Frameworks**

The building construction program measures the achievement of the student learning objectives through the use of traditional exams, lab exercises and competency demonstrations.
Evaluation includes a competency check list to validate mastery of the competencies that students need to know to become program completers.

**Exhibit P 38: Building Construction Skills Evaluations Check Sheets**

**Exhibit P 38: CTC Employability Skills Rubric**

**Exhibit P 38: Building Construction Student Exams**

The student services department maintains permanent student and financial aid records and other pertinent information. Daily attendance, grades, and counseling notes are reported to student services via the computerized student information management system (SIMS). The Charlotte County Public School System uses the FOCUS (SIMS) system for postsecondary collection of information.

**Exhibit P 39: Building Construction Student Record Sample (attendance, grades, teacher documentation, standards based assessments)**

The College student handbook describes training programs, tuition/fee charges, refund policies, admission policy, and the grading policy.

The building construction program is clearly described and documented in the Technical College student handbook, program flyers, as well as on the CTC website (www.charlottetechcollege.net). Program information including tuition, fees, refund policy, admission requirements and other requirements are all stated in the publications listed.

**Exhibit P 40: CTC Admissions Policy**

**Exhibit P 40: CTC Refund Policy**

**Exhibit P 40: Building Construction Website Picture**

**Exhibit P 40: CTC Student Catalog (Admissions Screenshot)**

**Exhibit P 40: CTC Student Catalog/Handbook (Grading Policy Screenshot)**
The faculty work week and student class schedule allow for ample time for students, faculty, and staff to interact. Full-time program instructors work from 7:00am to 2:30am, which includes a 30-minute duty free lunch. Students attend from 7:45am to 2:25pm (including a 30-minute lunch not included as program completion hours) for 6.16 hours per day or 30.8 hours/week. Full time instructors have from 7:00am to 7:45am to provide support for students if not in a scheduled staff meeting or department meeting.

The Building Construction Program instructors have significant and timely interaction with students. The instructors have time before and after class to conference with students. The instructors communicate with students by e-mail, phone, and one-to-one meetings. Instructors have a website which provides valuable resources to students. Students are evaluated weekly, with grades posted at the end of each course in FOCUS. Instructors meet with students frequently to provide feedback regarding student progress.

Exhibit P 41: Building Construction FOCUS Gradebook Page
Exhibit P 41: Yearly CTC Meeting Calendar

| 42. | A credit hour is equivalent to a minimum of each of the following: one semester credit for 15 clock hours of lecture, 30 clock hours of laboratory, or 45 clock hours of work-based activities; or one quarter credit for 10 clock hours of lecture, 20 clock hours of laboratory, or 30 clock hours of work-based activities. |

Charlotte Technical College’s educational programs are based on a contact clock hour system. This criterion is not applicable.

Exhibit P 42: Not Applicable Statement

DISTANCE EDUCATION

| 43. | For all coursework delivered via distance education: The institution ensures timeliness of its responses (synchronously or asynchronously) to students’ requests by placing a requirement on response time of no more than 24 hours within the institution’s published operational schedule of the program/course. |
Charlotte Technical College and the off-site instructional service center do not offer programs via distance education. This criterion is not applicable.

Exhibit P 43: Not Applicable Statement

CLOCK/CREDIT HOUR CONVERSION

44. REQUIREMENT FOR CLOCK/CREDIT HOUR CONVERSION FOR FEDERAL STUDENT FINANCIAL AID
If this program was used as a sample for course prep review, it meets the requirements on the Course Prep Review Worksheet. (If the program was not part of the sampling OR if the institution is not required to use the Federal Clock Hour Conversion for Student Financial Aid, indicate N/A).

The College is not required to use the Federal Clock Hour Conversion for Student Financial Aid. This criterion is not applicable.

Exhibit P 44 Clock-Credit Hour Conversion: Not Applicable statement

INSTRUCTION

1. Academic competencies and occupational skills are integrated into the instructional program for each occupational area.

The Building Construction program is designed so that each student progresses at his/her maximum level. Utilization of lectures, hands-on exercises, power-point presentations, audiovisuals, written materials and other instructional methodologies provide for different types of learners. The program’s curriculum is sequential, providing optimal learning by progressing the student through the real world building process with hands-on applications. Written unit exams and quizzes are given to validate learning. Multiple choice exams with innovative NCCER style items are designed to prepare the student for the certification exam. On-the-job training allows students the opportunity to apply classroom theory to real life situations. Job site experience and student
performance are evaluated daily with a summary at the end of each quarter. Each item on the job site evaluation is structured to the student’s performance as a whole. The evaluation looks at critical areas of quality and accuracy of workmanship, set up and proper use of tools and equipment, safety implementation, communication, leadership, professional conduct and critical thinking.

Exhibit I 1: Building Construction Course Syllabi

Exhibit I 1: Building Construction Performance Evaluation Profiles

Exhibit I 1: Building Construction Student Exams

Exhibit I 1: Building Construction Major Instruction Plan

Exhibit I 1: FLDOE Curriculum Frameworks

2. The instructional programs provide instruction in the competencies essential to success in the occupation, including job knowledge, job skills, work habits, and attitudes.

The course outline and description for each area of curriculum details adequate experiences to develop the skill proficiencies necessary for employment. The classroom lab and job site training provide students the opportunity to practice and develop skill proficiency under the direction of qualified faculty. The ability to perform is monitored by written tests and performance appraisals administered by the instructor. Trade skill performance is evaluated by the instructor(s) in the trade area. The classroom and lab are available to students both before and after regular class hours to assist those students who require assistance or need a place to study.

Work habits, attitudes, and interpersonal skills are integral parts of the building construction curriculum. Beginning day one and extending throughout the entire year, instructors are actively involved in teaching and role modeling the skills needed for gainful employment. Students’ trade performance, which includes attitude and job knowledge as well as skill proficiency, is evaluated monthly beginning the first term to ensure training competencies are met. In the last term of the
program, students learn specific skills to aid gaining entrance into the workplace. Cover letter and resume writing, completion of the job application, dressing for and conducting an interview as well, as how to terminate employment, are among some of the areas explored in the curriculum.

**Exhibit I 2: FLDOE Curriculum Frameworks**

**Exhibit I 2: Building Construction Skills and Performance Evaluations**

**Exhibit I 2: Building Construction Major Instruction Plan**

**Exhibit I 2: CTC Employability Skills Rubric**

**JOB KNOWLEDGE, JOB SKILLS, WORK HABITS AND ATTITUDES**

4. The sequence of instruction required for program completion (lecture, lab, and work-based activities) is determined by desired student learning outcomes.

The building construction curriculum, both didactic and on the job, is structured in such a manner that the student is guided in a sequential approach through the theory and practical competencies for each subject area. The instructional sequence, which includes lecture, lab, and work-based activities, has been successful as demonstrated by positive student learning outcomes.

Building construction is one of 20 programs at the College. Students must adhere to an established timeline for completion with defined entry and exit points. Movement within the established timelines for the building construction program is highly regimented.

The building construction curriculum is structured with 1050 clock hours of lecture, lab and job-site combined training.

The structure and sequence of the building construction curriculum for each term is outlined in detail in the course syllabi handout distributed to each student at the beginning of each term. All enrollment cycles are identical.

**Exhibit I 3: Building Construction Course Syllabi**

**Exhibit I 3: FLDOE Curriculum Frameworks**

**Exhibit I 3: Building Construction Major Instruction Plan**
The sequence of instruction required for program completion is used to:

4. Organize the curriculum;
5. Guide the delivery of instruction;
6. Direct learning activities; and,
7. Evaluate student progress in order to maximize the learning of competencies essential to success in the occupation.

The didactic portion of the building construction program is organized so that the student begins his/her educational program with the basic concepts and advances to more difficult concepts of building construction dynamics.

The curriculum plan provides a breakdown for each OCP. Each OCP provides an established number of training hours which are designated by the FLDOE. Students are provided with a timeline of expectations in order to keep the student on track for program completion.

The building construction program uses a systematic approach to student learning where a skill is introduced/studied/tested in theory in the classroom, practiced/processed in a corresponding lab, then reinforced while working at the job-site. Students must prove competency in a skill by passing theory content on exams and passing a skill process in lab and/or job-site.

Each curriculum area incorporates theory and lab/job-site experiences with work ethics integrated in the curriculum. Student evaluation is based on the competencies required to be successful in the chosen occupation. Instructors use a variety of methods to determine student mastery of subject matter. Such methods include, but are not limited to, exams patterned after the NCCER format, lab/job-site experience, presentations and competency demonstrations.

Exhibit I 4, 5, 6, 7: Building Construction Major Instruction Plan
Exhibit I 4, 5, 6, 7: Building Construction Course Syllabi
Exhibit I 4, 5, 6, 7: Building Construction Skills and Performance Evaluations
Exhibit I 4, 5, 6, 7: Building Construction Student Exams

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OCCUPATIONAL ADVISORY COMMITTEES

8. The institution has appointed an occupational advisory committee for each program or program area offered.

The building construction program has established an advisory committees that plays a pivotal role in the College’s ability to offer building trade apprenticeship programs which responds to both student and community needs in the service delivery area.

Exhibit I 8: Building Construction Advisory Committee Roster

9. Occupational advisory committees appointed for each program or program areas are used to ensure that desirable, relevant, and current practices of each occupation are being taught.

The building construction advisory committee evaluates the construction program to ensure that course content is current, to suggest appropriate changes, and to confirm that the program meets the workforce needs of area building construction businesses.

Exhibit I 9: Program Advisory Fall/Spring Agenda and Minutes

Each occupational advisory committee must:

10. Consist of a minimum of three members external to the institution;
11. Has at least three external members who represent the geographical service area covered by the programs taught by the institution.
12. Has at least three external members who have expertise in the occupational program;
13. Meet at least twice annually;
14. Have at least three external members who meet these criteria present at each meeting (with at least two members physically present and one virtually present); and for membership physically present at each meeting; and,
15. Keeps minutes to document their activities, recommendations, and meeting attendance.
The building construction advisory committee consists of a minimum of three building construction professional members who are external to the institution. These members represent local building industry within the service area of their respective construction program. These committee members bring experience and expertise from various fields of building construction. At least two (2) meetings are held each year with a minimum of two committee members attending the meeting. Minutes and a member roster of each meeting are kept to document activities, recommendations, and attendance.

Exhibit I 10, 11, 12, 13, 14, 15: Building Construction Advisory Committee Member Lists
Exhibit I 10, 11, 12, 13, 14, 15: Building Construction Advisory Committee Agendas and Minutes
Exhibit I 10, 11, 12, 13, 14, 15: Building Construction Advisory Committee Sign-In Sheets

16. **Occupational advisory committees review, at least annually, the appropriateness of the type of instruction (such as lecture, laboratory, work-based instruction, and/or mode of delivery) offered within each program to assure that students gain competency with specific skills required for successful completion of the program.**

At least once a year, the building construction advisory committees reviews the appropriateness of the instructional methods in order to ensure that students master the competencies required in the field. The committee’s activities and recommendations are recorded in minutes of the meetings.

Exhibit I 16: Program Advisory Committee Minutes
HEALTH, SAFETY AND FIRE PREVENTION

17. Job-related health, safety, and fire-prevention are an integral part of instruction.

Health, safety and fire prevention is introduced to the students in the first weeks of class by the instructor. A first aid kit is available on the first floor of Building A at both reception areas for minor emergencies. A first aid kit is also kept in the building construction classroom/lab and on the bus should an incident arise at the job-site. An evacuation plan is posted in each classroom. Students are subsequently instructed on safety in the construction lab and job-site settings. As part of orientation to the building construction program, the students complete an extensive on-line course, which covers OSHA safety for the construction industry. Upon completion students earn an OSHA Certification for the construction industry.

During pre-school in-service days each school year, district policies concerning internal and external emergencies and potential disasters are reviewed and given to each staff member. Some faculty members are American Heart Association CPR certified. A copy of the current BLS card is kept in each teacher’s file. Emergency procedures are included in the student handbook.

All policies and procedures are included in the instructional content of the relevant course. In addition, policies may be included in the student handbook, posted on bulletin boards, doors or walls, and made available on reference shelves in the classroom and the building construction lab.

Exhibit I 17: Pic of First Aid Kits/Supplies
Exhibit I 17: CTC Health and Safety Plan
Exhibit I 17: Pic of Students OSHA Certifications

EQUIPMENT AND MATERIALS

18. To develop skill proficiency, sufficient practice is provided with equipment and materials similar to those currently used in the occupation.

In order to develop skill proficiency, students are provided sufficient practice with equipment similar to that currently used in the construction industry. Skill proficiency tests and
written exams are used as documentation to measure learning effectiveness and hands-on skills within the building construction program. Provisions are made for classroom, lab practice, and job-site training. The program strives to have equitable equipment and supplies.

The building construction program uses a systematic approach to student learning where a skill is introduced/studied/tested in theory in the classroom, practiced/processed in a corresponding lab, then reinforced while working at the job-site. Students must prove competency in a skill by passing theory content on exams and passing a skill process in lab or job-site.

Charlotte Technical College made a commitment to provide the Building Construction program with equipment necessary to meet the objectives of the curriculum.

Students purchase hand tools that are utilized on the job site for skills demonstrations. These are tools of the trade workers are expected to utilize in the program’s on the job training.

Exhibit I 18: Building Construction Major Instruction Plan
Exhibit I 18: Building Construction Equipment Pictures
Exhibit I 18: Student Required Hand Tools

LESSON PLANS, COMPETENCY TESTS, AND INSTRUCTIONAL MATERIALS

19. All instruction is effectively organized as evidenced by course outlines, lessons, competency tests, and other instructional materials.

Instruction in the building construction program and on the job training areas follows an organized curriculum plan utilizing current textbooks, course outlines, lesson plans and instructional materials.

Exhibit I 19: Building Construction Course Syllabi
Exhibit I 19: Building Construction Major Instruction Plan
Exhibit I 19: Building Construction Skill/Performance Competencies
Exhibit I 19: Building Construction Cost Sheet with Textbook List

EVALUATION OF STUDENT ACHIEVEMENT

20. The institution uses a systematic, objective, and equitable method of evaluating student achievement based on required competencies.
Progress in the building construction program utilizes written guidelines and is detailed in the building construction handbook.

Standards of achievement are clearly outlined and explained in the building construction student handbook. These standards are introduced and discussed at the information session, pre-admission interview, reviewed at the program orientation, and reinforced throughout the program. Each course outline includes specific standards of achievement identified for that course. Successful completion of OCP-A is a pre-requisite for OCP-B, etc. Each student must maintain at least a C average (75%) in each course in order to remain in the building construction program. The grading process is the same for each course and is described in the syllabus for each OCP.

Exhibit I 20: Student Catalog/Handbook (Grading Policy Screenshot)
Exhibit I 20: Building Construction Course Syllabi/Grading Policy
Exhibit I 20: Building Construction Handbook/Grading Policy

21. For all coursework delivered via distance education: The institution directly verifies the currency and quality of all contracted courseware on an annual basis, is directly responsible for such currency and quality, and maintains curriculum oversight

Charlotte Technical College and its offsite instructional service center do not offer courses via distance learning. This criterion does not apply.

Exhibit I 21: Not applicable Statement
22. For all coursework delivered via distance education: The institution has in place a standardized course template, course descriptions, learning objectives, course requirements (i.e. standard syllabus, outcomes, grading, resources, etc.), and learning outcomes of its programs in order to facilitate quality assurance and the assessment of student learning.

Charlotte Technical College and the off-site instructional service center do not offer courses via distance learning. This criterion does not apply.

Exhibit 22: Not Applicable Statement

23. For all coursework delivered via distance education:
The institution monitors student progress and participation by means such as course management systems that provide student time online, frequency of logins, electronic footprints, electronic grade book, and percentage of course completed.

Charlotte Technical College and its offsite instructional service center do not offer courses via distance learning. This criterion does not apply.

Exhibit 23: Not Applicable Statement

WORKED BASED ACTIVITY

Written agreements with work-based activity agencies, if any:

24. Are current;
25. Specify expectations for all parties; and,
26. Ensure the protection of students.

The building construction program utilizes partnerships with Habitat for Humanity and the Charlotte Desoto Building Industry Association Members for the core on-the-job training
areas to guide the students learning process and detail expectations of all parties. The cooperative
education employer agrees to place the trainee in work for the purpose of providing occupational
experience of instructional value. The trainee receives the same consideration given employees
with regard to safety, health, and general work conditions.

Exhibit I 24, 25, 26: State Of Florida Training Agreement

27. Each work-based activity has a written instructional plan for students.

The building construction program utilizes a construction Major Instructional Plan for the
partnership affiliates to guide the student’s learning process and detail expectations of all parties.
Students have a number of competencies that must be met while working on the job, working for
professional contractors or working under the direct supervision of the instructor. Tasks performed
are recorded in FOCUS grades, and those tasks are then entered on the student’s performance
profile summary sheet.
Exhibit I 27: Building Construction Performance Profile Sheet
Exhibit I 27: Building Construction Major Instructional Plan
Exhibit I 27: FOCUS Student Grades Screen Pic

28. The written instructional plan for each work-based activity specifies the
particular objectives, experiences, competencies, and evaluations that are
required.

The building construction instructional plan for performance tasks specifies the
objectives, experiences, competencies, and evaluations associated with the activity.

Students have a specific number of requirements that must be met during their
cooperative work experience. Tasks performed are recorded in the employer evaluation form
and those tasks are then entered on performance evaluation sheets.
ON-SITE EMPLOYER REPRESENTATION

29. The written instructional plan for each work-based activity designates the on-site employer representative responsible for guiding and overseeing the students’ learning experiences and participating in the students’ written evaluations.

As a provision of the training agreement, the work activity will be under the supervision of a qualified supervisor. The supervisor will provide the trainee with occupational experience that meets the objectives of the building construction instructional plan. The supervisor will provide the Director/Instructor with written evaluations on the trainee’s performance.

Exhibit I 29: State Of Florida Training Agreement
Exhibit I 29 CCPS Employer’s Evaluation Form

30. All work-based activities conducted by the institution are supervised by a designated employee possessing appropriate qualifications.

All work-based activities conducted by the Charlotte Technical College’s building construction program are supervised by an instructor who is state licensed and has been county certified as a vocational instructor through validation of work experience.

Exhibit I 30: State of Florida Teaching Certificates
Exhibit I 30: CCPS Vocational Teaching Certificate
Exhibit I 30: NCCER Instructor Certifications
**CHALLENGES AND PROPOSED SOLUTIONS**

As with any publically funded institution, Charlotte Technical College experiences challenges when funding upgrades and purchases of equipment for the program. The building construction program is fortunate to have an exceptional working relationship with the Charlotte Desoto Building Industry Association and Habitat for Humanity who provide students with trade experiences. The advisory committee and area employers are often sources of equipment and supplies to provide the skilled training required in the local industry.

**SUMMARY**

The greatest strengths exhibited by the building construction program revolve around program flexibility, the ability to update curricula to meet the needs of the ever changing building industry and the strong relationship with local building industry associations. The building construction program offers area employers graduates who possess a combination of sound academics and high quality hands-on trade experience which can transition immediately into the construction industry workplace.

Graduates of the building construction program are recruited by local contractors. Many students pursue advanced training at colleges and universities that offer associates and bachelor degree programs in construction management.

Support from local building industry association is reflected in the active role they take on the advisory committees and the willingness to provide job site training, equipment and scholarships. The job market for trained construction trades people remains strong as reflected in the program’s high job placement rate.
Commission of the Council on Occupational Education

EMPLOYER PROGRAM VERIFICATION FORM
for Postsecondary Programs

INSTRUCTIONS:
- Complete three of these forms for each service area served by the program.
- This form must be signed by an employee who is in position to make hiring decisions in behalf of the employer.

<table>
<thead>
<tr>
<th>Name of Institution</th>
<th>City/State/Zip</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charlotte Technical College</td>
<td>Port Charlotte FL 33946</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Construction Technology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mode(s) of Delivery of Program (check ALL that apply):</th>
</tr>
</thead>
<tbody>
<tr>
<td>X 100% Traditional</td>
</tr>
</tbody>
</table>

Distance Education

The length of this program is (indicate the number of hours in all boxes that apply):

1050 Clock Hours

The amount of tuition and fees charged for the total program is: $5000.00

EMPLOYERS' VERIFICATION STATEMENT

I have reviewed the (name of program): Building Construction Technology program and recommended requirements for admissions, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, the skills and/or proficiency required for completion, and appropriateness of the Instructional delivery method(s) for the program.

<table>
<thead>
<tr>
<th>Name:</th>
<th>Title:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jim Brown</td>
<td>President</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Company Name:</th>
<th>Phone Number/Extension:</th>
</tr>
</thead>
<tbody>
<tr>
<td>MR. BROWN'S SEPTIC</td>
<td>(941) 968-9899</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Address:</th>
<th>City/State/Zip:</th>
</tr>
</thead>
<tbody>
<tr>
<td>12345 GUINEAM BLVD. unit 1</td>
<td></td>
</tr>
</tbody>
</table>

| Verifiable range of remuneration (based on year-round, full-time employment) that can reasonably be expected by those who enter this field upon completion of the program is from $ | annually to $ |

Signature: [Signature]

Date: 04-05-17
Commission of the Council on Occupational Education

EMPLOYER PROGRAM VERIFICATION FORM
for Postsecondary Programs

INSTRUCTIONS:
- Complete three of these forms for each service area served by the program.
- This form must be signed by an employee who is in position to make hiring decisions on behalf of the employer.

Name of Institution
Charlotte Technical College

Address
18150 Murdock Circle
City/State/Zip
Post Charlotte MI, 33946

Name of Program
Building Construction Technology

Mode(s) of Delivery of Program (check ALL that apply):

- [x] 100% Traditional
- [ ] Hybrid
- [ ] Distance Education

The length of this program is (Indicate the number of hours in all boxes that apply):

- [ ] 1050 Clock Hours
- [ ] Semester Credit Hours
- [ ] Quarter Credit Hours

The amount of tuition and fees charged for the total program is: $5000.00

EMLOYERS' VERIFICATION STATEMENT

I have reviewed the (name of program): Building Construction Technology program and recommended requirements for admissions, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, the skills and/or proficiency required for completion, and appropriateness of the instructional delivery method(s) for the program.

NAME: MARY YOUNG
Title: Owner

Company Name: H & L Paint Supply
Phone Number/Extension: 911-621-4111
Address: 3160 E 17th St., Suite
City/State/Zip: Fort Carlisle, MI 33948

Verifiable range of remuneration (based on year-round, full-time employment) that can reasonably be expected by those who enter this field upon completion of the program is from $23,500 annually to $30,000 annually.

Signature: MARY YOUNG
Date: 4/5/2017

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Commission of the Council on Occupational Education
EMPLOYER PROGRAM VERIFICATION FORM
for Postsecondary Programs

INSTRUCTIONS:
- Complete three of these forms for each service area served by the program.
- This form must be signed by an employee who is in position to make hiring decisions on behalf of the employer.

<table>
<thead>
<tr>
<th>Name of Institution</th>
<th>Charlotte Technical College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>18150 Murdock Circle</td>
</tr>
<tr>
<td></td>
<td>Port Charlotte FL 33775</td>
</tr>
<tr>
<td>Name of Program</td>
<td>Building Construction Technology</td>
</tr>
</tbody>
</table>
| Mode(s) of Delivery of Program (check ALL that apply):
  - [ ] 100% Traditional
  - [ ] Hybrid
  - [ ] Distance Education |

The length of this program is (indicate the number of hours in all boxes that apply):
- [ ] 1050 Clock Hours
- [ ] Semester Credit Hours
- [ ] Quarter Credit Hours

The amount of tuition and fees charged for the total program is: $  

EMPLOYERS' VERIFICATION STATEMENT
I have reviewed the (name of program):
program and recommended requirements for admissions, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, the skills and/or proficiency required for completion, and appropriateness of the instructional delivery method(s) for the program.

EMPLOYER

<table>
<thead>
<tr>
<th>Name</th>
<th>Thomas J. Thomlison</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>Pres.</td>
</tr>
<tr>
<td>Company Name</td>
<td>Thomlison Custom Builders Inc</td>
</tr>
<tr>
<td>Address</td>
<td>2020 Volmer Blvd #2</td>
</tr>
<tr>
<td>Phone Number/Extension:</td>
<td>561-639-3185</td>
</tr>
<tr>
<td>City/State/Zip</td>
<td>33775</td>
</tr>
</tbody>
</table>

Verifiable range of remuneration (based on year-round, full-time employment) that can reasonably be expected by those who enter this field upon completion of the program is from $35,000 annually to $55,000 annually.

Signature: [Signature]
Date: 3/1/16  

(March 2015)
STANDARD 2
BUILDING CONSTRUCTION TECHNOLOGY

EXHIBIT LIST

Exhibit AR 1, 2, 3, 4, 5: CTC Admissions Policy
Exhibit AR 1, 2, 3, 4, 5: CTC Student Catalog Admissions Screenshot
Exhibit AR 1, 2, 3, 4, 5: On-line Application/Website
Exhibit AR 1, 2, 3, 4, 5: CTC Student Catalog/Handbook Pages 24
Exhibit AR 1, 2, 3, 4, 5: Students with Disabilities
Exhibit AR 1, 2, 3, 4, 5: Application for Exemption from Basic Skills
Exhibit AR 1, 2, 3, 4, 5: 20172018 Basic Skills
Exhibit AR 6: Not Applicable Statement
Exhibit AR 7: CTC Transfer Policy
Exhibit AR 7: CTC Student Catalog/Handbook (Transfer of Credit Screenshot)
Exhibit AR 7: CTC Student Catalog/Handbook/Transfer of Credit, Page 15
Exhibit AR 8: CTC Transfer Policy
Exhibit AR 8: CTC Student Catalog/Handbook Transfer Credit Screenshot
Exhibit AR 8: CTC Student Catalog/Handbook Transfer of Credit, Page 15
Exhibit AR 9: CTC Admissions Policy
Exhibit AR 9: CTC Student Catalog/Handbook (Admissions Screenshot)
Exhibit AR 10: Not Applicable Statement
Exhibit AR 11: Not Applicable Statement
Exhibit AR 12: Not Applicable Statement
Exhibit AR 13: Not Applicable Statement
Exhibit AR 14: Not Applicable Statement
Exhibit AR 15: Not Applicable Statement
Exhibit AR 16: CTC Student Catalog/Handbook-pg. 24
Exhibit AR 16: Building Construction Rack Card
Exhibit AR 16: Job Fair Flyer
Exhibit AR 16: Building Construction CTC Website Page
Exhibit AR 16: Building Construction Course Syllabi
Exhibit AR 16: CTC Dual Enrollment Brochure
Exhibit AR 17: Building Construction Cost Sheet 2017-18 Adult
Exhibit AR 17: Building Construction Cost Sheet 2017-18 HS
Exhibit AR 17: Building Construction Cost Sheet Adult 2017-18
Exhibit AR 18: CTC Technology Plan
Exhibit AR 19: Non-applicable
Exhibit P 1, 2, 3: CCPS Mission Website Screenshot
Exhibit P 1, 2, 3: CTC Website
Exhibit P 1, 2, 3: Building Construction Purpose and Goals
Exhibit P 4, 5, 6: CTC Student Catalog/Handbook/Non-Discrimination Statement
Exhibit P 7, 8: CTC Follow-Up and Placement Plan
Exhibit P 7, 8: NCCER Completion Report
Exhibit P 9, 10: FLDOE Curriculum Frameworks
Exhibit P 9, 10: Building Construction Course Syllabi
Exhibit P 11: Building Construction Handbook/Grading Policy
Exhibit P 11: Building Construction Student Exams
Exhibit P 11: Building Construction Performance Evaluation Profiles
Exhibit P 11: CTC Employability Skills Rubric
Exhibit P 12: Building Construction Advisory Committee Minutes/Objectives
Exhibit P 12: Program Advisory Member Roster
Exhibit P 13: COE Annual Reports
Exhibit P 13: FLDOE Curriculum Frameworks
Exhibit P 13: FLDOE Curriculum Frameworks Review
Exhibit P 13: Building Construction Course Syllabi
Exhibit P 13: Building Construction Curriculum Sequence
Exhibit P 13: Building Construction Major Instruction Plan
Exhibit P 14: Building Construction Advisory Committee Minutes
Exhibit P 15: Building Construction Employer Verification Forms
Exhibit P 16-26: Building Construction Advisory Committee Agenda
Exhibit P 16-26: Building Construction Advisory Committee Minutes
Exhibit P 27: Regional Demand Occupations List
Exhibit P 27: Building Construction Employer Verifications
Exhibit P 28: Building Construction Handbook
Exhibit P 28: Building Construction Curriculum Sequence
Exhibit P 28: Building Construction Program Syllabi
Exhibit P 28: Building Construction Major Instructional Plan
Exhibit P 29-32: Not Applicable Statement
Exhibit P 33: Not Applicable Statement
Exhibit P 34: COE Approved Programs
Exhibit P 35: Yearly schedule of meetings identifying department meeting dates
Exhibit P 35: Minutes of Program Planner Meetings
Exhibit P 36: Building Construction NCCER Instructor Performance Evaluations
Exhibit P 36: Building Construction Student Pre-Tests
Exhibit P 36: CTC Employability Skills Rubric
Exhibit P 36: Building Construction Student Exams Score Reports
Exhibit P 37: Building Construction End of Course Assessments
Exhibit P 37: NCCER Certification Results
Exhibit P 37: Building Construction Course Syllabi
Exhibit P 37: FLDOE Curriculum Frameworks
Exhibit P 38: Building Construction Skills Evaluations Check Sheets
Exhibit P 38: CTC Employability Skills Rubric
Exhibit P 38: Building Construction Student Exams
Exhibit P 39: Building Construction Student Record Sample (attendance, grades, teacher documentation, standards based assessments)
Exhibit P 40: CTC Admissions Policy
Exhibit P 40: CTC Refund Policy
Exhibit P 40: Building Construction Website Picture
Exhibit P 40: CTC Student Catalog (Admissions Screenshot)
Exhibit P 40: CTC Student Catalog/Handbook (Grading Policy Screenshot)
Exhibit I 18: Building Construction Major Instruction Plan
Exhibit I 18: Building Construction Equipment Pictures
Exhibit I 18: Student Required Hand Tools
Exhibit I 19: Building Construction Course Syllabi
Exhibit I 19: Building Construction Major Instruction Plan
Exhibit I 19: Building Construction Skill/Performance Competencies
Exhibit I 19: Building Construction Cost Sheet with Textbook List
Exhibit I 20: Student Catalog/Handbook (Grading Policy Screenshot)
Exhibit I 20: Building Construction Course Syllabi/Grading Policy
Exhibit I 20: Building Construction Handbook/Grading Policy
Exhibit I 21: Not applicable Statement
Exhibit I 22: Not Applicable Statement
Exhibit I 23: Not Applicable Statement
Exhibit I 24, 25, 26: State Of Florida Training Agreement
Exhibit I 27: Building Construction Performance Profile Sheet
Exhibit I 27: Building Construction Major Instructional Plan
Exhibit I 27: FOCUS Student Grades Screen Pic
Exhibit I 28: Building Construction Instructional Plan
Exhibit I 28: Building Construction Performance Profile Sheets
Exhibit I 28: CCPS Employer’s Evaluation Form
Exhibit I 29: State Of Florida Training Agreement
Exhibit I 29: CCPS Employer’s Evaluation Form
Exhibit I 30: State of Florida Teaching Certificates
Exhibit I 30: CCPS Vocational Teaching Certificate
Exhibit I 30: NCCER Instructor Certifications
STANDARD 2

Program:
Computer Systems and Information Technology

Program Planner:
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Full-Time Instructor:
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STANDARD 2

COMPUTER SYSTEMS & INFORMATION TECHNOLOGY (CSIT)

INTRODUCTION

Charlotte Technical College currently offers 20 full-time training programs. Each program is an “in demand” program for the service delivery area. All programs are designed to meet students’ needs by providing students with the opportunity to acquire skills and knowledge necessary for performing successfully in business, industry, and entrepreneurship. Strong work ethic and technical skills are integrated in every subject in every class.

The Computer System and Information Technology (CSIT) program operates within the frameworks of the Florida Department of Education and under the policies and procedures of CTC. The required program hours for the Computer System and Information Technology is 900 hours.

Purpose of the program:

This program offers a sequence of courses that provide coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the IT career cluster. It provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of IT career cluster.

The program is designed to prepare students for employment as computer technicians, network technicians, help desk technicians and security technicians. The program will prepare students for the Comptia A+, Network+ and Security+ certifications.

The content includes but is not limited to, building computers, troubleshooting hardware and software, printer repair, mobile devices, networking computers, diagnostic tools, installing and troubleshooting operating systems, employability skills, leadership and human relations skills.
There are entry-level positions as computer technicians, end user support technicians, and network technicians for this course.

There are two enrollment periods for the Computer Systems and Information Technology program and it is a full time course with high school and adult enrollment.

ANALYSIS

ADMISSIONS/RECRUITING

<table>
<thead>
<tr>
<th>The institution’s admissions policies and processes are:</th>
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</thead>
<tbody>
<tr>
<td>1. Published;</td>
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<tr>
<td>2. Clearly stated;</td>
</tr>
<tr>
<td>3. Consistently communicated to students;</td>
</tr>
<tr>
<td>4. Made available to students prior to enrollment; and,</td>
</tr>
<tr>
<td>5. Any changes to these publications are communicated in a timely manner.</td>
</tr>
</tbody>
</table>

The admission policies for the Charlotte Technical College are published in various locations: the College’s website www.charlottetechcollege.net, the College Student Handbook and visual publications. The admissions policies and processes are clearly stated so prospective students can easily understand enrollment requirements and complete the enrollment process in a timely manner. Admissions policies are consistently communicated to students through the College’s website, College Student Handbook, and face-to-face interaction with faculty and staff. Prior to enrollment, potential students are provided admissions requirements along with a requirements check sheet listing each item/action required for admission to College. A timeline is established on the website to assist students in completing all requirements. The timeline takes students from the application process through the orientation and start of class. All steps are thoroughly explained, and hard copy packets are available at Student Services. All admissions are clearly stated and provided for students prior to enrollment in the admissions packet.

All changes and/or updates to the admission policies and processes are made available to students and the public through the College’s website, the College Student Handbook, and interaction with faculty and staff.
The program follows the general admissions policies of Charlotte Technical College. The Computer Systems and Information Technology Program has specific admissions requirements that include: high school diploma or GED prior to enrollment.

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C. the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematic 10, Language 10, and Reading 10. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed on the Basic Skills and Licensure Exemption List which may be accessed from the CTE Program Resources page.

Exhibit AR 1, 2, 3, 4, 5: CTC Admissions Policy
Exhibit AR 1, 2, 3, 4, 5: CTC Student Catalog/Handbook Screenshot/Admissions
Exhibit AR 1, 2, 3, 4, 5: On-line Application/Website
Exhibit AR 1, 2, 3, 4, 5: CTC Student Catalog/Handbook- Pages 2 & 3
Exhibit AR 1, 2, 3, 4, 5: Students with Disabilities
Exhibit AR 1, 2, 3, 4, 5: Application for Exemption from Basic Skills
Exhibit AR 1, 2, 3, 4, 5: 2017-2018 Basic Skills
VOCATIONAL ENGLISH-AS-SECOND-LANGUAGE PROGRAM

6. For all students admitted to a Vocational English-As-A-Second-Language Program, the institution utilizes written admission procedures that comply with policies established by the Commission.

Charlotte Technical College and the off-site instructional service center do not have an “English-As-A-Second Language” program. This criterion does not apply.

Exhibit AR 6: Not Applicable Statement

7. The institution clearly defines and publishes a policy on the transfer of students between programs within the institution and the transfer of students from other institutions.

Charlotte Technical College’s policy on the transfer of students between institutional programs, as well as the transfer from other institutions, is clearly defined and published. The policy is published on the College’s website at (www.charlottetechcollege.net) and the CTC Student Handbook, page 15. The published policy includes the following relevant criteria:

- CTC students requesting to transfer to another program within the college must first discuss the request with the current instructor and then meet with the postsecondary occupational specialist. The postsecondary occupational specialist can approve the transfer request, if space is available in the program.

- Acceptance of hours completed at another institution will be in compliance with Florida Statute 1007.24(7). Students with previous technical training from other institutions may receive credit for that training. A transcript from a public accredited institution documenting student performance standards and/or occupational completion points achieved for a specific technical program will be accepted in transfer at Charlotte Technical
College for the same technical program. CTC reserves the right to require a competency test to validate the competencies learned/earned at another (non-CTC) institution. The student will then be enrolled in training at the student’s proficiency level.

- Training from a non-public institution that is fully accredited by a regional or national accrediting agency recognized by the United States Department of Education, and that participates in the common course numbering system, will be accepted in transfer for the same course/program. Transcripts will be accepted, evaluated and relevant clock hours will be applied to the student’s CTC training program and the student’s transcript.

Exhibit AR 7: CTC Transfer Policy
Exhibit AR 7: CTC Student Catalog/Handbook (Transfer of Credit Screenshot)
Exhibit AR 7: CTC Student Catalog/Handbook/Transfer of Credit, Page 22

TRANSFER OF CREDIT

8. The institution clearly defines and publishes a policy on the transfer of credits that includes a statement of the criteria established by the institution regarding the transfer of credit earned at another institution.

Charlotte Technical College clearly defines its policy on the transfer of credits and publishes the policy on both the College website (http://charlottetechnicalcollege.net/) and the CTC student handbook, page 22. The published policy includes the following relevant criteria regarding the transfer of credit earned at another institution:

- Acceptance of hours completed at another institution will be in compliance with Florida Statute 1007.24(7). Students with previous technical training from other institutions may receive credit for that training. A transcript
from a public accredited institution documenting student performance standards and/or occupational completion points achieved for a specific technical program will be accepted in transfer at Charlotte Technical College for the same technical program. CTC reserves the right to require a competency test to validate the competencies learned/earned at another (non-CTC) institution. The student will then be enrolled in training at the student’s proficiency level.

- Training from a non-public institution that is fully accredited by a regional or national accrediting agency recognized by the United States Department of Education, and that participates in the common course numbering system, will be accepted in transfer for the same course/program. Transcripts will be accepted, evaluated and relevant clock hours will be applied to the student’s CTC training program and the student’s transcript.

Exhibit AR 8: CTC Transfer Policy
Exhibit AR 8: CTC Student Catalog/Handbook (Transfer Credit Screenshot)
Exhibit AR 8: CTC Student Catalog/Handbook Transfer of Credit, Page 22

PROGRAM COMPLETION

9. Admission requirements offer reasonable expectations for successful completion of the occupational programs offered by the institution regardless of the delivery mode.

The Computer Systems and Information Technology program follows the Florida Department of Education’s basic skill exit requirements for students, and the requirements can be found in the CTC catalog/Handbook and Section 1004.91, Florida Statute (F.S.) and the State Board of Education Rule 6A-10.040. These regulations mandate that students who enroll in a program of 450 hours or more “may not receive a career and technical certificate of completion without first demonstrating the basic skills required in the state curriculum frameworks for the career education program.” CTC provides opportunity for students to demonstrate basic skill
requirement through the Test of Adult Basic Education (TABE). The Florida Department of Education has placed basic skill levels on all programs in the curriculum frameworks. Only advanced and difficult level of the TABE meets requirements. The purpose of assessment is to determine whether or not the student as the basic skills necessary to be successful in the chosen career program.

A student enrolled in a career education program that does not meet the basic skills requirements, but passes an identified certification exam, should be recorded as “incomplete” until the Technical College receives documentation of the certification and then reports the student as a completer from the career and technical education program. If the student does not meet the basic skills requirements for completion or is not exempt, the student cannot be reported as a program completer from the final OCP and cannot earn a Career Certificate of Completion.

**Exhibit AR 9: CTC Admissions Policy**

**Exhibit AR 9: CTC Student Catalog/Handbook (Admissions Screenshot)**

**ASSOCIATE DEGREE**

| 10. Students admitted into Associate Degree programs have a high school diploma or its equivalent. |

Charlotte Technical College and the off-site instructional service center do not offer Associate Degrees. This criterion does not apply.

**Exhibit AR 10: Not Applicable Statement**
ABILITY TO BENEFIT

An institution that admits students by exception to its standard admissions policies must:

11. Have written admissions policies and procedures for these exceptions;
12. Apply them uniformly;
13. Provide documented evidence on how they are used;
14. Maintain records on student progress; and,
15. Regularly evaluate the effectiveness of the procedures used in admitting students by exception.

Charlotte Technical College and the off-site instructional service center do not admit students by exception. This criterion does not apply.

Exhibit AR 11: Not applicable statement
Exhibit AR 12: Not applicable statement
Exhibit AR 13: Not applicable statement
Exhibit AR 14: Not applicable statement
Exhibit AR 15: Not applicable statement

RECRUITING ACTIVITIES

16. The institution ensures that recruiting activities are ethical and that all materials used in recruiting accurately describe the mission, instructional outcomes, student performance expectations, and completion requirements of each program.

Recruitment is an ongoing priority at the College. Charlotte Technical College has a postsecondary occupational specialist/recruiter to lead recruitment activities. The College is actively involved in a number of recruiting activities, including career days sponsored by local high schools, college job fairs, classroom presentations in local middle and high schools, campus tours for secondary students, chamber and community groups. Instructors also play a pivotal role...
in recruitment activities for the College. Many different mediums, such as printed materials, newspaper advertising, social media, student and alumni recruitment, employees, and the College website (www.charlottetechcollege.net) are used in recruitment.

The institution ensures recruiting activities are ethical and all mediums used in recruiting accurately describe the College mission, program outcomes, student performance expectations, and completion requirements of each program.

Exhibit AR 16: CTC Student Catalog/Handbook – pg. 40
Exhibit AR 16: Computer Systems and Information Technology Rack Card
Exhibit AR-16: Job Fair Flyer
Exhibit AR 16: CSIT Website Screenshot
Exhibit AR 16: Computer Systems and Information Technology Course Syllabi

PROGRAM COSTS

17. Prior to admission, students are informed of the costs, equipment, services, time, and technical competencies, if any, required by the program, including if applicable, personal data collection and processes, and charges associated with verification of student identity.

Prior to admission, students are informed of the costs of the program and any equipment and services required. Fees charged to students are in accordance with Florida Department of Education guidelines with all fees and tuition approved by the Charlotte County School Board. Program cost sheets are available to students prior to admission. Student Services maintains a cost sheet for each program, including costs of registration, tuition, books, and instructional supplies. Cost sheets for Computer Systems Information Technology are updated prior to enrollment. Cost sheets are available upon request, available in student services, school store and on the College’s website. CSIT students meet with the program director and instructor for orientation prior to admission. The program director and instructor can best inform the student of the technical competencies and time needed to complete the program. Further program costs unique to the CSIT program are provided to the student through student services staff and directly by the instructor or program director as part
of program orientation and intake. This information includes tool kits, uniforms, materials and supplies, as applicable.

**Exhibit AR 17: CSIT Cost Sheet 2017-18**

**Exhibit AR 17: CSIT Cost Sheet Screenshot 2017-18**

### ORIENTATION TO TECHNOLOGY

**18. Orientation to technology**

Prior to enrolling, CSIT students attend a program orientation. An overview of the technology used in the training area is covered during the program orientation session. In addition, the College employs a part-time network administrator who works at the site a minimum of two days per week and a technology facilitator who is available to assist students and program instructors with technical support daily.

**Exhibit AR 18: CSIT Acceptance Letter with Orientation Information**

**Exhibit AR 18: CCPS Technology Plan**

### DISTANCE EDUCATION

**19. For all coursework delivered via distance education: The institution has processes in place to establish that the student who registers for a distance education course or program is the same student who participates in and completes the program and receives the academic credit.**

Charlotte Technical College and the off-site instructional service center do not deliver coursework via distance education. This criterion does not apply.

**Exhibit AR 19: Non-applicable**
PROGRAMS

MISSION STATEMENT

<table>
<thead>
<tr>
<th>Occupational education program policies are congruent with:</th>
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<tbody>
<tr>
<td>1. The governing organization;</td>
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<tr>
<td>2. The mission of the institution; and,</td>
</tr>
<tr>
<td>3. The occupational needs of the people served by the institution.</td>
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</table>

Exhibit P1: CCPS Website
Exhibit P2: CCPS Website
Exhibit P3: Computer Systems and Information Technology Mission, Purpose and Goals

The policies established for each occupational program are congruent with the policies of the Charlotte Technical College and Charlotte County Public Schools.

Occupational programs are congruent with the College mission to provide an effective, innovative technical education preparing students to enter, advance and succeed in the workplace. The College meets its objectives by providing cost effective, competency-based training that prepares persons for entry-level jobs, enhances the skills of persons holding a job, and/or retrains those who may be displaced workers.

The Computer System and Information Technology faculty supports the Charlotte Technical College mission and goals as reflected in the Program’s mission statement and philosophy.

The mission and purpose of the Computer Systems and Information Technology program is to prepare the students to function effectively as IT professionals. Students are prepared to work as End User Support Technician’s, Network Technicians, and Security Technicians. The program is designed to help develop marketable skills.
COMPUTER SYSTEMS AND INFORMATION TECHNOLOGY PROGRAM GOALS

The primary objective of the Computer Systems and Information Technology program is to provide a program of study enabling the student to acquire skills, knowledge, and attitudes necessary to:

1. Recruit qualified applicants through informative marketing strategies.

2. Admit qualified applicants that meet or exceed CTC’s the network support services program requirements.

3. Recruit and maintain/mentor competent faculty by providing Professional Development courses through our district and instructor evaluations completed by the administration throughout the school year.

4. Provide, maintain, and evaluate educational support services that are made available to instructors and students.

5. Provide evidence based curriculum-evaluation and revision procedures.

6. Provide our IT community with network support services graduates that excel in providing quality IT service.

7. Pass the A+, Network+ and Security+ certifications upon completion of the program.

Occupational education program policies are:

4. Publicly accessible;

5. Non-discriminatory; and,

6. Consistently applied
Occupational education program policies are publicly accessible through the College student handbook and the website. Policies are written and administered in a non-discriminatory manner. Policies are consistently applied to all occupational programs.

The Computer System and Information Technology program policies are publicly accessible within the CSIT student handbook on the Charlotte Technical College website. Handbooks are distributed, reviewed, and signed, as representation of their understanding, on the first day of class per session.

Exhibit P 4, 5, 6: CTC Student Catalog/Handbook/Non-Discrimination Statement

<table>
<thead>
<tr>
<th>Differences, if any, in occupational education program policies are justified by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.  Student learning outcomes; and/or,</td>
</tr>
<tr>
<td>8.  Program outcomes.</td>
</tr>
</tbody>
</table>

Charlotte Technical College and the off-site instructional service center have occupational education program policies that are uniform and consistent.

Exhibit P 7, 8: CSIT Completion and Placement Report
Exhibit P 7, 8: CTC Follow-Up and Placement Plan
Exhibit P 7, 8: Industry Certification Data Report

PROGRAM OBJECTIVES, CONTENT, AND STUDENT EVALUATION

<table>
<thead>
<tr>
<th>Each occupational education program has:</th>
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</thead>
<tbody>
<tr>
<td>9.  Clearly stated objectives</td>
</tr>
<tr>
<td>10. Defined content relevant to these objectives and the current needs of business and industry, and,</td>
</tr>
<tr>
<td>11. Assessment of student achievement based on the program objectives and content.</td>
</tr>
<tr>
<td>12. The objectives for each educational program are evaluated annually.</td>
</tr>
</tbody>
</table>
The Computer Systems and Information Technology program has clearly stated objectives, defined content relevant to these objectives and the current needs of business and industry, and assessment of student achievements are based on the program objectives and content which is included in the course syllabi given to each student at the beginning of each course. The syllabi is also posted on the instructor’s Edline pages. As stated, objectives and content are substantially developed by the Florida Department of Education for the program within the state system and are embodied in the curriculum frameworks.

Each framework has skills and competencies called occupation completion points (OCPs) that are grouped to correspond with potential occupations. OCP’s are related to current needs of business and industry and are earned at the completion of courses. Each student works through the OCP’s and is evaluated for mastery of skills and competencies. Instructors use a variety of methods to determine student mastery of subject matter. Such methods include traditional exams, lab exercises, competency demonstrations, and internships at businesses within our community. Grades are assigned for all methods and determine a student’s movement through the curriculum. The College’s grading policy is detailed in the Student Handbook.

Exhibit P 9, 10: Computer System and Information Technology Course Syllabi
Exhibit P 9, 10: FLDOE Curriculum Frameworks

Student evaluation is based on program objectives and content. Instructors use a variety of methods to determine student mastery of subject matter. Such methods include traditional exams, lab exercises, competency demonstrations, and skills lab activities. Grades are assigned and determine a student’s movement through the curriculum. Grades are assigned at the end of each course or OCP. The Computer Systems and Information Technology grading policy is detailed in the Program Handbook.

Exhibit P 11: Computer Systems & Information Technology Handbook/Grading Policy
Exhibit P 11: Computer Systems & Information Technology Student Exams
Exhibit P 11: Computer Systems & Information Technology Skill/Lab Competency Evaluations
Exhibit P 11: CTC Employability Skills Rubric
Annually, the objectives for the Computer Systems and Information Technology program are evaluated and rated accordingly, by the program advisory committee members. Objectives for the program are developed using the Florida Department of Education Curriculum Frameworks as a guide. To meet business and industry needs, the program is revised, added or deleted. The objectives of the program are evaluated annually as evidenced by Program Advisory Committee minutes. Advisory Committee evaluations and meeting minutes are kept for documentation.

Instructors gain valuable employer input through program advisory meetings. During these meetings, instructors talk with peers and learn more about new technologies, current equipment and processes utilized by the dental industry. Information obtained is used to evaluate and improve program effectiveness.

The Computer Systems and Information Technology Advisory Committee meets at least twice annually. Charlotte Technical College’s Computer Systems and Information Technology program follows a curriculum which meets or exceeds the Florida Department of Education (FLDOE) Curriculum Frameworks. FLDOE Curriculum Frameworks are reviewed and updated every five (5) years. Industry visits are conducted on a regular basis to stay abreast of current trends in industry. Feedback from students is received through climate and exit surveys.

Exhibit P 12: Computer Systems and Information Technology Advisory Committee Minutes/Objectives
Exhibit P 12: Computer Systems and Information Technology Advisory Member Roster

A systematic process has been implemented to document:

13. That the objectives and content of programs are current; and,
14. That coursework is qualitatively and quantitatively relevant.
A systematic process has been implemented to document the objectives and that content of
the Computer Systems and Information Technology program is current. The Florida Department
of Education reviews the curriculum frameworks on a cyclical schedule to maintain their current
status. These reviews are through committees and include department staff, educators, and
business people from across the state. A “change document summary” issued in the spring of
each year highlights changes in programs and any added or deleted programs. They also publish a
“Basic Skills Document” showing any changes in the basic skill exit requirements. Based on the
information from FLDOE, CTC provides each teacher with information in order to establish
appropriate planning for the upcoming school year. As instructors review curriculum
frameworks, adjustments are made to update curriculum materials. The program syllabus is
updated annually to meet changes and requirements. Each program instructor may choose to
incorporate additional relevant information into individual curriculum.

Exhibit P 13: COE Annual Reports
Exhibit P 13: FLDOE Curriculum Frameworks
Exhibit P 13: Computer Systems and Information Technology Course Syllabi
Exhibit P 13: Computer Systems and Information Technology Curriculum Sequence
Exhibit P 13: Computer Systems and Information Technology Instruction Plan

Annually, the Advisory Committee reviews program content and objectives to ensure they
remain current. The Program Advisory Committee provides input on the qualitative and
quantitative aspects of the coursework ensuring students are provided the necessary instruction
and hands-on experience to progress in their career path.

Exhibit P 14: Computer Systems and Information Technology Advisory Committee Minutes
EMPLOYER VERIFICATION DATA

<table>
<thead>
<tr>
<th></th>
<th>Three bona fide potential employers review each educational program annually and recommend:</th>
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<tbody>
<tr>
<td>15.</td>
<td>Admission requirements;</td>
</tr>
<tr>
<td>16.</td>
<td>Program content that is consistent with desired student learning outcomes;</td>
</tr>
<tr>
<td>17.</td>
<td>Program length;</td>
</tr>
<tr>
<td>18.</td>
<td>Program objectives</td>
</tr>
<tr>
<td>19.</td>
<td>Competency tests;</td>
</tr>
<tr>
<td>20.</td>
<td>Learning activities;</td>
</tr>
<tr>
<td>21.</td>
<td>Instructional materials;</td>
</tr>
<tr>
<td>22.</td>
<td>Equipment;</td>
</tr>
<tr>
<td>23.</td>
<td>Methods of program evaluation;</td>
</tr>
<tr>
<td>24.</td>
<td>Level of skills and/or proficiency required for completion; and,</td>
</tr>
<tr>
<td>25.</td>
<td>Appropriate delivery formats for the subject matter being taught.</td>
</tr>
<tr>
<td>26.</td>
<td></td>
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</tbody>
</table>

Each program formally surveys area business and industry annually, utilizing the COE developed Employer Verification Report Form. Administration maintains these responses on file.

**Exhibit P 15: CSIT Employer Verification Forms**

**Exhibit P 15: CSIT Assisting Employer Surveys**

The Computer Systems and Information Technology program undergoes a comprehensive program review by three bona fide potential employers using the Employer Program Verification form. The committee evaluates all aspects of the program within the guidelines of the Department of Education and COE. These employers provide suggestions for program modifications. This review includes admissions requirements, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, and levels of skills and/or proficiency required for completion and appropriateness of the delivery mode for the program. Evaluation forms are kept for documentation.
PROGRAM CONSIDERATION

27. The institution considers the length and the tuition of each program in relation to the documented entry-level earnings of completers.

The State Board of Education establishes tuition and length of programs. The tuition cost is approved by the Charlotte County School Board. CTC, in conjunction with the Program Advisory Committee and CareerSource of Southwest Florida, evaluates the relationship between these two factors and the documented entry-level earnings of completers. Program costs and length are reviewed annually by employers completing Employer Verification Forms and average wage information provided by CareerSource Florida. When analyzing new program offerings, this information is also utilized.

28. Courses required for each program are offered with sufficient frequency for the student to complete the program within the publicized time frame.

The Computer Systems and Information Technology Program is offered twice yearly and enrolls at the Semester. Two enrollment times give prospective students options from which to choose. The 900 clock hour program, requires 8 months to complete. Students following the curriculum plan complete the program within the publicized time frame. A program calendar is structured and given to each student upon enrollment. Students who withdraw and meet the eligibility criteria may re-enter when a cohort reaches the course the student needs. Re-admission is subject to school/program policies and space availability.
The CSIT instructor acts as a coach/facilitator for the training as the student progresses. OCP timetables conveying the length of time needed to satisfactorily complete the course are communicated to all students, in each course syllabus.

An OCP specific calendar is given to each student at the beginning of the OCP. The calendar lists the subject material, per instructor, to be taught each day of the OCP.

### ASSOCIATE DEGREES

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>29.</td>
<td>The program is designed to lead graduates directly to employment in a specific career.</td>
</tr>
<tr>
<td>30.</td>
<td>The appropriate applied degree title, such as Associate of Applied Technology, Associate of Applied Science, Associate of Occupational Studies, Associate of Science, or Associate of Occupational Technology, is used and includes the specific career and technical education field (i.e. Associate of Applied Science in Veterinary Technology)</td>
</tr>
<tr>
<td>31.</td>
<td>The program has a minimum of 60 semester hours or 90 quarter hours.</td>
</tr>
<tr>
<td>32.</td>
<td>The program includes a minimum of 15 semester hours or 23 quarter hours of general education courses, with a minimum of one course from each of the following areas: humanities, behavioral sciences, natural or applied sciences, and mathematics</td>
</tr>
</tbody>
</table>

Charlotte Technical College and the off-site instructional service center do not offer associate degrees; these criteria are not applicable.
Exhibit P 29-32: Not Applicable Statement

<table>
<thead>
<tr>
<th>33.</th>
<th>For all coursework delivered via distance education: The institution’s distance education courses and programs are identical to those on campus in terms of the quality, rigor, breadth of academic and technical standards, completion requirements.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Charlotte Technical College and the off-site training center do not offer programs via distance learning education. The criterion does not apply.</td>
</tr>
</tbody>
</table>

Exhibit P 33: Not Applicable Statement

PROGRAM APPROVAL

<table>
<thead>
<tr>
<th>Each program offered by the institution:</th>
</tr>
</thead>
<tbody>
<tr>
<td>34. Is approved and administered under established institutional policies and procedures and supervised by an administrator who is part of the institutional organization;</td>
</tr>
<tr>
<td>35. Has appropriate and continuous involvement of on-campus administrators and faculty in planning, and approval;</td>
</tr>
<tr>
<td>36. Has varied evaluation methodologies that reflect established professional and practice competencies;</td>
</tr>
<tr>
<td>37. Is qualitatively and quantitatively consistent at each campus where it is offered;</td>
</tr>
<tr>
<td>38. Has measures of achievement of the student learning objectives;</td>
</tr>
<tr>
<td>39. Has individual student records, including period of enrollment, financial, and educational program records, permanently maintained by the institution at the main campus;</td>
</tr>
<tr>
<td>40. Is identically described in appropriate catalogs, brochures, and/or other promotional materials and include tuition/fee charges, refund policies, admissions and academic requirements, and information technology requirements; and,</td>
</tr>
<tr>
<td>41. Provides for timely and meaningful interaction among faculty and students.</td>
</tr>
</tbody>
</table>
Occupational programs are approved by the Florida Department of Education and supervised by the College Director and Assistant Director. The Program Director provides supervision for the CSIT program.

The Computer System and Information Technology Program is administered and approved by the policies and procedures set forth by the Florida Department of Education, the Charlotte County Public School Board as well as the written policies and procedures of the Technical College. DOE approval is requested followed by COE approval through the established procedures and forms.

Exhibit P 34: COE Approved Programs
Exhibit 2-56: Organizational Chart

Campus administrators and faculty are actively involved in the planning and supervising of the Computer Systems and Information Technology Program and also evaluate the program annually through end-of-the-year data. Final decisions are made through a facilitative and collaborative process with “student success” driving all decision making processes. The size of Charlotte Technical College permits daily communication between the Computer Systems and Information Technology Supervisor and the College administration. Administration is present in every program area every day and practices an open-door policy that makes daily communication easily accomplished. These informal as well as formally planned meetings provide many opportunities for direct communication between the CSIT program director and the institutional administrators.

Input from the Computer Systems and Information Technology faculty is liberally solicited from the Director on decisions that directly affect the program and more specifically, courses they teach within the program.

Examples of faculty input include:

• Submission of technology plan for the program annually
• Providing input for the yearly budget and authorize purchase requisitions for equipment, student lab supplies, and instructor classroom and software needs
• Selecting and planning of preventive maintenance of equipment and equipment replacement
• Providing academic freedom as evidenced by curriculum development and textbook selection
• Upholding all program policies and procedures and determined disciplinary action
• Estimating the cost of lab fees before final submission
• Redesigning admission interview sheets, rubric, and matrix
• Participating in development of recruitment
• Participation in review of the student success plan

Exhibit P 35: Computer Systems and Information Technology Teaching Certificates
Exhibit P 35: Yearly schedule of meetings identifying department meeting dates
Exhibit P 35: Minutes of CSIT Department Meetings
Exhibit P 35: Industry certification Certificates

The Computer Systems and Information Technology uses multiple evaluation methodologies which include traditional exams, lab exercises, competency demonstrations, and skills labs in the classroom. Evaluation includes a competency check list to validate mastery of the competencies that students need to know to become program completers.

Exhibit P 36: Computer Systems and Information Technology Instructor Evaluations
Exhibit P 36: OCP A Skill/Lab Competency Evaluations
Exhibit P 36: CTC Employability Skills Rubric
Exhibit P 36: Computer Systems and Information Technology Student Exams

The Computer Systems and Information Technology Program demonstrates qualitative and quantitative achievements through End of Course Assessments (EOCA), given at the end of each OCP and A+, Network+ and Security+ industry certifications, upon graduation.

Paralleling the course syllabi with the FLDOE Curriculum Frameworks guarantees that all required course objectives are being taught.
The Computer Systems and Information Technology program measures the achievement of the student learning objectives through the use of traditional exams, lab exercises, competency demonstrations, and skills labs within the classroom. Evaluation includes a competency check list to validate mastery of the competencies that students need to know to become program completers.

Exhibit P 38: CSIT Student Exams
Exhibit P 38: CSIT Skills Labs
Exhibit P 38: CTC Employability Skills Rubric

The Student Services Department maintains permanent student and financial aid records and other pertinent information. Daily attendance, grades, and counseling notes are reported to Student Services via the computerized Student Information Management System (SIMS). The Charlotte County Public School System uses the FOCUS (SIMS) system for Post-Secondary collection of information.

Exhibit P 39: CSIT Student Record Sample (attendance, grades, teacher documentation, standards based assessments)

The College Student Handbook describes training programs, tuition/fee charges, refund policies, admission policy, and the grading policy.

The Computer Systems and Information Technology Program is clearly described and documented in the Technical College Student Handbook, program flyers, as well as on the CTC website (www.charlottetechcollege.net). Program information including tuition, fees, refund policy, admission requirements and other requirements are all stated in the publications listed.
The faculty workweek and student class schedule allows for ample time for students, faculty, and staff to interact. Full-time program instructors work from 7:00 to 3:00 which includes a 30 minute duty free lunch. Students attend from 7:45 – 3:00 (including a 30 minute lunch not included as program completion hours) for 6.45 hours per day or 32.25 hours/week. Full time instructors have from 7:00 – 7:45 to provide support for students if not in a scheduled staff meeting or department meeting.

The Computer Systems and Information Technology Program instructors have significant and timely interaction with students. The instructors have time before and after class to conference with students. The instructors communicate with students by e-mail, phone, and one-to-one meetings. Instructors have a website which provides valuable resources to students. Students are evaluated weekly, with grades posted at the end of each course in FOCUS. Instructors meet with students frequently to provide feedback regarding student progress.

Exhibit P 41: CSIT Course Calendar
Exhibit P 41: Yearly CTC Meeting Calendar

42. A credit hour is equivalent to a minimum of each of the following: one semester credit for 15 clock hours of lecture, 30 clock hours of laboratory, or 45 clock hours of work-based activities; or one quarter credit for 10 clock hours of lecture, 20 clock hours of laboratory, or 30 clock hours of work-based activities.

Charlotte Technical College’s educational programs are based on a contact clock hour system. This criterion is not applicable.
DISTANCE EDUCATION

43. For all coursework delivered via distance education: The institution ensures timeliness of its responses (synchronously or asynchronously) to students’ requests by placing a requirement on response time of no more than 24 hours within the institution’s published operational schedule of the program/course.

Charlotte Technical College and the off-site instructional service center do not offer programs via distance education. This criterion is not applicable.

CLOCK/CREDIT HOUR CONVERSION

REQUIREMENT FOR CLOCK/CREDIT HOUR CONVERSION FOR FEDERAL STUDENT FINANCIAL AID

If this program was used as a sample for course prep review, it meets the requirements on the Course Prep Review Worksheet. (If the program was not part of the sampling OR if the institution is not required to use the Federal Clock Hour Conversion for Student Financial Aid, indicate N/A).

The College is not required to use the Federal Clock Hour Conversion for Student Financial Aid. This criterion is not applicable.
INSTRUCTION

ACADEMIC COMPETENCIES AND OCCUPATIONAL SKILLS

1. Academic competencies and occupational skills are integrated into the instructional program for each occupational area.

The Computer Systems and Information Technology program is designed so that each student progresses at his/her maximum level. Utilization of lectures, hands-on exercises, power-point presentations, audiovisuals, written materials, and other instructional methodologies provide for different types of learners. The program’s curriculum is sequential, providing optimal learning by correlating theory with shop practice. Written unit exams and quizzes are given to validate learning. Multiple choice exams style items are designed to prepare the student for the certification exam. Lab experiences allow students the opportunity to work in a variety of job settings that require the application of these skills. Lab Activities and practice allows students the opportunity to apply classroom theory to real life situations. All curriculum frameworks are selected by the Florida Department of Education and are reflected in the syllabi for each course.

Exhibit I 1: FLDOE Curriculum Frameworks
Exhibit I 1: CSIT Program Syllabi
Exhibit I 1: CSIT Student Exams
Exhibit I 1: CSIT Skill/Lab Competencies

2. The instructional programs provide instruction in the competencies essential to success in the occupation, including job knowledge, job skills, work habits, and attitudes.

The FLDOE curriculum frameworks are used as a guide for the Computer Systems and Information Technology Program instruction. State required frameworks provide consistency, programmatic quality and integrity. Students have ample opportunities to practice job skills and competencies. Employability skills are an integral part of the training and are included in this program. The program is designed to prepare students for employment and to provide supplemental
training for persons previously or currently employed in any of these occupations. Employability skills are also a major part of the evaluation of the student. The course outline and description for each area of curriculum details adequate experiences to develop the skill proficiencies necessary for employment. The classroom lab provides students the opportunity to practice and develop skill proficiency under the direction of qualified faculty. The ability to perform is monitored by written tests and performance appraisals administered by the instructor(s). The classroom and lab are available to students both before and after regular class hours at all sites to assist those students who require assistance or need a place to study.

Work habits, attitudes, and interpersonal skills are integral parts of the CSIT curriculum. Beginning day one and extending throughout the entire year, instructors are actively involved in teaching and role modeling the skills needed for gainful employment. Student performance, which includes attitude and job knowledge as well as skill proficiency, is evaluated regularly beginning the first term to ensure training competencies are met. In the last term of the program, students learn specific skills to aid gaining entrance into the workplace. Cover letter and resume writing, completion of the job application, dressing for and conducting an interview as well as how to terminate employment are among some of the areas explored in the curriculum.

Exhibit I 2: FLDOE Curriculum Frameworks
Exhibit I 2: CSIT Course Syllabi
Exhibit I 2: CSIT Skill/Lab Competencies
Exhibit I 2: CTC Employability Skills Rubric

JOB KNOWLEDGE, JOB SKILLS, WORK HABITS AND ATTITUDES

3. The sequence of instruction required for program completion (lecture, lab, and work-based activities) is determined by desired student learning outcomes.

The CSIT curriculum is structured in such a manner that the student is guided in a sequential approach through the theory and practical competencies for each subject area. The
instructional sequence, which includes lecture, lab, and work-based activities, has been successful as demonstrated by positive student learning outcomes.

Computer Systems and Information Technology is one of 21 programs at the College. Students must adhere to an established timeline for completion with defined entry and exit points. Movement within the established timelines for the Computer Systems and Information Technology program is highly regimented.

The Computer Systems and Information Technology curriculum is structured with 900 hours with both theory and practice hours.

The structure and sequence of the Computer Systems and Information Technology curriculum for each term is outlined in detail in the Course Outline handout distributed to each student at the beginning of each term. All enrollment cycles are identical.

Exhibit I 3: CSIT Course Outlines
Exhibit I 3: CSIT Curriculum Sequence
Exhibit I 3: CSIT Major Instruction Plan

The sequence of instruction required for program completion is used to:

4. Organize the curriculum;
5. Guide the delivery of instruction;
6. Direct learning activities; and,
7. Evaluate student progress in order to maximize the learning of competencies essential to success in the occupation.

The Computer Systems and Information Technology program is organized so that the student begins his/her educational program with the basic concepts and advances to more difficult concepts of health care dynamics.

The curriculum plan provides a breakdown for each OCP. Each OCP provides an established number of training hours which are designated by the FLDOE. Students are provided with a timeline of expectations in order to keep the student on track for program completion.
The Computer Systems and Information Technology Program uses a systematic approach to student learning where a skill is introduced/studied/tested in theory in the classroom, practiced/processed in a corresponding lab. Students must prove competency in a skill by passing theory content on exams and passing a skill process in lab before being allowed to move to the next section.

Students acquire knowledge and skill studying and building various types of computers systems, network devices, servicing printers, installing operating systems, and troubleshooting various devices, as well as security for networks and various devices. Students also learn safety in the work place. Each OCP builds on the knowledge gained from previous OCP and the practice in the virtual labs and hands on labs during each of the OCP’s which lay the foundation of good practices that carry through the rest of the program.

All of the lab skills are practiced repetitively and processed in the classroom and once the student is confident they have mastered the skill they are tested with a “hands on” skills test. When lab activities call for students to practice, they are monitored to make sure that all procedures, safety, and ESD.

Each curriculum area incorporates theory and lab, employability skills integrated in the curriculum. Student evaluation is based on the competencies required to be successful in the chosen occupation. Instructors use a variety of methods to determine student mastery of subject matter. Such methods include, but are not limited to, exams patterned after A+, Network+ and Security +certifications, experience, presentations and competency demonstrations.

Exhibit I 4, 5, 6, 7: CSIT Major Instruction Plan
Exhibit I 4, 5, 6, 7: CSIT Course Outlines
Exhibit I 4, 5, 6, 7: CSIT Skill/Lab Competencies
Exhibit I 4, 5, 6, 7: CSIT Calendar

**OCCUPATIONAL ADVISORY COMMITTEES**

8. The institution has appointed an occupational advisory committee for each program or program area offered.
The Computer Systems and Information Technology Program has established an advisory committee that plays a pivotal role in the College’s ability to offer Computer Systems and Information Technology which responds to both student and community needs in the service delivery area.

**Exhibit I 8: CSIT Advisory Committee Member Lists**

9. **Occupational advisory committees appointed for each program or program areas are used to ensure that desirable, relevant, and current practices of each occupation are being taught.**

The Computer Systems and Information Technology Advisory Committee evaluates the CSIT program to ensure that course content is current, to suggest appropriate changes, and to confirm that the program meets the workforce needs of area IT businesses.

**Exhibit I 9: CSIT Program Advisory Fall/Spring Agendas and Minutes**

**Exhibit I 10: CSIT Advisory Committee Member Lists**

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Each occupational advisory committee must:

10. **Consist of a minimum of three members external to the institution;**

11. **Has at least three external members who represent the geographical service area covered by the programs taught by the institution.**

12. **Has at least three external members who have expertise in the occupational program;**

13. **Meet at least twice annually;**

14. **Have at least three external members who meet these criteria present at each meeting (with at least two members physically present and one virtually present); and for membership physically present at each meeting; and,**

15. **Keeps minutes to document their activities, recommendations, and meeting attendance.**
The Computer Systems and Information Technology Advisory committee consists of a minimum of three IT professional members who are external to the institution. These members represent local IT businesses within the service area of the CSIT program. These committee members bring experience and expertise from the IT field. At least two (2) meetings are held each year with a minimum of two committee members attending the meeting. Minutes and a member roster of each meeting are kept to document activities, recommendations, and attendance.

Exhibit I 11, 12, 13, 14, 15: CSIT Advisory Committee Member Lists
Exhibit I 11, 12, 13, 14, 15: CSIT Advisory Committee Agendas and Minutes

16. Occupational advisory committees review, at least annually, the appropriateness of the type of instruction (such as lecture, laboratory, work-based instruction, and/or mode of delivery) offered within each program to assure that students gain competency with specific skills required for successful completion of the program.

At least once a year, the Computer System and Information Technology Advisory Committee reviews the appropriateness of the instructional methods in order to ensure that students master the competencies required in the field. The committee’s activities and recommendations are recorded in minutes of the meetings. The CSIT Advisory Committee advises program instructors and the Leadership Team regarding technical programs for a specific occupation. Its function includes making recommendations on the following matters:

- Community Surveys
- Course Planning
- Lab Planning
- Recruitment of Instructors
- Assistance to Instructors
- Placement of Students
- Program Evaluation
- Legislation
- Public Relations
HEALTH, SAFETY AND FIRE-PREVENTION

17. **Job-related health, safety, and fire-prevention are an integral part of instruction.**

Health, Safety and Fire Prevention is introduced to the students in the first weeks of class by the instructor. A first aid kit is available on the first floor of Building A at both reception areas for minor emergencies, as well as in the lab. An evacuation plan is posted in each classroom/lab area. Students are subsequently instructed on safety in the CSIT classroom and lab settings.

During pre-school in-service days each school year, district policies concerning internal and external emergencies and potential disasters are reviewed and given to each staff member. Some faculty members are American Heart Association CPR certified. A copy of the current BLS card is kept in each teacher’s file.

Emergency procedures are included in the student handbook and during CPR training. Office Emergencies scenarios help students apply this knowledge and skill to the office setting. Formal instruction is presented during the office emergencies section of the curriculum and during other material dealing with administration of medications and medical emergencies.

All policies and procedures are included in the instructional content of the relevant course. In addition, policies may be included in the student handbook, posted on bulletin boards, doors or walls, and made available on reference shelves in the classroom.

**Exhibit I 17: Pictures of First Aid Kits/Supplies**

**Exhibit I 17: CTC Health and Safety Plan**

EQUIPMENT AND MATERIALS

18. **To develop skill proficiency, sufficient practice is provided with equipment and materials similar to those currently used in the occupation.**
In order to develop skill proficiency, students are provided sufficient practice with equipment similar to that currently used in the occupation. Skill proficiency tests and written exams are used as documentation to measure learning effectiveness and hands-on skills within the Computer Systems and Information Technology program. Provisions are made for classroom, and lab practice. The program strives to have equitable equipment and supplies.

The Computer Systems and Information Technology Program uses a systematic approach to student learning where a skill is introduced/studied/tested in theory in the classroom, practiced/processed in a corresponding lab. Students must prove competency in a skill by passing theory content on exams and passing a skill process in lab before being allowed to the next OCP.

Exhibit I 18: CSIT Skill/Lab Competencies
Exhibit I 18: CSIT Equipment Inventory

LESSON PLANS, COMPETENCY TESTS, AND INSTRUCTIONAL MATERIALS

19. All instruction is effectively organized as evidenced by course outlines, lessons, competency tests, and other instructional materials.

Instruction in the Computer Systems and Information Technology Program and clinical areas follows an organized curriculum plan utilizing current textbooks, course outlines, lesson plans and instructional materials.

Exhibit I 19: CSIT Course Outlines
Exhibit I 19: CSIT Curriculum Sequence
Exhibit I 19: CSIT Major Instruction Plan
Exhibit I 19: CSIT Skill/Lab Competencies
Exhibit I 19: CSIT Cost Sheet with Textbook List
EVALUATION OF STUDENT ACHIEVEMENT

20. The institution uses a systematic, objective, and equitable method of evaluating student achievement based on required competencies.

Progress in the Computer Systems and Information Technology Program utilizes written guidelines and is detailed in the Computer Systems and Information Technology handbook.

Standards of achievement are clearly outlined and explained in the Computer Systems and Information Technology student handbook. These standards are introduced and discussed at the information session, pre-admission interview, reviewed at the program orientation, and reinforced throughout the program. Each course outline includes specific standards of achievement identified for that course. Successful completion of OCP-A is a pre-requisite for OCP-B, etc. Each student must maintain at least a C average (75%) in each course in order to remain in the Computer Systems and Information Technology Program. The grading process is the same for each course and is described in the syllabus for each OCP.

Exhibit I 20: Student Catalog/Handbook (Grading Policy Screenshot)
Exhibit I 20: CSIT Course Syllabi/Grading Policy
Exhibit I 20: CSIT/Network Support Services Handbook/Grading Policy

21. For all coursework delivered via distance education: The institution directly verifies the currency and quality of all contracted courseware on an annual basis, is directly responsible for such currency and quality, and maintains curriculum oversight responsibility within all contracts.

Charlotte Technical College and the off-site instructional service center do not offer courses via distance learning. This criterion does not apply.
Exhibit I 21: Not applicable Statement

22. For all coursework delivered via distance education: The institution has in place a standardized course template, course descriptions, learning objectives, course requirements (i.e. standard syllabus, outcomes, grading, resources, etc.), and learning outcomes of its programs in order to facilitate quality assurance and the assessment of student learning.

Charlotte Technical College and the off-site instructional service center do not offer courses via distance learning. This criterion does not apply.

Exhibit I 22: Not Applicable Statement

23. For all coursework delivered via distance education:
   The institution monitors student progress and participation by means such as course management systems that provide student time online, frequency of logins, electronic footprints, electronic grade book, and percentage of course completed.

Charlotte Technical College and the off-site instructional service center do not offer courses via distance learning. This criterion does not apply.

Exhibit I 23: Not Applicable Statement

WORK-BASED ACTIVITY

Written agreements with work-based activity agencies, if any:

24. Are current;

25. Specify expectations for all parties; and,

26. Ensure the protection of students.
The Computer Systems and Information Technology program maintains current, signed agreements with several IT facilities specifying the experiences or activities that are required of the Affiliate and the Institution. Each IT agreement must be approved by both the College and the business prior to students participating in internship experience. These contracts ensure the protection of students and specify the expectations of both parties.

Exhibit I 24, 25, 26: CSIT Affiliation Agreement List
Exhibit I 24, 25, 26: CSIT Affiliation Agreement

27. Each work-based activity has a written instructional plan for students.

The Computer Systems and Information Technology Program utilizes an Instructional Plan for the IT affiliates to guide the student’s learning process and detail expectations of all parties. Students have a specific number of requirements that must be met while working in their respected IT internship. Tasks performed are recorded in a daily log and those tasks are then entered on the CSIT internship competency summary sheet. Each facility has a designated preceptor who monitors student contact and evaluates the work done by the intern.

Exhibit I 27: CSIT Employer Evaluation Form
Exhibit I 27: CSIT Child Labor Laws
Exhibit I 27: CSIT Employer Training Plan Worksheet
Exhibit I 27: CSIT Time Card Log

28. The written instructional plan for each work-based activity specifies the particular objectives, experiences, competencies, and evaluations that are required.

The training provider, in cooperation with the program director or designee, develops the objectives, specific tasks and duties to be performed. The training agreement outlines the
responsibilities of the employer which includes evaluation and verification of work hours. The training agreement clearly outlines important information for the student and responsibilities for the instructor.

Exhibit I 28: CSIT Employer Evaluation Form
Exhibit I 28: CSIT Child Labor Laws
Exhibit I 28: CSIT Employer Training Plan Worksheet
Exhibit I 28: CSIT Time Card Log

ON-SITE EMPLOYER REPRESENTATIVE

29. The written instructional plan for each work-based activity designates the on-site employer representative responsible for guiding and overseeing the students’ learning experiences and participating in the students’ written evaluations.

The supervisor at the facility in cooperation with the Program Director and/or instructors are responsible for guiding and overseeing the students’ learning experiences. The instructor and the supervisor shall have the responsibility for directly supervising and evaluating the students’ hands-on practice.

Exhibit I 29: CSIT Employer Evaluation Form
Exhibit I 29 CSIT Child Labor Laws
Exhibit I 29: CSIT Employer Training Plan Worksheet
Exhibit I 29: CSIT Time Card Log

30. All work-based activities conducted by the institution are supervised by a designated employee possessing appropriate qualifications.
All classroom and lab activities conducted by the Charlotte Technical College’s Computer Systems and Information Technology program are supervised by instructors who are certified by the Charlotte County Public Schools as a Vocational Instructor through validation of work experience. Instructors also possess Industry certifications from CompTIA in the areas of A+, Network+ and Security+.

**Exhibit I 30: CSIT Teaching Certificates**

**Exhibit I 30: CSIT Teacher Industry Certifications**
CHALLENGES AND PROPOSED SOLUTIONS

As with any publically funded institution, Charlotte Technical College experiences challenges when funding upgrades and purchases of equipment for the CSIT. The length of 900 hours for three industry certifications, A+, Network+ and Security+ is very challenging for the students to complete. The ever-changing world of IT makes it very difficult to keep up with advances being made in technology. The program is fortunate to have an exceptional working relationship with the local businesses partners who are very instrumental in helping the instructors stay on the cutting edge of technology, and many donate equipment and provide students internship experiences. The Advisory Committee and area employers are often sources of equipment and supplies to provide the skilled training required in the service delivery area.

SUMMARY

The greatest strengths exhibited by the CSIT program revolve around program flexibility, the ability to update curricula to meet the needs of the ever changing IT industry, and the strong relationship with its local IT businesses. The CSIT program offers area employers graduates who possess a combination of sound academics and high quality hands-on experiences which can transition immediately into the IT workplace.

Graduates of the CSIT are recruited by IT departments in local governments, the school boards of Charlotte County and Sarasota County and various local businesses. Colleges and universities rely on the program history of excellence and the graduates’ working experience.

Support from local IT facilities is reflected in the active role they take on the Advisory Committees and the willingness to provide training and equipment. The job market for IT remains stable as reflected in the program’s high job placement rate.
Commission of the Council on Occupational Education
EMPLOYER PROGRAM VERIFICATION FORM
for Postsecondary Programs

INSTRUCTIONS:
- Complete these forms for each service area served by the program.
- This form must be signed by an employee who is in position to make hiring decisions on behalf of the employer.

Name of Institution: Charlotte Technical College
Address: 18150 Nc. 98, Chesterfield, NC 28710
City/State/Zip: Chesterfield, NC 28710

Name of Program: CSET

Mode(s) of Delivery of Program (check ALL that apply):
- [ ] 100% Traditional
- [ ] Hybrid
- [ ] Distance Education

The length of this program is (indicate the number of hours in all boxes that apply):
- [ ] Class Hours
- [ ] Semester Credit Hours
- [ ] Quarter Credit Hours

The amount of tuition and fees charged for this total program is: $______

EMPLOYERS' VERIFICATION STATEMENT
I have reviewed the [name of program] program and recommended requirements for admissions, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, the skills and/or proficiency required for completion, and appropriateness of the instructional delivery method(s) for the program.

Employer:

Name: [Signature]
Company Name: [Signature]
Address: [Signature]
City/State/Zip: [Signature]

Verifiable range of remuneration (based on year-round, full-time employment) that can reasonably be expected by those who enter this field upon completion of the program is from $______ annually to $______ annually.

Signature: [Signature]
Date: [Signature]

{(March 2015)}

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Commission of the Council on Occupational Education
EMPLOYER PROGRAM VERIFICATION FORM
for Postsecondary Programs

INSTRUCTIONS:
- Complete three of these forms for each service area served by the program.
- This form must be signed by an employee who is in a position to make hiring decisions on behalf of the employer.

<table>
<thead>
<tr>
<th>Name of Institution</th>
<th>Charlotte Technical Center</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>1915 E. Broadway</td>
</tr>
<tr>
<td></td>
<td>Issaquah, WA</td>
</tr>
<tr>
<td>Name of Program</td>
<td>CSIT</td>
</tr>
</tbody>
</table>

Model(s) of Delivery of Program (check ALL that apply):
- [ ] 100% Traditional
- [ ] Hybrid
- [ ] Distance Education

The length of this program is: Indicate the number of hours in all boxes that apply:
- [ ] Clock Hours
- [ ] Semester Credit Hours
- [ ] Course Credit Hours

The amount of tuition and fees charged for the total program is: $1000

EMPLOYER VERIFICATION STATEMENT
I have reviewed the (name of program) program and recommended requirements for admissions, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, the skills and/or proficiency required for completion, and appropriateness of the instructional delivery method(s) for the program.

EMPLOYER

<table>
<thead>
<tr>
<th>Name:</th>
<th>John Doe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title:</td>
<td>Director</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Company Name:</th>
<th>ABC Corporation</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Address:</th>
<th>123 First Street</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>City/State/Zip</th>
<th>Issaquah, WA, 582-2111</th>
</tr>
</thead>
</table>

Verifiable range of remuneration (based on year-round, full-time employment) that can reasonably be expected by those who enter this field upon completion of the program is from $35,000 annually to $50,000 annually.

Signature: [Signature]
Date: 1/1/15

(March 2015)
Commission of the Council on Occupational Education

EMPLOYER PROGRAM VERIFICATION FORM

for Postsecondary Programs

INSTRUCTIONS:

- Complete three of these forms for each service area served by the program.
- This form must be signed by an employee who is in position to make hiring decisions on behalf of the employer.

Name of Institution: Charlotte Technical Center

Address: 1850 North Church Street, Charlotte, NC 28216

City/State/Zip: 28216

Name of Program: CSIT

Mode(s) of Delivery of Program (check all that apply):

☑ 100% Traditional  ☐ Hybrid  ☐ Distance Education

The length of this program is (indicate the number of hours in all boxes that apply):

[ ] Clock Hours  [ ] Semester Credit Hours  [ ] Quarter Credit Hours

The amount of tuition and fees charged for the total program is: $[ ]

EMPLOYERS' VERIFICATION STATEMENT

I have reviewed the [name of program] program and recommended requirements for admissions, program content, program length, program objectives, competency tasks, instructional materials, equipment, method of evaluation, the skills and/or proficiency required for completion, and appropriateness of the instructional delivery method(s) for the program.

EMPLOYER

Name: [ ]

Company Name: Charlotte County BCC

Address: 1850 North Church Street

City/State/Zip: [ ]

Phone Number/Extension: [ ]

Title: [ ]

Verifyable range of remuneration (based on year-round, full-time employment) that can reasonably be expected by those who enter this field upon completion of the program is from $[ ] annually to $[ ] annually.

Signature: [ ]

Data: [ ]

(March 2015)
STANDARD 2
COMPUTER SYSTEMS & INFORMATION TECHNOLOGY
(CSIT)

EXHIBIT LIST

Exhibit AR 1, 2, 3, 4, 5: CTC Admissions Policy
Exhibit AR 1, 2, 3, 4, 5: CTC Student Catalog/Handbook Screenshot/Admissions
Exhibit AR 1, 2, 3, 4, 5: On-line Application/Website
Exhibit AR 1, 2, 3, 4, 5: CTC Student Catalog/Handbook Pages 2 & 3
Exhibit AR 6: Not Applicable Statement
Exhibit AR 7: CTC Transfer Policy
Exhibit AR 7: CTC Student Catalog/Handbook Transfer of Credit Screenshot
Exhibit AR 7: CTC Student Catalog/Handbook/Transfer of Credit, P.15
Exhibit AR 8: CTC Transfer Policy
Exhibit AR 8: CTC Student Catalog/Handbook Transfer of Credit Screenshot
Exhibit AR 8: CTC Student Catalog/Handbook/Transfer of Credit, P.15
Exhibit AR 9: CTC Admissions Policy
Exhibit AR 9: CTC Student Catalog/Handbook Admissions Screenshot
Exhibit AR 10: Not Applicable Statement
Exhibit AR 11: Not Applicable Statement
Exhibit AR 12: Not Applicable Statement
Exhibit AR 13: Not Applicable Statement
Exhibit AR 14: Not Applicable Statement
Exhibit AR 15: Not Applicable Statement
Exhibit AR 16: CTC Student Catalog/Handbook – Page 40
Exhibit AR 16: Computer Systems and Information Technology Rack Card
Exhibit AR 16: Job Fair Flyer
Exhibit AR 16: CSIT Website Screenshot
Exhibit AR 16: Computer Systems and Information Technology Course Syllabi
Exhibit AR 17: CSIT Cost Sheet 2017-18
Exhibit AR 17: CSIT Cost Sheet Screenshot 2017-18
Exhibit AR 18: CSIT Acceptance Letter with Orientation Information
Exhibit AR 18: CCPS Technology Plan
Exhibit AR 19: Not Applicable Statement
Exhibit P 1, 2, 3: CCPS Website
Exhibit P 1, 2, 3: CCPS Website
Exhibit P 1, 2, 3: Computer Systems and Information Technology Mission, Purpose and Goals
Exhibit P 4, 5, 6: CTC Student Catalog/Handbook/Non-Discrimination Statement
Exhibit P 7, 8: CSIT Completion and Placement Report
Exhibit P 7, 8: CTC Follow-up and Placement Plan
Exhibit P 7, 8: Industry Certification Data Report
Exhibit P 9, 10: Computer System and Information Technology Course Syllabi
Exhibit P 9, 10: FLDOE Curriculum Frameworks
Exhibit P 11: Computer Systems and Information Technology Handbook/Grading Policy
Exhibit P 11: Computer Systems and Information Technology Student Exams
Exhibit P 11: Computer Systems and Information Technology Skill/Lab Competency Evaluations
Exhibit P 11: CTC Employability Skills Rubric
Exhibit P 12: Computer Systems and Information Technology Advisory Committee Minutes/Objectives
Exhibit P 12: Computer Systems and Information Technology Advisory Member Roster
Exhibit P 13: COE Annual Reports
Exhibit P 13: FLDOE Curriculum Frameworks
Exhibit P 13: Computer Systems and Information Technology Course Syllabi
Exhibit P 13: Computer Systems and Information Technology Curriculum Sequence
Exhibit P 13: Computer Systems and Information Technology Instruction Plan
Exhibit P 14: Computer Systems and Information Technology Advisory Committee Minutes
Exhibit P 15: CSIT Employer Verification Forms
Exhibit P 15: CSIT Assisting Employer Surveys
Exhibit P 16-26: CSIT Advisory Committee Agenda
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Exhibit I 1: FLDOE Curriculum Frameworks
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Exhibit I 1: CSIT Student Exams
Exhibit I 1: CSIT Skill/Lab Competencies
Exhibit I 2: FLDOE Curriculum Frameworks
Exhibit I 2: CSIT Program Syllabi
Exhibit I 2: CSIT Skill/Lab Competencies
Exhibit I 2: CTC Employability Skills Rubric
Exhibit I 3: Course Outlines
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Exhibit I 17: CTC Health and Safety Plan
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Exhibit I 20: CSIT Course Syllabi/Grading Policy
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Exhibit I 24, 25, 26: CSIT Affiliation Agreement List
Exhibit I 24, 25, 26: CSIT Affiliation Agreement
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Exhibit I 27: CSIT Employer Training Plan Worksheet
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Exhibit I 29: CSIT Employer Training Plan Worksheet
Exhibit I 29: CSIT Time Card Log
Exhibit I 30: CSIT Teaching Certificates
Exhibit I 30: CSIT Teacher Industry Certifications
Program: COSMETOLOGY
Program Planner: MARY CURBY
Full-Time Instructors:
MARY CURBY
DAVID MAIETTA
STANDARD 2

COSMETOLOGY

INTRODUCTION

Charlotte Technical College currently offers 20 full-time training programs. Each program is an “in demand” program for our service delivery area. All programs are designed to meet students’ needs by providing students with the opportunity to acquire skills and knowledge necessary for performing successfully in business, industry, and entrepreneurship. Strong work ethic and technical skills are integrated in every subject in every class.

This program operates within the frameworks of the Florida Department of Education and under the policies and procedures of CTC and the Department of Business and Professional Regulations for Cosmetology in the State of Florida. In addition, this program is accredited by The Council of Occupational Education (COE).

The Cosmetology Program is 1200 hours. Theory and Practical Instruction will meet the requirements of the Florida State Board of Cosmetology. Clinical experience must be at least 75% of the total program. Live practice and Clinical experiences are included in our student salon. These experiences are an integral part of this program.

The purpose of the Cosmetology program is to offer a sequence of course experiences that provide coherent and rigorous content and practical experiences. These experiences are relevant technical knowledge and skills needed to prepare for the Florida State Licensure Examination and entry into the Salon/Spa industry. The Human Services Career Cluster; provides technical proficiency and includes competency based applied learning that contributes to the overall academic and practical knowledge. Problem solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills.

According to the Bureau of Labor Statistics, licensed Cosmetologists work in many settings, including salons and day spas as a Hair-color Specialist, Texture Specialist, Cutting
Specialist, or as a Salon Trainer, Distributor Sales Consultant, Manufacturer Educator, also employment in the Theatrical Hairstylist and Editorial Stylist field and also as a stylist on a Cruise Ship.

CTC offers the Cosmetology Program to both Secondary and Post-Secondary students on a full-time day schedule. The program operates Monday through Friday 7:45am to 3:00pm. Enrollment happens bi-annually in January and August. The program is completed in ten months.

ANALYSIS

ADMISSIONS/RECRUITING

The institution’s admissions policies and processes are:
1. Published;
2. Clearly stated;
3. Consistently communicated to students;
4. Made available to students prior to enrollment; and,
5. Any changes to these publications are communicated in a timely manner.

The admission policies for the Charlotte Technical College are published in various locations: the College’s website www.charlottetechcollege.net, the College Student Handbook and visual publications. The admissions policies and processes are clearly stated so readers can easily understand enrollment requirements and complete the enrollment process in a timely manner. Admissions policies are consistently communicated to students through the College’s website, College Student Handbook, and face-to-face interaction with faculty and staff. Prior to enrollment, potential students are provided admissions requirements along with a check sheet listing each item/action required for admission to College. A timeline is established on the website to assist students in completing all requirements. The timeline takes students from the application process through the orientation and start of class. All steps are thoroughly explained, and hard copy packets are available at Student Services. All admissions are clearly
stated and provided for students prior to enrollment in the admissions packet.

All changes and/or updates to the admission policies and processes are made available to students and the public through the College’s website, the College Student Handbook, and interaction with faculty and staff.

Exhibit AR. 1,2,3,4,5 CTC Student Catalog/Handbook Pgs 2 & 3
Exhibit AR. 1,2,3,4,5 On-line application/website
Exhibit AR.1,2,3,4,5 Program specific admissions criteria
Exhibit AR.1,2,3,4,5 Program Checklist
Exhibit AR.1,2,3,4,5 Enrollment Timeline

6. **For all students admitted to a Vocational English-As-A-Second-Language Program, the institution utilizes written admission procedures that comply with policies established by the Commission.**

Charlotte Technical College and the off-site training center do not have an “English-As-A-Second Language” program. This criterion does not apply.

Exhibit AR.6 Not Applicable Statement

7. **The institution clearly defines and publishes a policy on the transfer of students between programs within the institution and the transfer of students from other institutions.**

Charlotte Technical College’s policy on the transfer of students between institutional programs, as well as the transfer from other institutions, is clearly defined and published. The policy is published on the College’s website at (charlottetechcollege.net) and the CTC Student Handbook, page 22. The published policy includes the following relevant criteria:

- CTC students requesting to transfer to another program within the college must first discuss the request with the current instructor and then meet with
the Post-Secondary Career Specialist. The Career Specialist can approve the transfer request, if space is available in the program.

- Acceptance of hours completed at another institution will be in compliance with Florida Statute 1007.24(7). Students with previous technical training from other institutions may receive credit for that training. A transcript from a public accredited institution documenting student performance standards and/or occupational completion points achieved for a specific technical program will be accepted in transfer at Charlotte Technical College for the same technical program. CTC reserves the right to require a competency test to validate the competencies learned/earned at another (non-CTC) institution. The student will then be enrolled in training at the student’s proficiency level.

- Training from a non-public institution that is fully accredited by a regional or national accrediting agency recognized by the United States Department of Education, and that participates in the common course numbering system will be accepted in transfer for the same course/program. Transcripts will be accepted, evaluated and relevant clock hours will be applied to the student’s CTC training program and the student’s transcript.

Exhibit AR.7: CTC Transfer Policy
Exhibit AR.7: CTC Student Catalog/Handbook/Transfer of Credit Screenshot
Exhibit AR.7: CTC Student Catalog/Handbook/Transfer of Credit, Page 22

8. The institution clearly defines and publishes a policy on the transfer of credits that includes a statement of the criteria established by the institution regarding the transfer of credit earned at another institution.
Charlotte Technical College clearly defines its policy on the transfer of credits and publishes the policy on both the College website (charlottetechcollege.net) and the CTC Student Handbook, page 22. The published policy includes the following relevant criteria regarding the transfer of credit earned at another institution:

- Acceptance of hours completed at another institution will be in compliance with Florida Statute 1007.24(7). Students with previous technical training from other institutions may receive credit for that training. A transcript from a public accredited institution documenting student performance standards and/or occupational completion points achieved for a specific technical program will be accepted in transfer at Charlotte Technical College for the same technical program. CTC reserves the right to require a competency test to validate the competencies learned/earned at another (non-CTC) institution. The student will then be enrolled in training at the student’s proficiency level.

- Training from a non-public institution that is fully accredited by a regional or national accrediting agency recognized by the United States Department of Education, and that participates in the common course numbering system will be accepted in transfer for the same course/program. Transcripts will be accepted, evaluated and relevant clock hours will be applied to the student’s CTC training program and the student’s transcript.

Exhibit AR.8: CTC Transfer Policy
Exhibit AR.8: CTC Student Catalog/Handbook/Transfer of Credit Screenshot
Exhibit AR.8: CTC Student Catalog/Handbook/Transfer of Credit, Page 22

9. Admission requirements offer reasonable expectations for successful completion of the occupational programs offered by the institution regardless of the delivery mode.
The Cosmetology Program follows the Florida Department of Education’s basic skill exit requirements for students and the requirements can be found in the CTC catalog/Handbook and Section 1004.91, Florida Statute (F.S.) and the State Board of Education Rule 6A-10.040. These regulations mandate that students who enroll in a program of 450 hours or more “may not receive a career and technical certificate of completion without first demonstrating the basic skills required in the state curriculum frameworks for the career education program.” CTC provides opportunity for students to demonstrate basic skill requirement through the Test of Adult Basic Education (TABE). The Florida Department of Education has placed basic skill levels on all programs in the curriculum frameworks. Only advanced and difficult level of the TABE meets requirements. The purpose of assessment is to determine whether or not the student as the basic skills necessary to be successful in the chosen career program.

A student enrolled in a career education program that does not meet the basic skills requirements, but passes an identified licensure exam/certification, should be recorded as “incomplete” until the Technical College receives documentation of the licensure and then reports the student as a completer from the career and technical education program. If the student does not meet the basic skills requirements for completion, is not exempt, or does not pass the State Board of Cosmetology Licensure Exam (identified licensure exam), the student cannot be reported as a program completer from the final OCP and cannot earn a Career Certificate of Completion.

Exhibit AR.9: CTC Admissions Policy
Exhibit AR.9: Cosmetology Program Handbook/Admission
Exhibit AR.9: CTC Student Catalog Admissions Screenshot

10. Students admitted into Associate Degree programs have a high school diploma or its equivalent.

The Charlotte Technical College and the off-site training center do not offer Associate Degrees. This criterion does not apply.

Exhibit AR.10 Not Applicable Statement
An institution that admits students by exception to its standard admissions policies must:

11. Have written admissions policies and procedures for these exceptions;
12. Apply them uniformly;
13. Provide documented evidence on how they are used;
14. Maintain records on student progress; and,
15. Regularly evaluate the effectiveness of the procedures used in admitting students by exception.

Charlotte Technical College and its off-site training center does not admit students by exception to its Cosmetology program. This criterion does not apply.

Exhibit AR.11 Not applicable statement
Exhibit AR.12 Not applicable statement
Exhibit AR.13 Not applicable statement
Exhibit AR.14 Not applicable statement
Exhibit AR.15 Not applicable statement

16. The institution ensures that recruiting activities are ethical and that all materials used in recruiting accurately describe the mission, instructional outcomes, student performance expectations, and completion requirements of each program.

Recruitment is an ongoing priority at the College. Charlotte Technical College has a post-secondary career counselor / recruiter to lead recruitment activities. The College is actively involved in a number of recruiting activities, including career days sponsored by local high schools, college job fairs, classroom presentations in local middle and high schools, campus tours for secondary students, chamber and community groups. Instructors also play a pivotal role in recruitment activities for the College. Many different mediums, such as printed materials,
newspaper advertising, social media, student and alumni recruitment, employees, and the College website (www.charlottetechcollege.net) are used in recruitment.

The institution ensures recruiting activities are ethical and all mediums used in recruiting accurately describe the College mission, program outcomes, student performance expectations, and completion requirements of each program.

Exhibit AR.16: CTC Student Handbook  P. 8
Exhibit AR.16: Rack Card
Exhibit AR.16: Flyers from Job/Career Fairs, Shadow Days, College Night
Exhibit AR.16: Website page for Cosmetology
Exhibit AR.16: Course Syllabi
Exhibit AR.16: Cosmetology Handbook Mission Statement

Prior to admission, students are informed of the costs of the program and any equipment and services required. Fees charged to students are in accordance with Florida Department of Education guidelines with all fees and tuition approved by the Charlotte County School Board. Program cost sheets are available to students prior to admission. Student Services maintains a cost sheet for each program, including costs of registration, tuition, books, and instructional supplies. Cost sheets for Cosmetology are updated prior to enrollment of each Cosmetology student. Cost sheets are available upon request, available in Student Services, School store and on the College’s website. Cosmetology students meet with the Program Director and Instructor for orientation prior to admission. The Program Director and instructor can best inform the student of the technical competencies and time needed to complete the program.

Exhibit AR.17: Cosmetology Cost Sheet
Exhibit AR.17: Cosmetology Student Hand Book Pgs 15 & 16

18.  **Orientation to technology is provided and technical support is available to students.**
Prior to enrolling, Cosmetology students are notified via email to attend a program orientation. An overview of the technology used in the training area is covered during the program orientation session. In addition, the college employs a part-time Network Administrator who works at the site a minimum of two days per week and a Technology Facilitator who is available to assist students and program instructors with technical support daily.

Exhibit AR.18: Cosmetology Acceptance Letter with Orientation Information

Exhibit AR.18: CCPS Technology Plan/internet usage policy

| 19. For all coursework delivered via distance education: The institution has processes in place to establish that the student who registers for a distance education course or program is the same student who participates in and completes the program and receives |

Charlotte Technical College and the off-site training center campus do not deliver coursework via distance education. This criterion does not apply.

Exhibit AR.19: Non-applicable

PROGRAMS

Occupational education program policies are congruent with:

1. The governing organization;
2. The mission of the institution; and,
3. The occupational needs of the people served by the institution.

The policies established for each occupational program are congruent with the policies of the Charlotte Technical College and Charlotte County Public Schools

Occupational programs are congruent with the College mission to provide an effective, innovative technical education preparing students to enter, advance and succeed in the workplace. The College meets its objectives by providing cost effective, competency-based
training that prepares persons for entry-level jobs, enhances the skills of persons holding a job, and/or re-trains those who may be displaced workers.

The Cosmetology faculty supports the Charlotte Technical College mission and goals as reflected in the Program’s mission statement and philosophy.

Exhibit P 1-3: CCPS Website
Exhibit P 1-3: CTC Website
Exhibit P 1-3: Cosmetology Handbook/pg1 Mission Statement

<table>
<thead>
<tr>
<th>Occupational education program policies are:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Publicly accessible;</td>
</tr>
<tr>
<td>5. Non-discriminatory; and,</td>
</tr>
<tr>
<td>6. Consistently applied</td>
</tr>
</tbody>
</table>

Cosmetology program policies are publicly accessible through the College Student Handbook and the Website. Policies are written and administered in a non-discriminatory manner. Policies are consistently applied to all occupational programs.

Exhibit PI 4,5,6: CTC Student Handbook/Non-Discrimination Statement

<table>
<thead>
<tr>
<th>Differences, if any, in occupational education program policies are justified by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Student learning outcomes; and/or,</td>
</tr>
<tr>
<td>8. Program outcomes.</td>
</tr>
</tbody>
</table>

The Charlotte Technical College and its off-site training center has occupational education program policies that are uniform and consistent.

Exhibit P 7,8: Completion Placement Licensure Report
Exhibit P 7,8: Cosmetology Licensure Exam Results
Each occupational education program has:

9. Clearly stated objectives
10. Defined content relevant to these objectives and the current needs of business and industry.
11. Assessment of student achievement based on the program objectives and content.
12. The objectives for each educational program are evaluated annually.

The Cosmetology program has a statewide curriculum committee that assists with the development of program objectives and course content. The curriculum committees meet periodically to review objectives and content. While statewide input determines the broad parameters of a curriculum, the Colleges are allowed to establish objectives and competencies deemed critical for the successful operation in the Cosmetology industry.

Exhibit P 9,10: Cosmetology Program Handbook/Objectives
Exhibit P 9,10: FLDOE Curriculum Frameworks
Exhibit P 9,10: Syllabi/Cosmetology level I & level II

Instructors gain valuable employer input through program advisory meetings. During these meetings, instructors talk with peers and learn more about new technologies, current equipment and processes utilized by the beauty industry. Information obtained is used to evaluate and improve program effectiveness. The Cosmetology Program Advisory Committee meets a minimum of twice a year. During these advisory meetings, Advisory Committee members evaluate program objectives and rate the objectives accordingly. Advisory Committee evaluations and meeting minutes are kept for documentation.

Exhibit P 11: Program Advisory Committee Minutes/Objectives
Exhibit P 11: Program Advisory Member Roster

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Student evaluation is based on program objectives and content. Instructors use a variety of methods to determine student mastery of subject matter. Such methods include traditional exams following Cosmetology State Board format, interactive online workbook and chapter content review games lab exercises, competency demonstrations, and clinical activities. Grades are assigned for the aforementioned methods and determine a student’s movement through the curriculum. The Cosmetology grading policy is detailed in the Program Handbook.

Exhibit P12: Cosmetology Program Handbook/Grading Policy
Exhibit P12: Student Exams
Exhibit P12: Interactive online workbook/gaming
Exhibit P12: Mock State Board Exam for Clinical Evaluation
Exhibit P12: Employability Rubric
Exhibit P12: Skills Evaluation/Check sheets

A systematic process has been implemented to document:

13. That the objectives and content of programs are current; and,
14. That coursework is qualitatively and quantitatively relevant.

A systematic process has been implemented to document the objectives and that the content of the Cosmetology program is current. Annually, the Advisory Committee reviews program content and objectives to ensure they remain current. The Advisory Committee provides input on the qualitative and quantitative aspects of the coursework ensuring students are provided the necessary instruction and hands-on experience to progress in their career path through administering the Mock State Board Exam. Program content validity is also verified by review of the Florida Board of Cosmetology Exam results.

Exhibit P 13,14: Annual Program Report
Exhibit P 13,14: Mock State Board Exam
Exhibit P 13,14: Florida Board of Cosmetology Exam Results
15. Three bona fide potential employers review each educational program annually and recommend:
16. Admission requirements;
17. Program content that is consistent with desired student learning outcomes;
18. Program length;
19. Program objectives
20. Competency tests;
21. Learning activities;
22. Instructional materials;
23. Equipment;
24. Methods of program evaluation;
25. Level of skills and/or proficiency required for completion; and,
26. Appropriate delivery formats for the subject matter being taught.

The Cosmetology program undergoes a comprehensive program review by three bona fide potential employers using the Employer Program Verification form. These employers provide suggestions for program modifications. This review include admissions requirements, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, and levels of skills and/or proficiency required for completion and appropriateness of the delivery mode for the program. Evaluation forms are kept for documentation.

Exhibit P 15-26: Employer Verifications

Exhibit P 15-26 Cosmetology Advisory Committee Agenda

Exhibit P 16-26 Cosmetology Advisory Committee Minute

27. The institution considers the length and the tuition of each program in relation to the documented entry level earnings of completers.
The State Board of Education establishes tuition and length of programs with input from the Florida Board of Cosmetology. Program costs and length are reviewed annually by employers completing Employer Verification Statements to ensure time and costs are reasonable for entry-level practical nurses. The Regional Demand Occupations List illustrates mean and entry level hourly rates along with expected growth and annual job openings.

**Exhibit P 27: Regional Demand Occupations List**

**Exhibit P 27: Employer Verifications**

28. **Courses required for each program are offered with sufficient frequency for the student to complete the program within the publicized time frame.**

Charlotte Technical College enrolls Cosmetology students during the bi-annually. Two enrollment times give prospective students options to choose from. The 1200 clock hour program, requires 10 months to complete. Students following the curriculum plan complete the program within the publicized time frame. Students who withdraw and meet the eligibility criteria may re-enter when a cohort reaches the course the student needs. Re-admission is subject to school/program policies and clinical space availability.

**Exhibit P 28: Cosmetology Handbook/Re-admission**
Associate Degree programs offered must meet the following requirements:

29. The program is designed to lead graduates directly to employment in a specific career.

30. The appropriate applied degree title, such as Associate of Applied Technology, Associate of Applied Science, Associate of Occupational Studies, Associate of Science, or Associate of Occupational Technology, is used and includes the specific career and technical education field (i.e. Associate of Applied Science in Veterinary Technology)

31. The program has a minimum of 60 semester hours or 90 quarter hours.

32. The program includes a minimum of 15 semester hours or 23 quarter hours of general education courses, with a minimum of one course from each of the following areas: humanities, behavioral sciences, natural or applied sciences, and mathematics.

Charlotte Technical College and the off-site instructional service center do not offer associate degrees; these criteria are not applicable.

Exhibit P 29-32: Not Applicable Statement

33. For all coursework delivered via distance education: The institution’s distance education courses and programs are identical to those on campus in terms of the quality, rigor, breadth of academic and technical standards, completion requirements, and the credential awarded.

Charlotte Technical College and the off-site training center does not offer programs via distance learning education. The criterion does not apply.

Exhibit P 33: Not Applicable Statement
Each program offered by the institution:

34. Is approved and administered under established institutional policies and procedures and supervised by an administrator who is part of the institutional organization;

35. Has appropriate and continuous involvement of on-campus administrators and faculty in planning, and approval;

36. Has varied evaluation methodologies that reflect established professional and practice competencies;

37. Is qualitatively and quantitatively consistent at each campus where it is offered;

38. Has measures of achievement of the student learning objectives;

39. Has individual student records, including period of enrollment, financial, and educational program records, permanently maintained by the institution at the main campus;

40. Is identically described in appropriate catalogs, brochures, and/or other promotional materials and include tuition/fee charges, refund policies, admissions and academic requirements, and information technology requirements; and,

41. Provides for timely and meaningful interaction among faculty and students.

The CTC Cosmetology program is approved by the Florida Department of Education, the Florida Board of Cosmetology and supervised by the College Director and Assistant Director. The Program Director provides supervision for the Cosmetology program.

Exhibit P 34: COE Approved Programs

Exhibit P 34: Organizational Chart

The College utilizes the services of the Program Director of Cosmetology to provide technical expertise pertaining to the Cosmetology industry. The Program Director acts as a
resource to ensure compliance with the directives issued by the Florida Board of Cosmetology and the Florida Department of Education. The Program Director for Cosmetology is employed by Charlotte County Public Schools as an instructional unit. The Program Director for Cosmetology schedules regular meetings with the department and with administration to discuss program updates and future growth. Final decisions are made through a facilitative and collaborative process with “student success” driving all decision making processes. The Cosmetology Program demonstrates qualitative and quantitative achievements through End of Course Assessments (EOCA), given at the end of each OCP, Mock State Board Exam and State Board of Cosmetology Exam/Industry Certifications.

Exhibit P 35: Job Description of Program Planner
Exhibit P 35: Yearly schedule of meetings identifying department meeting dates
Exhibit P 35: Meeting agenda/Minutes of Dept. Meeting
Exhibit P 35: Meeting minutes with administration/program updates
Exhibit P 35: End of Course Assessment and Certifications

The Program Director of Cosmetology serves as the supervisor over instructional areas and performs annual goal setting with the department. Faculty performance appraisal sessions for personnel within the department are the responsibility of the Director or Asst. Director. The Program Director of Cosmetology collects and reviews student evaluations of programs. Each cohort instructor serves as the supervisor of his/her class and is responsible for administering policies and guidelines as related to assigned students. During the training week, students are exposed to a combination of lectures, lab exercises, clinical practice and one-on-one sessions with the instructor.

Exhibit P 36, 37: Cosmetology Instructor Evaluations
Exhibit P 36, 37: Student Evaluations of Programs

Cosmetology instructors periodically review Chapter 477 Florida Statutes and the DOE Curriculum Frameworks to validate that the program meets professional and practice
competencies. The Cosmetology program has learning objectives for various competency-based assessments and lab exercises utilized in the program. Clinical competency, reflected by the clinical evaluation, is utilized to measure student mastery of those learning objectives.

Exhibit P 38: Florida Law Book
Exhibit P 38: Mock State Board Exam
Exhibit P 38: Student Exams
Exhibit P 38: Practical Rubrics

The Student Services Department maintains permanent student and financial aid records and other pertinent information. Daily attendance, grades, and counseling notes are reported to Student Services via the computerized Student Information Management System (SIMS). The Charlotte County Public School System uses the FOCUS (SIMS) system for Post-Secondary collection of information.

Exhibit P 39: Student Record Sample (attendance, grades, teacher documentation, standards based assessments)

The College Student Handbook describes training programs, tuition/fee charges, refund policies, admission policy, and the grading policy.

Exhibit P 40: Student Handbook/tuition charges, refund policies, admission policy and grading policy.
Exhibit P 40: Cosmetology Program Handbook/admission policy/grading policy

The faculty work week and student class schedule allows for ample time for students, faculty, and staff to interact. Full-time program instructors work from 7:00am to 3:00pm which includes a 30 minute duty free lunch. Students attend from 7:45am to 3:00pm (including a 30 minute lunch not included as program completion hours) for 6.45 hours per day or 32.25 hours/week. Full time instructors have from 7:00am to 7:45am to provide support for students if not in a scheduled staff meeting or department meeting.
42. A credit hour is equivalent to a minimum of each of the following: one semester credit for 15 clock hours of lecture, 30 clock hours of laboratory, or 45 clock hours of work-based activities; or one quarter credit for 10 clock hours of lecture, 20 clock hours of laboratory, or 30 clock hours of work-based activities.

Charlotte Technical College’s educational programs are based on a contact clock hour system. This criterion is not applicable.

43. For all coursework delivered via distance education: The institution ensures timeliness of its responses (synchronously or asynchronously) to students’ requests by placing a requirement on response time of no more than 24 hours within the institution’s published operational schedule of the program/course.

The Charlotte Technical College and the off-site instructional service center do not offer programs via distance education. This criterion is not applicable.

REQUIREMENT FOR CLOCK/CREDIT HOUR CONVERSION FOR FEDERAL STUDENT FINANCIAL AID

If this program was used as a sample for course prep review, it meets the requirements on the Course Prep Review Worksheet. (If the program was not part of the sampling OR if the institution is not required to use the Federal Clock Hour Conversion for Student Financial Aid, indicate N/A).
The College is not required to use the Federal Clock Hour Conversion for Student Financial Aid. This criterion is not applicable.

**Exhibit P Clock Credit Hour Conversion: Not Applicable Statement**

**INSTRUCTION**

1. **Academic competencies and occupational skills are integrated into the instructional program for each occupational area.**

   The Cosmetology program is designed so that each student progresses at his/her maximum level. Utilization of lectures, hands-on exercises, power-point presentations, audiovisuals, written materials and other instructional methodologies provide for different types of learners. The program’s curriculum is sequential, providing optimal learning by correlating theory with clinical practice. Written unit exams and quizzes are given to validate learning. Multiple choice exams with innovative style items are designed to prepare the student for the licensure exam. Clinical practice allows students the opportunity to apply classroom theory to real life situations. The clinical experience and student performance is evaluated daily with a summary at the end of each month. Each item on the clinical evaluation is structured to evaluate the student’s performance as a whole. The evaluation looks at critical areas of client assessment, implementation of care, communication, proper use of chemicals, client safety, professional conduct and critical thinking.

**Exhibit I 1: Program Syllabi**

**Exhibit I 1: Clinical Appointment Book Schedule**

**Exhibit I 1: Written Exams/Interactive Online Assessment/Pow er Points**

**Exhibit I 1: Skills Evaluation/Checkoffs/Daily and Monthly Sheets, Monthly Calendars**

2. **The instructional programs provide instruction in the competencies essential to success in the occupation, including job knowledge, job skills, work habits, and attitudes.**
The course outline and description for each area of curriculum details adequate experiences to develop the skill proficiencies necessary for employment. The classroom lab provides students the opportunity to practice and develop skill proficiency in a controlled environment under the direction of qualified instructors. The ability to perform is monitored by written tests and performance appraisals administered by the instructor(s). Clinical performance is evaluated by the instructor(s) in the clinical area.

Work habits, attitudes, and interpersonal skills are integral parts of the Cosmetology curriculum. Beginning day one and extending throughout the entire year, instructors are actively involved in teaching and role modeling the skills needed for gainful employment. Students’ clinical performance, which includes attitude and job knowledge as well as skill proficiency, is evaluated monthly beginning the first term to ensure training competencies are met. In the last term of the program, students learn specific skills to aid gaining entrance into the workplace. Cover letter and resume writing, completion of the job application, digital portfolio highlighting student’s practical work throughout the school year along with a digital mock interview, dressing for and conducting an interview as well as how to terminate employment are among some of the areas explored in the curriculum.

Exhibit I 2: Syllabi

Exhibit I 2: Skills and Clinical Evaluations

Exhibit I 2: Digital Portfolio Criteria Handout/Digital Portfolio

Exhibit I 2: Employability Rubric

| 3. | The sequence of instruction required for program completion (lecture, lab, and work-based activities) is determined by desired student learning outcomes. |

The curriculum, both theory and clinical, is structured in such a manner that the student is guided in a sequential approach through the theory and practical competencies for each subject area. The instructional sequence, which includes lecture, lab, and work-based activities, has been successful as demonstrated by positive student learning outcomes.
Cosmetology is one of 20 programs at the College. Students must adhere to an established timeline for completion with defined entry and exit points. Movement within the established timelines for the Cosmetology program is highly regimented.

**Exhibit I 3: Curriculum Syllabus**

**Exhibit I 3: Monthly Calendars**

**Exhibit I 3: Daily Agendas**

**Exhibit I 3: Chapter handout materials**

**Exhibit I 3: Class Projects**

<table>
<thead>
<tr>
<th>The sequence of instruction required for program completion is used to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Organize the curriculum;</td>
</tr>
<tr>
<td>5. Guide the delivery of instruction;</td>
</tr>
<tr>
<td>6. Direct learning activities; and,</td>
</tr>
<tr>
<td>7. Evaluate student progress in order to maximize the learning of competencies essential to success in the occupation.</td>
</tr>
</tbody>
</table>

The didactic portion of the Cosmetology program is organized so that the student begins his/her educational program with the basic concepts and advances to more difficult concepts of dynamics of the beauty industry.

The curriculum plan provides a breakdown for each semester. Each semester provides 600 training hours. Students are provided with a timeline of expectations in order to keep the student on track for program completion.

Each curriculum area incorporates theory and lab / clinical experiences with work ethics integrated in the curriculum. Student evaluation is based on the competencies required to be successful in the chosen occupation. Instructors use a variety of methods to determine student mastery of subject matter. Such methods include, but are not limited to, exams patterned after State Board format, lab / clinical experience, presentations and competency demonstrations.

**Exhibit I 4,5,6,7: Curriculum Plan**

**Exhibit I 4,5,6,7: Class Projects**

**Exhibit I 4,5,6,7: Syllabi/Class Schedule**
8. The institution has appointed an occupational advisory committee for each program or program area offered.

The Cosmetology Program has established an advisory committees that plays a pivotal role in the College’s ability to offer Cosmetology which responds to both student and community needs in the service delivery area.

Exhibit I 8: Advisory Committee Roster 2016-17

9. Occupational advisory committees appointed for each program or program areas are used to ensure that desirable, relevant, and current practices of each occupation are being taught.

The Cosmetology Advisory Committees evaluate the Cosmetology program to ensure that course content is current, to suggest appropriate changes, and to confirm that the program meets the workforce needs of area beauty industry.

Exhibit I 9: Program Advisory Fall/Spring Agenda and minutes

Each occupational advisory committee must:

10. Consist of a minimum of three members external to the institution;
11. Has at least three external members who represent the geographical service area covered by the programs taught by the institution;
12. Has at least three external members who have expertise in the occupational program;
13. Meet at least twice annually;
14. Have at least three external members who meet these criteria present at each meeting (with at least two members physically present and one virtually present); and for membership physically present at each meeting; and,
15. Keeps minutes to document their activities, recommendations, and meeting attendance.
The Cosmetology Advisory committee consists of a minimum of three licensed Cosmetology members who are external to the institution. These members represent local salons within the service area of their respective Cosmetology program. These committee members bring experience and expertise from the field of Cosmetology. At least two (2) meetings are held each year with a minimum two committee members attending the meeting. Minutes and a member roster of each meeting are kept to document activities, recommendations, and attendance.

Exhibit I 10,11,12,13,14,15: Advisory Committee Rosters (2016-17)
Exhibit I 10,11,12,13,14,15: Program Advisory Committee Agendas and Minutes (2016-17)

16. Occupational advisory committees review, at least annually, the appropriateness of the type of instruction (such as lecture, laboratory, work-based instruction, and/or mode of delivery) offered within each program to assure that students gain competency with specific skills required for successful completion of the program.

At least once a year, the Cosmetology Advisory Committee reviews the appropriateness of the instructional methods in order to ensure that students master the competencies required in the field. The committee’s activities and recommendations are recorded in minutes of the meetings.

Exhibit I 16: Program Advisory Committee Minutes

17. Job-related health, safety, and fire-prevention are an integral part of instruction.

Health, safety and fire prevention is introduced to the students in the first weeks of class by the instructor. A first aid kit is available in Room 102 in the Cosmetology Lab’s Dispensary for minor emergencies. An evacuation plan is posted in each classroom. Students are subsequently instructed on safety in the salon lab and practical setting. As part of orientation to the industry, the Cosmetology students complete an on-line HIV/AIDS Certification prior to
their start date which covers health and safety. In addition students must complete 10 hours of
instruction and passage of a final exam on Chapter 477 Florida Law for Cosmetologists.

**Exhibit I 17: CTC Health and Safety Plan**

**Exhibit I 17: Pics of First Aid Kits/Supplies and locations**

**Exhibit I 17: Evacuation Plan**

**Exhibit I 17: Crisis Plan**

**Exhibit I 17: HIV/AIDS Certification Certificate**

**Exhibit I 17: Chapter 477 Florida Law Exam**

### 18. To develop skill proficiency, sufficient practice is provided with equipment and materials similar to those currently used in the occupation.

In order to develop skill proficiency, students are provided sufficient practice with equipment similar to that currently used in the occupation. Skill proficiency tests and written exams are used as documentation to measure learning effectiveness and hands-on skills within the Cosmetology Program. Provisions are made for classroom lab practice and clinical training. The program strives to have equitable equipment and supplies. Students purchase a cosmetology kit, which contains materials utilized in the clinical lab for skills demonstrations. These materials are similar to supplies utilized in salons.

**Exhibit I 18 Skills Assessments**

**Exhibit I 18 Equipment Inventory**

**Exhibit I 18 Cosmetology Kit Supply Inventory**

### 19. All instruction is effectively organized as evidenced by course outlines, lessons, competency tests, and other instructional materials.

Instruction in the Cosmetology Program and lab areas follows an organized curriculum plan utilizing current textbooks, course outlines, lesson plans and instructional materials.
20. **The institution uses a systematic, objective, and equitable method of evaluating student achievement based on required competencies.**

Progress in the Cosmetology Program utilizes written guidelines and is detailed in the Cosmetology Program Handbook.

Exhibit I 20: Student Handbook/Grading Policy

21. **For all coursework delivered via distance education:** The institution directly verifies the currency and quality of all contracted courseware on an annual basis, is directly responsible for such currency and quality, and maintains curriculum oversight responsibility within all contracts.

Charlotte Technical College and the off-site training center do not offer courses via distance learning. This criterion does not apply.

Exhibit I 21: Not applicable Statement

22. **For all coursework delivered via distance education:** The institution has in place a standardized course template, course descriptions, learning objectives, course requirements (i.e. standard syllabus, outcomes, grading, resources, etc.), and learning outcomes of its programs in order to facilitate quality assurance and the assessment of student learning.

Charlotte Technical College and the off-site training center do not offer courses via distance learning. This criterion does not apply.
Exhibit I 22: Not Applicable Statement

23. For all coursework delivered via distance education:
The institution monitors student progress and participation by means such as course
management systems that provide student time online, frequency of logins, electronic
footprints, electronic grade book, and percentage of course completed.

Charlotte Technical College and the off-site training center do not offer courses via
distance learning. This criterion does not apply.

Exhibit I 23: Not Applicable Statement

Written agreements with work-based activity agencies, if any:

24. Are current;
25. Specify expectations for all parties; and,
26. Ensure the protection of students.

Exhibit I 24,25,26 Not Applicable Statement

27. Each work-based activity has a written instructional plan for students.

Exhibit I 27: Not Applicable Statement

28. The written instructional plan for each work-based activity specifies the
particular objectives, experiences, competencies, and evaluations that are
required.
The Clinical Instructional Plan for core clinical areas specifies the objectives, experiences, competencies, and evaluations associated with the activity.

**Exhibit I 28: Not Applicable Statement**

| 29. | The written instructional plan for each work-based activity designates the on-site employer representative responsible for guiding and overseeing the students’ learning experiences and participating in the students’ written evaluations. |

The Education Department at the major clinical facilities in cooperation with the Program Director and/or instructors are responsible for guiding and overseeing the students’ learning experiences. The clinical agreement approved by the College’s governing body, (Charlotte County School Board) specify the clinical instructor shall have the responsibility for directly supervising and evaluating the students’ hands-on clinical practice at the clinical site.

**Exhibit I 29: Not Applicable Statement**

| 30. | All work-based activities conducted by the institution are supervised by a designated employee possessing appropriate qualifications. |

All lab activities conducted by the Charlotte Technical College’s Cosmetology program are supervised by instructors who hold a valid Cosmetology license in the State of Florida. licensed in the field of Cosmetology. Each instructor has been county certified as a Vocational Instructor through validation of work experience.

**Exhibit I 30 Instructor Qualifications**

**Exhibit I 30: License Credentials**
CHALLENGES AND PROPOSED SOLUTIONS

As with any publically funded institution, The Charlotte Technical College experiences challenges when funding upgrades and purchases of equipment for the Cosmetology program. The program is fortunate to have an exceptional working relationship with the Community and local businesses that provide students with mentoring and job opportunities.

SUMMARY

The greatest strengths exhibited by the Cosmetology program revolve around its reputation for the highly trained and successful students that graduate from the program. The ability to update curricula to meet the needs of the ever-changing Cosmetology industry and the strong relationship with its local area salons. The Cosmetology program offers area employers graduates that possess a combination of sound academics and high quality technical ability which can transition immediately into the beauty industry.

Graduates of the Cosmetology program are recruited by area salons. The salons rely on the program history of excellence and the graduates they produce.

The job market for Licensed Cosmetologists remains stable as reflected in the program’s high job placement rate.
Commission of the Council on Occupational Education
EMPLOYER PROGRAM VERIFICATION FORM
for Postsecondary Programs

INSTRUCTIONS:
- Complete three of these forms for each service area served by the program.
- This form must be signed by an employee who is in position to make hiring decisions on behalf of the employer.

<table>
<thead>
<tr>
<th>Name of Institution</th>
<th>Address</th>
<th>City/State/Zip</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>18150 Murdoch Cir</td>
<td>P.O. F1 33948</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of Program</th>
<th>Mode(s) of Delivery of Program (check ALL that apply):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cosmetology</td>
<td>[ ] 100% Traditional [ ] Hybrid [ ] Distance Education</td>
</tr>
</tbody>
</table>

The length of this program is (indicate the number of hours in all boxes that apply):

- [ ] 1200 Clock Hours
- [ ] Semester Credit Hours
- [ ] Quarter Credit Hours

The amount of tuition and fees charged for the total program is: $5,000

EMPLOYERS' VERIFICATION STATEMENT

I have reviewed the following information:

- Program and recommended requirements for admissions, program courses, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, the skills and/or proficiency required for completion, and appropriateness of the instructional delivery method(s) for the program.

EMPLOYER

<table>
<thead>
<tr>
<th>Name:</th>
<th>Title:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lillian Wilder</td>
<td>Cosmetologist</td>
</tr>
</tbody>
</table>

Company Name: Vasi Salon
Phone Number/Extension: 941-875-9892

Address: 1825 Tamiami Trail
City/State/Zip: P.O. F1 33948

Verifiable range of remuneration based on year-round, full-time employment that can reasonably be expected by those who enter this field upon completion of the program is from $25,000 annually to $35,000 annually.

Signature: [Signature]
Date: 4-3-17

(August 2016)
Commission of the Council on Occupational Education
EMPLOYER PROGRAM VERIFICATION FORM
for Postsecondary Programs

INSTRUCTIONS:
- Complete three of these forms for each service area served by the program.
- This form must be signed by an employee who is in position to make hiring decisions on behalf of the employer.

<table>
<thead>
<tr>
<th>Name of Institution</th>
<th>CTC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>18150 Murdock Circle</td>
</tr>
<tr>
<td>City/State/Zip</td>
<td>Powhatan, Va. 23139</td>
</tr>
<tr>
<td>Name of Program</td>
<td>Cosmetology</td>
</tr>
</tbody>
</table>
| Mode(s) of Delivery of Program (check ALL that apply):
  - 100% Traditional
  - Hybrid
  - Distance Education |

The length of this program is (indicate the number of hours in all boxes that apply):
- 1200 Clock Hours
- Semester Credit Hours
- Quarter Credit Hours

The amount of tuition and fees charged for the total program is: $5,000

EMPLOYERS' VERIFICATION STATEMENT
I have reviewed the (name of program):

(Tara's Salon)

I have reviewed the program and recommended requirements for admissions, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, the skills and/or proficiency required for completion, and appropriateness of the instructional delivery method(s) for the program.

EMPLOYER

Name: (Tara's Salon) Darlene Drenga
Title: Owner

Company Name: Tara's Salon

Phone Number/Extension: [Redacted]

Address: 1137 Bay Harbor

City/State/Zip: [Redacted]

Verifiable range of remuneration (based on year-round, full-time employment) that can reasonably be expected by those who enter this field upon completion of the program is from $25,000 annually to $35,000 annually.

Signature: [Redacted]
Date: 4/3/2017

(August 2016)
Commission of the Council on Occupational Education
EMPLOYER PROGRAM VERIFICATION FORM
for Postsecondary Programs

INSTRUCTIONS:
- Complete three of these forms for each service area served by the program.
- This form must be signed by an employee who is in a position to make hiring decisions on behalf of the employer.

<table>
<thead>
<tr>
<th>Name of Institution</th>
<th>CTC</th>
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</thead>
<tbody>
<tr>
<td>Address</td>
<td>18150 Murdock Cir</td>
</tr>
<tr>
<td>City/State/Zip</td>
<td>Pinckney, 33948</td>
</tr>
</tbody>
</table>

Name of Program: Cosmetology

Model(s) of Delivery of Program (check ALL that apply):

- ✓ 100% Traditional
- [ ] Hybrid
- [ ] Distance Education

The length of this program is (Indicate the number of hours in all boxes that apply):

- ✓ Clock Hours
- [ ] Semester Credit Hours
- [ ] Semester Credit Hours

The amount of tuition and fees charged for the total program is: $5,000 - $10,000

EMPLOYERS' VERIFICATION STATEMENT

I have reviewed the name of program: Cosmetology
program and recommended requirements for admissions, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, the skills and/or proficiency required for completion, and appropriateness of the instructional delivery method(s) for the program.

EMPLOYER

<table>
<thead>
<tr>
<th>Name</th>
<th>Sonya Laster</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>Owner</td>
</tr>
<tr>
<td>Company Name</td>
<td>LISBON</td>
</tr>
<tr>
<td>Phone Number/Extension</td>
<td>911-528-5777</td>
</tr>
<tr>
<td>Address</td>
<td>18590 Bross Rd.</td>
</tr>
<tr>
<td>City</td>
<td>Pinckney, 33948</td>
</tr>
</tbody>
</table>

Verifiable range of remuneration (based on year-round, full-time employment) that can reasonably be expected by those who enter this field upon completion of the program is from $25,000 annually to $35,000 annually.

Signature: Sonya Laster
Date: 1/31/2017

(August 2016)
STANDARD 2
ADMISSIONS/RECRUITING

EXHIBIT LIST

Exhibit AR 1,2,3,4,5: CTC Student Catalog/Handbook pages 2 & 3
Exhibit AR 1,2,3,4,5: On-line Application/Website
Exhibit AR 1,2,3,4,5: Program specific admissions criteria
Exhibit AR 1,2,3,4,5: Program Checklist
Exhibit AR 1,2,3,4,5: Enrollment Timeline
Exhibit AR 6: Non Applicable Statement
Exhibit AR 7: CTC Transfer Policy
Exhibit AR 7: CTC Student Catalog/Handbook/Transfer of Credit Screenshot
Exhibit AR 7: CTC Student Catalog/Handbook/Transfer of Credit, Page 15
Exhibit AR 8: CTC Transfer Policy
Exhibit AR 8: CTC Student Catalog/Handbook/Transfer of Credit Screenshot
Exhibit AR 8: CTC Student Catalog/Handbook/Transfer of Credit, Page 15
Exhibit AR 9: CTC Admissions Policy
Exhibit AR 9: Cosmetology Program Handbook/Admission
Exhibit AR 9: CTC Student Catalog Admissions Screenshot
Exhibit AR 10: Not Applicable Statement
Exhibit AR 11: Not Applicable Statement
Exhibit AR 12: Not Applicable Statement
Exhibit AR 13: Not Applicable Statement
Exhibit AR 14: Not Applicable Statement
Exhibit AR 15: Not Applicable Statement
Exhibit AR 16: CTC Student Handbook page 8
Exhibit AR 16: Rack Card
Exhibit AR 16: Flyers from Job/Career Fairs, Shadow Days, College Night
Exhibit AR 16: Website page for Cosmetology
Exhibit AR 16: Course Syllabi
Exhibit AR 16: Cosmetology Handbook Mission Statement
Exhibit AR 17: Cosmetology Cost Sheet
Exhibit AR 17: Cosmetology Student Handbook pages 15 & 16
Exhibit AR 18: Cosmetology Acceptance Letter With Orientation Information
Exhibit AR 18: CCPS Technology Plan/Internet usage policy
Exhibit AR 19: Not Applicable Statement
Exhibit P 1,2,3: CCPS Website
Exhibit P 1,2,3: CTC Website
Exhibit P 1,2,3: Cosmetology Handbook/Page 1 Mission Statement
Exhibit P 4,5,6: CTC Student Handbook/Non Discrimination Statement
Exhibit P 7,8: Completion Placement Licensure Report
Exhibit P 7,8: Cosmetology Licensure Exam Results
Exhibit P 9,10: Cosmetology Program Handbook/Objectives
Exhibit P 9,10: FLDOE Curriculum Frameworks
Exhibit P 9,10: Syllabi/Cosmetology Level I and Level II
Exhibit P 11: Program Advisory Committee Minutes/Objectives
Exhibit P 11: Program Advisory Member Roster
Exhibit P 12: Cosmetology Program Handbook/Grading Policy
Exhibit P 12: Student Exams
Exhibit P 12: Inter-active Online Workbook/Gaming
Exhibit P 12: Mock State Board Exam for Clinical Evaluation
Exhibit P 12: Skills Evaluation/Check Sheets
Exhibit P 13,14: Annual Program Report
Exhibit P 13,14: Mock State Board Exam
Exhibit P 13,14: Florida Board of Cosmetology Exam Results
Exhibit P 15-26: Employer Verifications
Exhibit P 16-26: Cosmetology Advisory Committee Agenda
Exhibit P 16-26: Cosmetology Advisory Committee Minutes
Exhibit P 27: Regional Demand Occupations List
Exhibit P 27: Employer Verifications
Exhibit P 28: Cosmetology Handbook/ Re-admission
Exhibit P 29-32: Not Applicable Statement
Exhibit P 33: Not Applicable Statement
Exhibit P 34: COE Approved Program
Exhibit P 34: Organizational Chart
Exhibit P 35: Job Description of Program Planner
Exhibit P 35: Yearly schedule of meetings identifying department meeting Dates
Exhibit P 35: Meeting Agenda/Minutes of Department Meeting
Exhibit P 35: Meeting Minutes with Administration/Program Update
Exhibit P 35: End of Course Assessment and Certifications
Exhibit P 36,37: Cosmetology Instructor Evaluations
Exhibit P 36,37: Student Evaluations of Programs
Exhibit P 38: Florida Law Book
Exhibit P 38: Mock State Board Exam
Exhibit P 38: Student Exams
Exhibit P 38: Practical Rubrics
Exhibit P 39: Student Record Sample (Attendance, Grades, Teacher Documentation, Standards Based Assessments
Exhibit P 40: Student Handbook/Tuition Charges, Refund Policies, admission policy and grading policy
Exhibit P 40: Cosmetology Program Handbook/Admission Policy/Grading Policy
Exhibit P 41: Cosmetology Class Calendar
Exhibit P 41: Cosmetology Clinical Schedule
Exhibit P 41: Yearly CTC Meeting Calendar
Exhibit P 42: Not Applicable Statement
Exhibit P 43: Not Applicable Statement
Exhibit P Clock-Credit Hour Conversion: Not Applicable Statement
Exhibit I 1: Program Syllabi
Exhibit I 1: Clinical Appointment Book Schedule
Exhibit I 1: Written Exams/Interactive Online Assessment/Power Points
Exhibit I 1: Skills Evaluation/Check off/Daily and Monthly Sheets, Calendars
Exhibit I 2: Syllabi
Exhibit I 2: Skills and Clinical Evaluations
Exhibit I 2: Digital Portfolio Criteria Handout/Digital Portfolio
Exhibit I 2: Employability Rubric
Exhibit I 3: Curriculum Syllabus
Exhibit I 3: Monthly Calendars
Exhibit I 3: Daily Agendas
Exhibit I 3: Chapter Handout Materials
Exhibit I 3: Class Projects
Exhibit I 4,5,6,7: Curriculum Plan
Exhibit I 4,5,6,7: Class Projects
Exhibit I 4,5,6,7: Syllabi/Class Schedule
Exhibit I 8: Advisory Committee Roster 2017-17
Exhibit I 9: Program Advisory Fall/Spring Agenda and Minutes
Exhibit I 10,11,12,13,14,15: Advisory Committee Rosters (2016-17)
Exhibit I 10,11,12,13,14,15: Program Advisory Committee Agendas and Minutes (2016-17)
Exhibit I 16: Program Advisory Committee Minutes
Exhibit I 17: CTC Health and Safety Plan
Exhibit I 17: Pics of First Aid Kits/Supplies and Locations
Exhibit I 17: Evacuation Plan
Exhibit I 17: Crisis Plan
Exhibit I 17: HIV/AIDS Certification Certificate
Exhibit I 17: Chapter 477 Florida Law Exam
Exhibit I 18: Skills Assessments
Exhibit I 18: Equipment Inventory
Exhibit I 18: Cosmetology Kit Supply Inventory
Exhibit I 19: Curriculum Plan
Exhibit I 19: Syllabi
Exhibit I 19: Textbook List
Exhibit I 20: Student Handbook/Grading Policy
Exhibit I 21: Not Applicable Statement
Exhibit I 22: Not Applicable Statement
Exhibit I 23: Not Applicable Statement
Exhibit I 24,25,26: Not Applicable Statement
Exhibit I 27: Not Applicable Statement
Exhibit I 28: Not Applicable Statement
Exhibit I 29: Not Applicable Statement
Exhibit I 30: Instructor Qualifications
Exhibit I 30: License Credentials
STANDARD 2

Program: Culinary Arts
Program Planner: Jenna Hartman
Full-Time Instructors:
Jenna Hartman
Jason Osborne
Ron Westrom
INTRODUCTION

Charlotte Technical College currently offers 20 fulltime training programs. Each program is an “in demand” program for our service delivery area. All programs are designed to meet students’ needs by providing students with the opportunity to acquire skills and knowledge necessary for performing successfully in business, industry, and entrepreneurship. Strong work ethic and technical skills are integrated in ever subject in every class.

This program operates within the frameworks of the Florida Department of Education and under the policies and procedures of CTC. The Commercial Foods and Culinary Arts program is one of the many programs offered at the Charlotte Technical College. This program operates within the frameworks of the Florida Department of Education and under the policies and procedures of CTC. In addition, this program offers an industry certification from the National Restaurant Association, ServSafe. The hours of instruction are from 7:45am-3:00pm. The students also run a restaurant that operates Tuesday-Friday, 11:00am-12:00pm. The Culinary Arts program is 1200 hours. The program contain secondary and postsecondary students. Secondary students attend the program part time and will complete the program once they have finished the required hours. Postsecondary students complete the program in one full school year. Students may enroll at the start of the first semester, which is in the beginning of August or at the start of the second semester which is in the beginning of January. After the completion of the Commercial Foods and Culinary Arts program, there are job opportunities such as; restaurant work, line cook, catering, serving, pastry cook, food writer, food photography or small business owner.
**ANALYSIS**

**ADMISSIONS/RECRUITING**

<table>
<thead>
<tr>
<th>The institution’s admissions policies and processes are:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Published;</td>
</tr>
<tr>
<td>2. Clearly stated;</td>
</tr>
<tr>
<td>3. Consistently communicated to students;</td>
</tr>
<tr>
<td>4. Made available to students prior to enrollment; and,</td>
</tr>
<tr>
<td>5. Any changes to these publications are communicated in a timely manner.</td>
</tr>
</tbody>
</table>

The admission policies for the Charlotte Technical College are published in various locations: the College’s website [www.charlottetechcollege.net](http://www.charlottetechcollege.net), the College Student Handbook and visual publications. The admissions policies and processes are clearly stated so readers can easily understand enrollment requirements and complete the enrollment process in a timely manner. Admissions policies are consistently communicated to students through the College’s website, College Student Handbook, and face-to-face interaction with faculty and staff. Prior to enrollment, potential students are provided admissions requirements along with a requirements check sheet listing each item/action required for admission to College. A timeline is established on the website to assist students in completing all requirements. The timeline takes students from the application process through the orientation and start of class. All steps are thoroughly explained, and hard copy packets are available at Student Services. All admissions are clearly stated and provided for students prior to enrollment in the admissions packet.

All changes and/or updates to the admission policies and processes are made available to students and the public through the College’s website, the College Student Handbook, and interaction with faculty and staff. Academic dishonesty undermines the values of CTC as well as the educational endeavor. Dishonesty and theft of any kind are not to be tolerated, but the act of cheating in academic work is detrimental to the educational process and ultimately cheats both the student involved and the entire community of scholars. All instances of academic dishonesty will
be reported to the Director of the School. Please refer to the academic catalog for a more thorough review of the CTC’s academic dishonesty policy.

Exhibit AR 1, 2, 3, 4, 5: CTC Admissions Policy
Exhibit AR 1, 2, 3, 4, 5: CTC Student Catalog/Handbook Screenshot/Admissions
Exhibit AR 1, 2, 3, 4, 5: On-line Application/Website
Exhibit AR 1, 2, 3, 4, 5: Culinary Arts Admissions Criteria with Forms
Exhibit AR 1, 2, 3, 4, 5: Screenshot of Culinary Arts Enrollment Timeline/Checklist
Exhibit AR 1, 2, 3, 4, 5: CTC Student Catalog/Handbook- Pages 2 & 3

6. For all students admitted to a Vocational English-As-A-Second-Language Program, the institution utilizes written admission procedures that comply with policies established by the Commission.

Charlotte Technical College and the off-site instructional service center do not have an “English-As-A-Second Language” program. This criterion does not apply.

Exhibit AR 6: Not Applicable Statement

7. The institution clearly defines and publishes a policy on the transfer of students between programs within the institution and the transfer of students from other institutions.

Charlotte Technical College’s policy on the transfer of students between institutional programs, as well as the transfer from other institutions, is clearly defined and published. The policy is published on the College’s website at http://www.charlottetechecenter.net and the CTC Student Handbook, page 22. The published policy includes the following relevant criteria:
CTC students requesting to transfer to another program within the college must first discuss the request with the current instructor and then meet with the Postsecondary Career Specialist. The Career Specialist can approve the transfer request, if space is available in the program.

Acceptance of hours completed at another institution will be in compliance with Florida Statute 1007.24(7). Students with previous technical training from other institutions may receive credit for that training. A transcript from a public accredited institution documenting student performance standards and/or occupational completion points achieved for a specific technical program will be accepted in transfer at Charlotte Technical College for the same technical program. CTC reserves the right to require a competency test to validate the competencies learned/earned at another (non-CTC) institution. The student will then be enrolled in training at the student’s proficiency level.

Training from a non-public institution that is fully accredited by a regional or national accrediting agency recognized by the United States Department of Education, and that participates in the common course numbering system will be accepted in transfer for the same course/program. Transcripts will be accepted, evaluated and relevant clock hours will be applied to the student’s CTC training program and the student’s transcript.
Charlotte Technical College clearly defines its policy on the transfer of credits and publishes the policy on both the College website http://charlottetechcollege.net/ and the CTC Student Handbook. The published policy includes the following relevant criteria regarding the transfer of credit earned at another institution:

- Acceptance of hours completed at another institution will be in compliance with Florida Statute 1007.24(7). Students with previous technical training from other institutions may receive credit for that training. A transcript from a public accredited institution documenting student performance standards and/or occupational completion points achieved for a specific technical program will be accepted in transfer at Charlotte Technical College for the same technical program. CTC reserves the right to require a competency test to validate the competencies learned/earned at another (non-CTC) institution. The student will then be enrolled in training at the student’s proficiency level.

- Training from a non-public institution that is fully accredited by a regional or national accrediting agency recognized by the United States Department of Education, and that participates in the common course numbering system will be accepted in transfer for the same course/program. Transcripts will be accepted, evaluated and relevant clock hours will be applied to the student’s CTC training program and the student’s transcript.

Exhibit AR 8: CTC Transfer Policy
Exhibit AR 8: CTC Student Catalog/Handbook (Transfer Credit Screenshot)
Exhibit AR 8: CTC Student Catalog/Handbook Transfer of Credit, Page 22
The Commercial Foods and Culinary Arts program follows the Florida Department of Education’s basic skill exit requirements for students and the requirements can be found in the CTC catalog/Handbook and Section 1004.91, Florida Statute (F.S.) and the State Board of Education Rule 6A-10.040. These regulations mandate that students who enroll in a program of 450 hours or more “may not receive a career and technical certificate of completion without first demonstrating the basic skills required in the state curriculum frameworks for the career education program.” CTC provides opportunity for students to demonstrate basic skill requirement through the Test of Adult Basic Education (TABE). The Florida Department of Education has placed basic skill levels on all programs in the curriculum frameworks. Only advanced and difficult level of the TABE meets requirements. The purpose of assessment is to determine whether or not the student as the basic skills necessary to be successful in the chosen career program.

A student enrolled in a career education program that does not meet the basic skills requirements, but passes an identified licensure exam/certification, should be recorded as “incomplete” until the Technical College receives documentation of the licensure and then reports the student as a completer from the career and technical education program.

Exhibit AR 9: CTC Admissions Policy
Exhibit AR 9: CTC Student Catalog/Handbook (Admissions Screenshot)

Charlotte Technical College and the off-site instructional service center do not offer Associate Degrees. This criterion does not apply.

Exhibit AR 10: Not Applicable Statement
An institution that admits students by exception to its standard admissions policies must:

11. Have written admissions policies and procedures for these exceptions;
12. Apply them uniformly;
13. Provide documented evidence on how they are used;
14. Maintain records on student progress; and,
15. Regularly evaluate the effectiveness of the procedures used in admitting students by exception.

Charlotte Technical College and the off-site instructional service center do not admit students by exception to its Culinary Arts program. This criterion does not apply.

Exhibit AR 11: Not applicable statement
Exhibit AR 12: Not applicable statement
Exhibit AR 13: Not applicable statement
Exhibit AR 14: Not applicable statement
Exhibit AR 15: Not applicable statement

16. The institution ensures that recruiting activities are ethical and that all materials used in recruiting accurately describe the mission, instructional outcomes, student performance expectations, and completion requirements of each program.

Recruitment is an ongoing priority at the College. Charlotte Technical College has a postsecondary occupational specialist/recruiter to lead recruitment activities. The College is actively involved in a number of recruiting activities, including career days sponsored by local high schools, college job fairs, classroom presentations in local middle and high schools, campus tours for secondary students, chamber and community groups. Instructors also play a pivotal role in recruitment activities for the College. Many different mediums, such as printed materials,
newspaper advertising, social media, student and alumni recruitment, employees, and the College website (www.charlottetechcollege.net) are used in recruitment.

The institution ensures recruiting activities are ethical and all mediums used in recruiting accurately describe the College mission, program outcomes, student performance expectations, and completion requirements of each program.

Exhibit AR 16: CTC Student Catalog/Handbook – P. 32
Exhibit AR 16: Culinary Arts Rack Card
Exhibit AR-16: Job Fair Flyer
Exhibit AR 16: Culinary Arts Website Screenshot
Exhibit AR 16: Culinary Arts Course Syllabi

17. Prior to admission, students are informed of the costs, equipment, services, time, and technical competencies, if any, required by the program, including if applicable, personal data collection and processes, and charges associated with verification of student identity.

Prior to admission, students are informed of the costs of the program and any equipment and services required. Fees charged to students are in accordance with Florida Department of Education guidelines with all fees and tuition approved by the Charlotte County School Board. Program cost sheets are available to students prior to admission. Student Services maintains a cost sheet for each program, including costs of registration, tuition, books, and instructional supplies. Cost sheets for culinary arts are updated prior to enrollment. Cost sheets are available upon request, available in student services, school store and on the College’s website. Culinary Arts students meet with the program planner and instructor for orientation prior to admission. The program planner and instructor can best inform the student of the technical competencies and time needed to complete the program.

Exhibit AR 17: Culinary Arts Cost Sheet 2017-18
Exhibit AR 17: Culinary Arts Cost Sheet Screenshot 2017-18
18. Orientation to technology is provided and technical support is available to students.

Prior to enrolling, Commercial Foods and Culinary Arts students attend a program orientation. An overview of the technology used in the training area is covered during the program orientation session. In addition, the college employs a part-time network administrator who works at the site a minimum of two days per week and a technology facilitator who is available to assist students and program instructors with technical support daily.

Exhibit AR 18: New Student Orientation
Exhibit AR 18: CCPS Technology Plan

19. For all coursework delivered via distance education: The institution has processes in place to establish that the student who registers for a distance education course or program is the same student who participates in and completes the program and receives the academic credit.

Charlotte Technical College and the off-site instructional service center do not deliver coursework via distance education. This criterion does not apply.

Exhibit AR 19: Non-applicable

PROGRAMS

Occupational education program policies are congruent with:

1. The governing organization;
2. The mission of the institution; and,
3. The occupational needs of the people served by the institution.
The policies established for each occupational program are congruent with the policies of the Charlotte Technical College and Charlotte County Public Schools.

Occupational programs are congruent with the College mission to provide an effective, innovative technical education preparing students to enter, advance and succeed in the workplace. The College meets its objectives by providing cost effective, competency-based training that prepares persons for entry-level jobs, enhances the skills of persons holding a job, and/or retrains those who may be displaced workers.

The Commercial Foods and Culinary Arts faculty supports the Charlotte Technical College mission and goals.

Exhibit P 1, 2, 3: CCPS Website
Exhibit P 1, 2, 3: CTC Website
Exhibit P 1, 2, 3: Culinary Arts Mission, Purpose, and Goals

Occupational education program policies are:

4. Publicly accessible;
5. Non-discriminatory; and,
6. Consistently applied

Occupational education program policies are publicly accessible through the College Student Handbook and the Website. Policies are written and administered in a non-discriminatory manner. Policies are consistently applied to all occupational programs.

Exhibit P 4, 5, 6: CTC Student Catalog/Handbook/Non-Discrimination Statement

Differences, if any, in occupational education program policies are justified by:

7. Student learning outcomes; and/or,
8. Program outcomes.

Charlotte Technical College and the off-site instructional service center have occupational education program policies that are uniform and consistent.
Each occupational education program has:

9. Clearly stated objectives
10. Defined content relevant to these objectives and the current needs of business and industry, and,
11. Assessment of student achievement based on the program objectives and content.
12. The objectives for each educational program are evaluated annually.

The Commercial Foods and Culinary Arts program has a statewide curriculum committee that assists with the development of program objectives and course content. The curriculum committees meet periodically to review objectives and content. While statewide input determines the broad parameters of a curriculum, the Colleges are allowed to establish objectives and competencies deemed critical for the successful operation in the Culinary Arts industry. Student evaluation is based on program objectives and content. Instructors use a variety of methods to determine student mastery of subject matter. Such methods include traditional exams following our On Cooking book assignments, lab grade and employability skills assessment rubric.
Instructors gain valuable employer input through program advisory meetings. During these meetings, instructors talk with peers and learn more about new technologies, current equipment and processes utilized by the healthcare industry. Information obtained is used to evaluate and improve program effectiveness. The Commercial Foods and Culinary Arts Program Advisory Committee meets a minimum of twice a year. During these advisory meetings, Advisory Committee members evaluate program objectives and rate the objectives accordingly. Advisory Committee evaluations and meeting minutes are kept for documentation.

Exhibit P 12: Culinary Arts Advisory Committee Minutes/Objectives
Exhibit P 12: Culinary Arts Advisory Member Roster

**A systematic process has been implemented to document:**

13. That the objectives and content of programs are current; and,
14. That coursework is qualitatively and quantitatively relevant.

A systematic process has been implemented to document the objectives and that content of the Culinary Arts program is current. Annually, the Advisory Committee reviews program content and objectives to ensure they remain current. The Advisory Committee provides input on the qualitative and quantitative aspects of the coursework ensuring students are provided the necessary instruction and hands-on experience to progress in their career path.

Exhibit P 13: COE Annual Reports
Exhibit P 13: FLDOE Curriculum Frameworks
Exhibit P 13: Culinary Arts Course Syllabi
Exhibit P 13: Culinary Arts Curriculum Sequence
Exhibit P 13: Culinary Arts Major Instruction Plan
Exhibit P 14: Culinary Arts Advisory Committee Minutes
15. Three bona fide potential employers review each educational program annually and recommend:
16. Admission requirements;
17. Program content that is consistent with desired student learning outcomes;
18. Program length;
19. Program objectives
20. Competency tests;
21. Learning activities;
22. Instructional materials;
23. Equipment;
24. Methods of program evaluation;
25. Level of skills and/or proficiency required for completion; and,
26. Appropriate delivery formats for the subject matter being taught.

The Commercial Foods and Culinary Arts program undergoes a comprehensive program review by three bona fide potential employers using the Employer Program Verification form. These employers provide suggestions for program modifications. This review includes admissions requirements, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, and levels of skills and/or proficiency required for completion and appropriateness of the delivery mode for the program. Evaluation forms are kept for documentation.

Exhibit P 15: Culinary Arts Employer Verification Forms
Exhibit P 15: Culinary Arts Employer Surveys

The Commercial Foods and Culinary Arts program undergoes a comprehensive program review by three bona fide potential employers using the Employer Program Verification form. The committee evaluates all aspects of the program within the guidelines of the Department of Education and COE. These employers provide suggestions for program modifications. This review includes admissions requirements, program content, program length, program objectives,
competency tests, instructional materials, equipment, method of evaluation, and levels of skills and/or proficiency required for completion and appropriateness of the delivery mode for the program. Evaluation forms are kept for documentation.

Exhibit P 16-26: Culinary Arts Advisory Committee Agenda
Exhibit P 16-26: Culinary Arts Advisory Committee Minutes

27. The institution considers the length and the tuition of each program in relation to the documented entry level earnings of completers.

Program costs and length are reviewed annually by employers completing Employer Verification Statements to ensure time and costs are reasonable for entry-level practical nurses. The Regional Demand Occupations List illustrates mean and entry level hourly rates along with expected growth and annual job openings.

Exhibit P 27: Regional Demand Occupations List
Exhibit P 27: Culinary Arts Employer Verifications Forms

28. Courses required for each program are offered with sufficient frequency for the student to complete the program within the publicized time frame.

Charlotte Technical College enrolls Commercial Foods and Culinary Arts students bi-annually. Two enrollment times give prospective students options from which to choose. The 1200 clock hour program, requires 12 months to complete if students are attending the program full time. Students following the curriculum plan complete the program within the publicized time frame. Students who withdraw will be required to restart the OCP that they withdrew from and finish the requirements before moving on. Re-admission is subject to school/program policies program availability.
The Culinary Arts instructor acts as a coach/facilitator for the training as the student progresses. OCP timetables conveying the length of time needed to satisfactorily complete the course are communicated to all students, in each course syllabus.

An OCP specific calendar is given to each student at the beginning of the OCP. The calendar lists the subject material, per instructor, to be taught each day of the OCP.

Associate Degree programs offered must meet the following requirements:

29. The program is designed to lead graduates directly to employment in a specific career.

30. The appropriate applied degree title, such as Associate of Applied Technology, Associate of Applied Science, Associate of Occupational Studies, Associate of Science, or Associate of Occupational Technology, is used and includes the specific career and technical education field (i.e. Associate of Applied Science in Veterinary Technology)

31. The program has a minimum of 60 semester hours or 90 quarter hours.

32. The program includes a minimum of 15 semester hours or 23 quarter hours of general education courses, with a minimum of one course from each of the following areas: humanities, behavioral sciences, natural or applied sciences, and mathematics.

Charlotte Technical College and the off-site instructional service center do not offer associate degrees; these criteria are not applicable.

Exhibit P 29-32: Not Applicable Statement
33. For all coursework delivered via distance education: The institution’s distance education courses and programs are identical to those on campus in terms of the quality, rigor, breadth of academic and technical standards, completion requirements, and the credential awarded.

Charlotte Technical College and the off-site instructional service center do not offer programs via distance learning education. The criterion does not apply.

Exhibit P 33: Not Applicable Statement

Each program offered by the institution:

34. Is approved and administered under established institutional policies and procedures and supervised by an administrator who is part of the institutional organization;

35. Has appropriate and continuous involvement of on-campus administrators and faculty in planning, and approval;

36. Has varied evaluation methodologies that reflect established professional and practice competencies;

37. Is qualitatively and quantitatively consistent at each campus where it is offered;

38. Has measures of achievement of the student learning objectives:

39. Has individual student records, including period of enrollment, financial, and educational program records, permanently maintained by the institution at the main campus;

40. Is identically described in appropriate catalogs, brochures, and/or other promotional materials and include tuition/fee charges, refund policies, admissions and academic requirements, and information technology requirements; and,

41. Provides for timely and meaningful interaction among faculty and students.
Occupational programs are approved by the Florida Department of Education and supervised by the College Director and Assistant Director. The program planner provides supervision for the Commercial Foods and Culinary Arts Program.

Exhibit P 34: COE Approved Programs  
Exhibit 2-56: Organizational Chart  
Exhibit P 34: Servsafe Certification

The College utilizes the services of the program planner of the FLDOE and the Florida Frameworks. The program planner acts as a resource to ensure compliance with the directives issued by the Florida Department of Education. The program planner for Commercial Foods and Culinary Arts is employed by Charlotte County Public Schools as an instructional unit; however, the job description for the duties and responsibilities of the positions are managerial. The program planner for Commercial Foods and Culinary Arts schedules regular meetings with the department and with administration to discuss program updates and future growth. Final decisions are made through a facilitative and collaborative process with “student success” driving all decision making processes. The Culinary Arts program demonstrates qualitative and quantitative achievements through End of Course Assessments (EOCA), given at the end of each OCP and ServSafe Certifications, upon graduation.

Exhibit P 35: Culinary Arts Teaching Certificates  
Exhibit P 35: Yearly Schedule of Meetings Identifying Department Meeting Dates  
Exhibit P 35: Minutes of Culinary Arts Department Meetings  
Exhibit P 35: ServSafe Certificates

The program planner of Culinary Arts serves as the supervisor over the Culinary Arts instructional areas and performs annual goal setting with the department. Faculty performance appraisal sessions for personnel within the department are the responsibility of the Director or Assistant Director. The program planner of Commercial Foods and Culinary Arts collects and reviews student evaluations of programs. Each cohort instructor serves as the supervisor of
his/her class and is responsible for administering policies and guidelines as related to assigned students. During the training week, students are exposed to a combination of lectures, lab exercises, classroom practice and one-on-one sessions with the instructor.

Exhibit P 36: Culinary Arts Skill/Lab Competency Evaluations
Exhibit P 36: CTC Employability Skills Rubric
Exhibit P 36: Culinary Arts Student Exams

Commercial Foods and Culinary Arts instructors periodically review the ServSafe and Practice Analysis provided by the National Restaurant Association to validate the program meets professional and sanitation competencies. The Commercial Foods and Culinary Arts Program has learning objectives for various competency-based assessments and lab exercises utilized in the program. Lab competency, reflected in demonstrations, is utilized to measure student mastery of those learning objectives.

Exhibit P 37: Culinary Arts End of Course Assessments
Exhibit P 37: Culinary Arts End of Course Assessments Results
Exhibit P 37: Servsafe Certification Results
Exhibit P 37: Culinary Arts Course Syllabi
Exhibit P 37: FLDOE Curriculum Frameworks

The Student Services Department maintains permanent student and financial aid records and other pertinent information. Daily attendance, grades, and counseling notes are reported to student services via the computerized Student Information Management System (SIMS). The Charlotte County Public School System uses the FOCUS (SIMS) system for Postsecondary collection of information.

Exhibit P 38: FOCUS Attendance Chart
Exhibit P 38: FOCUS Gradebook
Exhibit P 38: Culinary Arts Skill/Lab Competency Evaluations
Exhibit P 38: CTC Employability Skills Rubric
Exhibit P 38: Culinary Arts Student Exams
The College Student Handbook describes training programs, tuition/fee charges, refund policies, admission policy, and the grading policy.

Exhibit P 39: Culinary Arts Student Record Sample (attendance, grades, teacher documentation, standards based assessments)

The faculty work week and student class schedule allows for ample time for students, faculty, and staff to interact. Full-time program instructors work from 7:00am to 3:00pm which includes a 30 minute duty free lunch. Students attend from 7:45am to 3:00pm (including a 30 minute lunch not included as program completion hours) for 6.45 hours per day or 32.25 hours/week. Full time instructors have from 7:00am to 7:45am to provide support for students if not in a scheduled staff meeting or department meeting.

Exhibit P 40: CTC Admissions Policy
Exhibit P 40: CTC Refund Policy
Exhibit P 40: Culinary Arts Website Screenshot
Exhibit P 40: CTC Student Catalog (Admissions Screenshot)
Exhibit P 40: CTC Student Catalog/Handbook (Grading Policy Screenshot)
Exhibit P 41: Culinary Arts Course Calendar
Exhibit P 41: Culinary Arts Clinical Schedule
Exhibit P 41: Yearly CTC Meeting Calendar

42. A credit hour is equivalent to a minimum of each of the following: one semester credit for 15 clock hours of lecture, 30 clock hours of laboratory, or 45 clock hours of work-based activities; or one quarter credit for 10 clock hours of lecture, 20 clock hours of laboratory, or 30 clock hours of work-based activities.

Charlotte Technical College’s educational programs are based on a contact clock hour system. This criterion is not applicable.

Exhibit P 42: Not Applicable Statement
43. For all coursework delivered via distance education: The institution ensures timeliness of its responses (synchronously or asynchronously) to students’ requests by placing a requirement on response time of no more than 24 hours within the institution’s published operational schedule of the program/course.

Charlotte Technical College and the off-site instructional service center do not offer programs via distance education. This criterion is not applicable.

Exhibit P 43: Not Applicable Statement

REQUIREMENT FOR CLOCK/CREDIT HOUR CONVERSION FOR FEDERAL STUDENT FINANCIAL AID
If this program was used as a sample for course prep review, it meets the requirements on the Course Prep Review Worksheet. (If the program was not part of the sampling OR if the institution is not required to use the Federal Clock Hour Conversion for Student Financial Aid, indicate N/A).

The College is not required to use the Federal Clock Hour Conversion for Student Financial Aid. This criterion is not applicable.

CLOCK/CREDIT HOUR CONVERSION
REQUIREMENT FOR CLOCK/CREDIT HOUR CONVERSION FOR FEDERAL STUDENT FINANCIAL AID
If this program was used as a sample for course prep review, it meets the requirements on the Course Prep Review Worksheet. (If the program was not part of the sampling OR if the institution is not required to use the Federal Clock Hour Conversion for Student Financial Aid, indicate N/A).

The College is not required to use the Federal Clock Hour Conversion for Student Financial Aid. This criterion is not applicable.

Exhibit P Clock-Credit Hour Conversion: Not Applicable Statement
INSTRUCTION

1. **Academic competencies and occupational skills are integrated into the instructional program for each occupational area.**

   The Commercial Foods and Culinary Arts program is designed so that each student progresses at his/her maximum level. Utilization of lectures, hands-on exercises, power-point presentations, audiovisuals, written materials, and other instructional methodologies provide for different types of learners. The program’s curriculum is sequential, providing optimal learning by correlating theory with hands on practice. Written unit exams and quizzes are given to validate learning. Lab practice allows students the opportunity to apply classroom theory to real life situations. The lab experience and student performance is evaluated daily with a summary twice per grading period. Each item on the clinical evaluation is structured to evaluate the student’s performance as a whole. The evaluation looks at student’s attitude, initiative, sanitation, efficiency, customer service, and attendance.

Exhibit I 1: FLDOE Curriculum Frameworks
Exhibit I 1: Culinary Arts Program Syllabi
Exhibit I 1: Culinary Arts Student Exams
Exhibit I 1: Culinary Art Skills Evaluation Sheet

2. **The instructional programs provide instruction in the competencies essential to success in the occupation, including job knowledge, job skills, work habits, and attitudes.**

   The course outline and description for each area of curriculum details adequate experiences to develop the skill proficiencies necessary for employment. The classroom lab provides students the opportunity to practice and develop skill proficiency away from the pressures of instruction under the direction of qualified faculty. The ability to perform is monitored by written tests and performance appraisals administered by the instructor(s). Skill performance is evaluated by the
instructor(s) in the lab and classroom area. The classroom and lab are available to students both before and after regular class hours at all sites to assist those students who require assistance or need a place to study.

Work habits, attitudes, and interpersonal skills are integral parts of the Commercial Foods and Culinary Arts curriculum. Beginning day one and extending throughout the entire year, instructors are actively involved in teaching and role modeling the skills needed for gainful employment. Students’ skill performance, which includes attitude and job knowledge as well as skill proficiency. The lab experience and student performance is evaluated daily with a summary twice per grading period. Each item on the clinical evaluation is structured to evaluate the student’s performance as a whole. The evaluation looks at student’s attitude, initiative, sanitation, efficiency, customer service, and attendance. In the last term of the program, students learn specific skills to aid gaining entrance into the workplace. Cover letter and resume writing, completion of the job application, dressing for and conducting an interview as well as how to terminate employment are among some of the areas explored in the curriculum.

Exhibit I 2: FLDOE Curriculum Frameworks
Exhibit I 2: Culinary Arts Course Syllabi
Exhibit I 2: Culinary Arts Skill/Lab Competencies
Exhibit I 2: CTC Employability Skills Rubric

3. **The sequence of instruction required for program completion (lecture, lab, and work-based activities) is determined by desired student learning outcomes.**

The curriculum, both classroom and lab, is structured in such a manner that the student is guided in a sequential approach through the theory and practical competencies for each subject area. The instructional sequence, which includes lecture, lab, and work-based activities, has been successful as demonstrated by positive student learning outcomes.

Commercial Foods and Culinary Arts is one of 20 programs at the College. Students must adhere to an established timeline for completion with defined entry and exit points. Movement within the established timelines for the Commercial Foods and Culinary Arts program is highly regimented.
The sequence of instruction required for program completion is used to:

4. Organize the curriculum;
5. Guide the delivery of instruction;
6. Direct learning activities; and,
7. Evaluate student progress in order to maximize the learning of competencies essential to success in the occupation.

The classroom portion of the Commercial Foods and Culinary Arts program is organized so that the student begins his/her educational program with the basic concepts and advances to more difficult concepts of Commercial Foods and Culinary arts.

The curriculum plan provides a breakdown for each week and quarter. Each semester provides 600 training hours for adult students and 150 training hours for dual enrolled students. Students are provided with a timeline of expectations in order to keep the student on track for program completion.

Each curriculum area incorporates theory and lab with work ethics integrated throughout the curriculum. Student evaluation is based on the competencies required to be successful in the chosen occupation. Instructors use a variety of methods to determine student mastery of subject matter. Such methods include, but are not limited to, exams patterned after the ServSafe format, lab experience, presentations and demonstrations.

The institution has appointed an occupational advisory committee for each program or program area offered.

The Commercial Foods and Culinary Arts Program has established an advisory committee that plays a pivotal role in the College’s ability to offer Commercial Foods and
Culinary Arts which responds to both student and community needs in the service delivery area.

Exhibit I 8: Culinary Arts Advisory Committee Member Lists

9. **Occupational advisory committees appointed for each program or program areas are used to ensure that desirable, relevant, and current practices of each occupation are being taught.**

The Commerical Foods and Culinary Arts Advisory Committees evaluate the Culinary Arts program to ensure that course content is current, to suggest appropriate changes, and to confirm that the program meets the workforce needs of area hospitality industry.

Exhibit I 9: Culinary Arts Program Advisory Fall/Spring Agendas and Minutes

<table>
<thead>
<tr>
<th>Each occupational advisory committee must:</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Consist of a minimum of three members external to the institution;</td>
</tr>
<tr>
<td>11. Has at least three external members who represent the geographical service area covered by the programs taught by the institution.</td>
</tr>
<tr>
<td>12. Has at least three external members who have expertise in the occupational program;</td>
</tr>
<tr>
<td>13. Meet at least twice annually;</td>
</tr>
<tr>
<td>14. Have at least three external members who meet these criteria present at each meeting (with at least two members physically present and one virtually present); and for membership physically present at each meeting; and,</td>
</tr>
<tr>
<td>15. Keeps minutes to document their activities, recommendations, and meeting attendance.</td>
</tr>
</tbody>
</table>

The Culinary Arts Advisory committee consists of a minimum of three hospitality professional members who are external to the institution. These members represent local
hospitality industry within the service area of their respective Culinary Arts program. These committee members bring experience and expertise from the field of Commercial Foods and Culinary Arts. At least two (2) meetings are held each year with a minimum of two committee members attending the meeting. Minutes and a member roster of each meeting are kept to document activities, recommendations, and attendance.

Exhibit I 11, 12, 13, 14, 15: Culinary Arts Advisory Committee Member Lists
Exhibit I 11, 12, 13, 14, 15: Culinary Arts Advisory Committee Agendas and Minutes

16. Occupational advisory committees review, at least annually, the appropriateness of the type of instruction (such as lecture, laboratory, work-based instruction, and/or mode of delivery) offered within each program to assure that students gain competency with specific skills required for successful completion of the program.

At least once a year, the Commercial Food and Culinary Arts Advisory Committees review the appropriateness of the instructional methods in order to ensure that students master the competencies required in the field. The committee’s activities and recommendations are recorded in minutes of the meetings.

Exhibit I 16: Culinary Arts Advisory Committee Minutes

17. Job-related health, safety, and fire-prevention are an integral part of instruction.

Health, safety and fire prevention is introduced to the students in the first weeks of class by the instructor. A first aid kit is available on the first floor of Building A and H Building at both reception areas for minor emergencies. An evacuation plan is posted in each classroom. Students are subsequently instructed on safety in the nursing lab and clinical settings. As part of orientation to the major clinical affiliates, the practical nursing students complete an extensive
on-line orientation program which covers health, safety and fire prevention specific to their clinical agencies. Hood vent systems, ansul system, fire extinguishers, and suppressant systems are all up to standards outlined in the Department of Health Regulations.

Exhibit I 17: Pictures of First Aid Kits/Supplies
Exhibit I 17: CTC Health and Safety Plan

| 18. | **To develop skill proficiency, sufficient practice is provided with equipment and materials similar to those currently used in the occupation.** |

In order to develop skill proficiency, students are provided sufficient practice with equipment similar to that currently used in the occupation. Skill proficiency tests and written exams are used as documentation to measure learning effectiveness and hands-on skills within the Culinary Arts program. Provisions are made for classroom lab practice and training. The program strives to have equitable equipment and supplies.

Exhibit I 18: Culinary Arts/Lab Competencies
Exhibit I 18: Culinary Arts Equipment Inventory

| 19. | **All instruction is effectively organized as evidenced by course outlines, lessons, competency tests, and other instructional materials.** |

Instruction in the Commercial Foods and Culinary Arts Program and lab areas follow an organized curriculum plan utilizing current textbooks, course outlines, lesson plans and instructional materials.

Exhibit I 19: Culinary Arts Course Outlines
Exhibit I 19: Culinary Arts Curriculum Sequence
Exhibit I 19: Culinary Arts Course Calendars
Exhibit I 19: Culinary Arts Skill/Lab Competencies
Exhibit I 19: Culinary Arts Cost Sheet with Textbook List
20. The institution uses a systematic, objective, and equitable method of evaluating student achievement based on required competencies.

Progress in the Commercial Foods and Culinary Arts Program utilizes written guidelines and is detailed in the Commercial Foods and Culinary Arts Program Handbook.

Exhibit I 20: Student Catalog/Handbook (Grading Policy Screenshot)
Exhibit I 20: Culinary Arts Course Syllabi/Grading Policy
Exhibit I 20: Culinary Arts Handbook/Grading Policy

21. For all coursework delivered via distance education: The institution directly verifies the currency and quality of all contracted courseware on an annual basis, is directly responsible for such currency and quality, and maintains curriculum oversight.

Charlotte Technical College and the off-site instructional service center do not offer courses via distance learning. This criterion does not apply.

Exhibit I 21: Not applicable Statement

22. For all coursework delivered via distance education: The institution has in place a standardized course template, course descriptions, learning objectives, course requirements (i.e. standard syllabus, outcomes, grading, resources, etc.), and learning outcomes of its programs in order to facilitate quality assurance and the assessment of student learning.

Charlotte Technical College and the off-site instructional service center do not offer courses via distance learning. This criterion does not apply.

Exhibit I 22: Not Applicable Statement
23. For all coursework delivered via distance education:
The institution monitors student progress and participation by means such as course
management systems that provide student time online, frequency of logins, electronic
footprints, electronic grade book, and percentage of course completed.

Charlotte Technical College and its off-site instructional service center do not offer
courses via distance learning. This criterion does not apply.

Exhibit I 23: Not Applicable Statement

Written agreements with work-based activity agencies, if any:

24. Are current;
25. Specify expectations for all parties; and,
26. Ensure the protection of students.

Charlotte Technical College and written agreements with work-based activity
agencies do not apply to the Culinary Arts Program.

Exhibit I 24, 25, 26: Non Applicable

27. Each work-based activity has a written instructional plan for students.

The Culinary Arts program does not have a work based activity for students at this time.
There is an internship plan in place for the 2017-2018 school year to be executed in the 2018-
2019 school year.

Exhibit I 27: Non Applicable

28. The written instructional plan for each work-based activity specifies the
particular objectives, experiences, competencies, and evaluations that are
required.
The Culinary Arts Program uses lab books are an instructional plan to guide students through work-based activities that measure learning objectives, experiences, competencies, and evaluations that are required for program completion.

**Exhibit I 28: Culinary Arts Lab Books**

29. **The written instructional plan for each work-based activity designates the on-site employer representative responsible for guiding and overseeing the students’ learning experiences and participating in the students’ written evaluations.**

Charlotte Technical College and written agreements with work-based activity at off-site agencies does not apply to the Commercial Foods and Culinary Arts Program.

**Exhibit I 29: Non Applicable**

30. **All work-based activities conducted by the institution are supervised by a designated employee possessing appropriate qualifications.**

All clinical activities conducted by the Charlotte Technical College’s Culinary Arts Program are supervised by instructors who are formally trained chefs by accredited culinary arts schools. Each instructor has a transcript of college courses leading to either an Associate and/or Bachelor’s degree in the field of Culinary Arts and/or Business Management, and have been county certified as a Vocational Instructor through validation of work experience. Verification of unencumbered, ServSafe Manager, Proctor, and Instructor Certifications.

**Exhibit I 30: ServSafe Certificates**
**Exhibit I 30: Copy of Diploma(s)**
**Exhibit I 30: Vocational Teacher Certificates**
**Exhibit I 30: Annual Verification of Faculty**
CHALLENGES AND PROPOSED SOLUTIONS

As with any publically funded institution, The Charlotte Technical College experiences challenges when funding upgrades and purchases of equipment for the Commercial Foods and Culinary Arts Program. The Advisory Committee and area employers are often sources of equipment and supplies to provide the skilled training required in our service delivery area. The Commercial Foods and Culinary Arts program is also working towards facility updates to help improve the environment of student learning. The Commercial Foods and Culinary Arts program is also working towards an internship program for their second and third year high school students. There are processes in place to make the program more effective.

SUMMARY

The greatest strengths exhibited by the Culinary Arts Program revolve around program flexibility, the ability to update curricula to meet the needs of the every changing Culinary Arts industry and the strong relationship with its industry professionals. The Culinary Arts program offers area employers graduates that possess a combination of sound academics and high quality hands-on experience which can transition immediately into the Culinary Arts industry. Graduates of the Culinary Arts Program are recruited by local and corporate businesses. Students are recruited by national colleges and universities that rely on the program history of excellence and the graduates’ classroom and working experience. Support from local restaurants are reflected in the active role they take on the Advisory Committees and the willingness to provide clinical training and equipment. The job market for Commercial Foods and Culinary Arts remains stable as reflected in the program’s high job placement rate.
Commission of the Council on Occupational Education
EMPLOYER PROGRAM VERIFICATION FORM
for Postsecondary Programs

INSTRUCTIONS:
- Complete three of these forms for each service area served by the program.
- This form must be signed by an employee who is in position to make hiring decisions on behalf of the employer.

<table>
<thead>
<tr>
<th>Name of Institution</th>
<th>[Blank]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>2400 KINGS HTY</td>
</tr>
<tr>
<td>City/State/Zip</td>
<td>[Blank]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of Program</th>
<th>COMMERCIAL FOOD/CULINARY ART</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Mode(s) of Delivery of Program (check ALL that apply):</th>
<th>100% Traditional</th>
<th>Hybrid</th>
<th>Distance Education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

The length of this program is [Indicate the number of hours in all boxes that apply]:

- [ ] Cook Hours
- [ ] Semester Credit Hours
- [ ] Quarter Credit Hours

The amount of tuition and fees charged for the total program is: $4,317

EMPLOYERS' VERIFICATION STATEMENT
I have reviewed the (name of program):
program and recommended requirements for admissions, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, the skills and/or proficiency required for completion, and appropriateness of the instructional delivery method(s) for the program.

<table>
<thead>
<tr>
<th>EMPLOYER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
</tr>
<tr>
<td>Title:</td>
</tr>
<tr>
<td>Company Name:</td>
</tr>
<tr>
<td>Address:</td>
</tr>
<tr>
<td>City/State/Zip:</td>
</tr>
<tr>
<td>Phone Number/Extension:</td>
</tr>
</tbody>
</table>

Verifiable range of remuneration (based on year-round, full-time employment) that can reasonably be expected by those who enter this field upon completion of the program is from $2,000 annually to $20,000 annually.

Signature: [Blank]
Date: 5/1/17

(August 2016)
Commission of the Council on Occupational Education
EMPLOYER PROGRAM VERIFICATION FORM
for Postsecondary Programs

INSTRUCTIONS:
- Complete three of these forms for each service area served by the program.
- This form must be signed by an employee who is in position to make hiring decisions on behalf of the employer.

<table>
<thead>
<tr>
<th>Name of Institution</th>
<th>Charlotte Technical College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>1815 0 Market Circle</td>
</tr>
<tr>
<td></td>
<td>Charlotte NC 28205</td>
</tr>
<tr>
<td>City/State/Zip</td>
<td></td>
</tr>
</tbody>
</table>

| Name of Program | Commercial Foods             |

<table>
<thead>
<tr>
<th>Mode(s) of Delivery of Program (check ALL that apply):</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ 100% Traditional</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

The length of this program is (indicate the number of hours in all boxes that apply):

- ☑ Clock Hours
-                                                      |
-                                                      |

The amount of tuition and fees charged for the total program is: $4,397.00

EMPLOYERS' VERIFICATION STATEMENT

I have reviewed the (name of program): Commercial Foods
program and recommended requirements for admissions, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, the skills and/or proficiency required for completion, and appropriateness of the instructional delivery method(s) for the program.

<table>
<thead>
<tr>
<th>EMPLOYER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: Kurt Brown</td>
</tr>
<tr>
<td>Title: GM</td>
</tr>
<tr>
<td>Company Name: Kurt's Bar &amp; House</td>
</tr>
<tr>
<td>Phone Number/Extension: 374-1046</td>
</tr>
<tr>
<td>Address: 1601 West 2nd Street</td>
</tr>
<tr>
<td>City/State/Zip: Houston, TX 77008</td>
</tr>
</tbody>
</table>

Verifiable range of remuneration (based on year-round, full-time employment) that can reasonably be expected by those who enter this field upon completion of the program is from $4,000 annually to $10,000 annually.

Signature: [Signature]
Date: 2/10/19

(August 2010)
Commission of the Council on Occupational Education
EMPLOYER PROGRAM VERIFICATION FORM
for Postsecondary Programs

INSTRUCTIONS:
- Complete three of these forms for each service area served by the program.
- This form must be signed by an employee who is in a position to make hiring decisions on behalf of the employer.

Name of Institution: Charlotte Technical College
Address: 1850 Murdock Circle, Port Charlotte, FL 33948
City/State/Zip: Port Charlotte, FL 33948

Name of Program: Culinary Arts

Model(s) of Delivery of Program (check ALL that apply):

- [ ] 100% Traditional  [ ] Hybrid  [ ] Distance Education

The length of this program is (indicate the number of hours in all boxes that apply):

- [x] Credit Hours  [ ] Semester Credit Hours  [ ] Quarter Credit Hours

The amount of tuition and fees charged for the total program is: $197,200

EMPLOYERS’ VERIFICATION STATEMENT

I have reviewed the (name of program): Culinary Arts

program and recommended requirements for admission, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, and proficiency required for completion, and appropriateness of the instructional delivery method(s) for the program.

EMPLOYER

Name: Charlotte County Public School Teacher
Title: Culinary Arts
Company Name: Charlotte Technical College
Address: 1850 Murdock Circle, Port Charlotte, FL 33948
City/State/Zip: Port Charlotte, FL 33948
Phone Number/Extension: (941) 255-7500

Verifiable range of remuneration (based on year-round, full-time employment) that can reasonably be expected by those who enter this field upon completion of the program is from $33,000 annually to $40,000 annually.

Signature: [Signature]
Date: 5/12/16
(March 2015)
STANDARD 2

COMMERCIAL FOODS/CULINARY ARTS

EXHIBIT LIST

Exhibit AR 1, 2, 3, 4, 5: CTC Admissions Policy
Exhibit AR 1, 2, 3, 4, 5: CTC Student Catalog/Handbook Screenshot/Admissions
Exhibit AR 1, 2, 3, 4, 5: On-line Application/Website
Exhibit AR 1, 2, 3, 4, 5: Culinary Arts Admissions Criteria with Forms
Exhibit AR 1, 2, 3, 4, 5: Screenshot of Culinary Arts Enrollment Timeline/Checklist
Exhibit AR 1, 2, 3, 4, 5: CTC Student Catalog/Handbook- Pages 2 & 3
Exhibit AR 6: Not Applicable Statement
Exhibit AR 7: CTC Transfer Policy
Exhibit AR 7: CTC Student Catalog/Handbook (Transfer of Credit Screenshot)
Exhibit AR 7: CTC Student Catalog/Handbook/Transfer of Credit, Page 22
Exhibit AR 8: CTC Transfer Policy
Exhibit AR 8: CTC Student Catalog/Handbook (Transfer Credit Screenshot)
Exhibit AR 8: CTC Student Catalog/Handbook Transfer of Credit, Page 22
Exhibit AR 9: CTC Admissions Policy
Exhibit AR 9: CTC Student Catalog/Handbook (Admissions Screenshot)
Exhibit AR 10: Not Applicable Statement
Exhibit AR 11: Not applicable statement
Exhibit AR 12: Not applicable statement
Exhibit AR 13: Not applicable statement
Exhibit AR 14: Not applicable statement
Exhibit AR 15: Not applicable statement
Exhibit AR 16: CTC Student Catalog/Handbook – pg. 32
Exhibit AR 16: Culinary Arts Rack Card
Exhibit AR-16: Job Fair Flyer
Exhibit AR 16: Culinary Arts Website Screenshot
Exhibit AR 16: Culinary Arts Course Syllabi
Exhibit AR 17: Culinary Arts Cost Sheet 2017-18
Exhibit AR 17: Culinary Arts Cost Sheet Screenshot 2017-18
Exhibit AR 18: New Student Orientation
Exhibit AR 18: CCPS Technology Plan
Exhibit P 1, 2, 3: CCPS Website
Exhibit P 1, 2, 3: CTC Website
Exhibit P 1, 2, 3: Culinary Arts Mission, Purpose, and Goals
Exhibit P 4, 5, 6: CTC Student Catalog/Handbook/Non-Discrimination Statement
Exhibit P 7, 8: Culinary Arts Completion and Placement Report
Exhibit P 7, 8: CTC Follow-Up and Placement Plan
Exhibit P 7, 8: Servsafe Certification Data Report
Exhibit P 9, 10: Dental Assisting Course Syllabi
Exhibit P 9, 10: FLDOE Curriculum
Exhibit P 11: Culinary Arts Handbook/Grading Policy
Exhibit P 11: Culinary Arts Student Exams
Exhibit P 11: Culinary Arts Skill/Lab Competency Evaluations
Exhibit P 11: CTC Employability Skills Rubric
Exhibit P 12: Culinary Arts Advisory Committee Minutes/Objectives
Exhibit P 12: Culinary Arts Advisory Member Roster
Exhibit P 13: COE Annual Reports
Exhibit P 13: FLDOE Curriculum Frameworks
Exhibit P 13: Culinary Arts Course Syllabi
Exhibit P 13: Culinary Arts Curriculum Sequence
Exhibit P 13: Culinary Arts Major Instruction Plan
Exhibit P 14: Culinary Arts Advisory Committee Minutes
Exhibit P 15: Culinary Arts Employer Verification Forms
Exhibit P 15: Culinary Arts Employer Surveys
Exhibit P 16-26: Culinary Arts Advisory Committee Agenda
Exhibit P 16-26: Culinary Arts Advisory Committee Minutes
Exhibit P 27: Regional Demand Occupations List
Exhibit P 27: Culinary Arts Employer Verifications Forms
Exhibit P 28: Culinary Arts Curriculum Sequence (Lab book)
Exhibit 2-50: Culinary Arts Handbook/Readmission
Exhibit P 28: Culinary Arts Program Syllabi
Exhibit P 28: Culinary Arts Course Calendars
Exhibit P 29-32: Not Applicable Statement
Exhibit P 33: Not Applicable Statement
Exhibit P 34: COE Approved Programs
Exhibit 2-56: Organizational Chart
Exhibit P 34: Servsafe Certification
Exhibit P 35: Culinary Arts Teaching Certificates
Exhibit P 35: Yearly Schedule of Meetings Identifying Department Meeting Dates
Exhibit P 35: Minutes of Culinary Arts Department Meetings
Exhibit P 35: Servsafe Certificates
Exhibit P 36: Culinary Arts Skill/Lab Competency Evaluations
Exhibit P 36: CTC Employability Skills Rubric
Exhibit P 36: Culinary Arts Student Exams
Exhibit P 37: Culinary Arts End of Course Assessments
Exhibit P 37: Culinary Arts End of Course Assessments Results
Exhibit P 37: Servsafe Certification Results
Exhibit P 37: Culinary Arts Course Syllabi
Exhibit P 37: FLDOE Curriculum Frameworks
Exhibit P 38: FOCUS Attendance Chart
Exhibit P 38: FOCUS Gradebook
Exhibit P 38: Culinary Arts Skill/Lab Competency Evaluations
Exhibit P 38: CTC Employability Skills Rubric
Exhibit P 38: Culinary Arts Student Exams
Exhibit P 39: Culinary Arts Student Record Sample (attendance, grades, teacher documentation, standards based assessments)

Exhibit P 40: CTC Admissions Policy
Exhibit P 40: CTC Refund Policy
Exhibit P 40: Culinary Arts Website Screenshot
Exhibit P 40: CTC Student Catalog (Admissions Screenshot)
Exhibit P 40: CTC Student Catalog/Handbook (Grading Policy Screenshot)
Exhibit P 41: Culinary Arts Course Calendar
Exhibit P 41: Culinary Arts Clinical Schedule
Exhibit P 41: Yearly CTC Meeting Calendar
Exhibit P 42: Not Applicable Statement
Exhibit P 43: Not Applicable Statement
Exhibit P Clock-Credit Hour Conversion: Not Applicable Statement

Exhibit I 1: FLDOE Curriculum Frameworks
Exhibit I 1: Culinary Arts Program Syllabi
Exhibit I 1: Culinary Arts Student Exams
Exhibit I 1: Culinary Art Skills Evaluation Sheet
Exhibit I 2: FLDOE Curriculum Frameworks
Exhibit I 2: Culinary Arts Course Syllabi
Exhibit I 2: Culinary Arts Skill/Lab Competencies
Exhibit I 2: CTC Employability Skills Rubric
Exhibit I 3: Culinary Arts Lab Book/ Course Outline
Exhibit I 4, 5, 6, 7: Culinary Arts Course Outlines
Exhibit I 4, 5, 6, 7: Culinary Arts Course Calendars
Exhibit I 4, 5, 6, 7: Culinary Arts Skill/Lab Competencies
Exhibit I 8: Culinary Arts Advisory Committee Member Lists
Exhibit I 9: Culinary Arts Program Advisory Fall/Spring Agendas and Minutes
Exhibit I 11, 12, 13, 14, 15: Culinary Arts Advisory Committee Member Lists
Exhibit I 11, 12, 13, 14, 15: Culinary Arts Advisory Committee Agendas and Minutes
Exhibit I 16: Culinary Arts Advisory Committee Minutes
Exhibit I 17: Pictures of First Aid Kits/Supplies
Exhibit I 17: CTC Health and Safety Plan
Exhibit I 18: Culinary Arts/Lab Competencies
Exhibit I 18: Culinary Arts Equipment Inventory
Exhibit I 19: Culinary Arts Course Outlines
Exhibit I 19: Culinary Arts Curriculum Sequence
Exhibit I 19: Culinary Arts Course Calendars
Exhibit I 19: Culinary Arts Skill/Lab Competencies
Exhibit I 19: Culinary Arts Cost Sheet with Textbook List
Exhibit I 20: Student Catalog/Handbook (Grading Policy Screenshot)
Exhibit I 20: Culinary Arts Course Syllabi/Grading Policy
Exhibit I 20: Culinary Arts Handbook/Grading Policy
Exhibit I 21: Not applicable Statement
Exhibit I 22: Not Applicable Statement
Exhibit I 23: Not Applicable Statement
Exhibit I 24, 25, 26: Non Applicable
Exhibit I 27: Non Applicable
Exhibit I 28: Culinary Arts Lab Books
Exhibit I 29: Non Applicable
Exhibit I 30: ServSafe Certificates
Exhibit I 30: Copy of Diploma(s)
Exhibit I 30: Vocational Teacher Certificates
Exhibit I 30: Annual Verification of Faculty
Program:
Dental Assisting Technology and Management –ATD

Program Planner:
Cynthia Gulsby

Full-Time Instructors:
Darlene Riccio
Cynthia Ahlborn
INTRODUCTION

Charlotte Technical College currently offers 20 full-time on-ground training programs. Each program is an “in demand” program for the service delivery area. All programs are designed to meet students’ needs by providing students with the opportunity to acquire skills and knowledge necessary for performing successfully in business, industry, and entrepreneurship. Strong work ethic and technical skills are integrated in every subject in every class.

This program operates within the frameworks of the Florida Department of Education and under the policies and procedures of CTC. In addition, this program is accredited by the American Dental Association Commission on Dental Accreditation.

The required program hours for the Dental Assisting Technology and Management-ATD is 1230 hours.

PURPOSE OF THE PROGRAM

This program offers a sequence of courses that provide coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Health Science career cluster. It provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of Health Science career cluster.

The program is designed to prepare students for employment as dental assistants 66002 (SOC code 31-9091), educational managers for dental companies, and dental assisting educators. The program will prepare students for the Dental Assisting National Board Examination as well as state requirements. The program meets the requirements of the Commission on Dental Accreditation of the American Dental Association and standards recommended by the Florida Board of Dentistry.
The content includes, but is not limited to, dental office and patient management, basic dental laboratory procedures, dental and general anatomy, dental terminology, nutrition, dental instrument and equipment utilization, microbiology, dental pharmacology and anesthesia, chairside assisting and expanded functions, dental office emergencies/CPR, dental radiography, maintenance and asepsis of dental operatory and instrumentation, dental specialty procedures, employability skills, leadership and human relations skills, ethics and jurisprudence, dental materials and preventive dentistry.

There are no entry level positions for this course.

There are two enrollment periods for the Dental Assisting Technology and Management-ATD and in January and August. The Dental Assisting Technology and Management-ATD is a full-time course with adult only enrollment.

ANALYSIS

ADMISSIONS/RECRUITING

The institution’s admissions policies and processes are:

1. Published;
2. Clearly stated;
3. Consistently communicated to students;
4. Made available to students prior to enrollment; and,
5. Any changes to these publications are communicated in a timely manner.

The admission policies for the Charlotte Technical College are published in various locations: the College’s website www.charlottetechcollege.net, the College Student Handbook and visual publications. The admissions policies and processes are clearly stated so prospective students can easily understand enrollment requirements and complete the enrollment process in a timely manner. Admissions policies are consistently communicated to students through the College’s website, College Student Handbook, and face-to-face interaction with faculty and staff. Prior to enrollment, potential students are provided admissions requirements along with a
requirements check sheet listing each item/action required for admission to College. A timeline is established on the website to assist students in completing all requirements. The timeline takes students from the application process through the orientation and start of class. All steps are thoroughly explained, and hard copy packets are available at Student Services. All admissions are clearly stated and provided for students prior to enrollment in the admissions packet.

All changes and/or updates to the admission policies and processes are made available to students and the public through the College’s website, the College Student Handbook, and interaction with faculty and staff.

The program follows the general admissions policies of Charlotte Technical College. The Dental Assisting Program has specific admissions requirements that include having a high school diploma or GED prior to enrollment.

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C. the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematic 10, Language 10, and Reading 10. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3) (a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed on the Basic Skills and Licensure Exemption List which may be accessed from the CTE Program Resources page.
6. For all students admitted to a Vocational English-As-A-Second-Language Program, the institution utilizes written admission procedures that comply with policies established by the Commission.

Charlotte Technical College and the off-site instructional service center do not have an “English-As-A-Second Language” program. This criterion does not apply.

Exhibit AR 6: Not Applicable Statement

7. The institution clearly defines and publishes a policy on the transfer of students between programs within the institution and the transfer of students from other institutions.

Charlotte Technical College’s policy on the transfer of students between institutional programs, as well as the transfer from other institutions, is clearly defined and published. The policy is published on the College’s website at (www.charlottetechcollege.net) and the CTC student handbook, page 22. The published policy includes the following relevant criteria:
• CTC students requesting to transfer to another program within the college must first discuss the request with the current instructor and then meet with the postsecondary occupational specialist. The postsecondary occupational specialist can approve the transfer request, if space is available in the program.

• Acceptance of hours completed at another institution will be in compliance with Florida Statute 1007.24(7). Students with previous technical training from other institutions may receive credit for that training. A transcript from a public accredited institution documenting student performance standards and/or occupational completion points achieved for a specific technical program will be accepted in transfer at Charlotte Technical College for the same technical program. CTC reserves the right to require a competency test to validate the competencies learned/earned at another (non-CTC) institution. The student will then be enrolled in training at the student’s proficiency level.

• Training from a non-public institution that is fully accredited by a regional or national accrediting agency recognized by the United States Department of Education, and that participates in the common course numbering system, will be accepted in transfer for the same course/program. Transcripts will be accepted, evaluated and relevant clock hours will be applied to the student’s CTC training program and the student’s transcript.

Exhibit AR 7: CTC Transfer Policy
Exhibit AR 7: CTC Student Catalog/Handbook (Transfer of Credit Screenshot)
Exhibit AR 7: CTC Student Catalog/Handbook/Transfer of Credit Page 22
Charlotte Technical College clearly defines its policy on the transfer of credits and publishes the policy on both the College website (http://charlottetechcollege.net/) and the CTC Student Handbook, page 22. The published policy includes the following relevant criteria regarding the transfer of credit earned at another institution:

- Acceptance of hours completed at another institution will be in compliance with Florida Statute 1007.24(7). Students with previous technical training from other institutions may receive credit for that training. A transcript from a public accredited institution documenting student performance standards and/or occupational completion points achieved for a specific technical program will be accepted in transfer at Charlotte Technical College for the same technical program. CTC reserves the right to require a competency test to validate the competencies learned/earned at another (non-CTC) institution. The student will then be enrolled in training at the student’s proficiency level.

- Training from a non-public institution that is fully accredited by a regional or national accrediting agency recognized by the United States Department of Education, and that participates in the common course numbering system will be accepted in transfer for the same course/program. Transcripts will be accepted, evaluated and relevant clock hours will be applied to the student’s CTC training program and the student’s transcript.
PROGRAM COMPLETION

9. Admission requirements offer reasonable expectations for successful completion of the occupational programs offered by the institution regardless of the delivery mode.

The Dental Assisting program follows the Florida Department of Education’s basic skill exit requirements for students and the requirements can be found in the CTC catalog/handbook and Section 1004.91, Florida Statute (F.S.) and the State Board of Education Rule 6A-10.040. These regulations mandate that students who enroll in a program of 450 hours or more “may not receive a career and technical certificate of completion without first demonstrating the basic skills required in the state curriculum frameworks for the career education program.” CTC provides opportunity for students to demonstrate basic skill requirement through the Test of Adult Basic Education (TABE). The Florida Department of Education has placed basic skill levels on all programs in the curriculum frameworks. Only advanced and difficult level of the TABE meets requirements. The purpose of assessment is to determine whether or not the student as the basic skills necessary to be successful in the chosen career program.

A student enrolled in a career education program that does not meet the basic skills requirements, but passes an identified certification exam, should be recorded as “incomplete” until the Technical College receives documentation of the certification and then reports the student as a completer from the career and technical education program. If the student does not meet the basic skills requirements for completion or is not exempt, the student cannot be reported as a program completer from the final OCP and cannot earn a Career Certificate of Completion.
ASSOCIATE DEGREE

10. Students admitted into Associate Degree programs have a high school diploma or its equivalent.

Charlotte Technical College and the off-site instructional service center do not offer Associate Degrees. This criterion does not apply.

Exhibit AR 10: Not Applicable Statement

ABILITY TO BENEFIT

An institution that admits students by exception to its standard admissions policies must:

11. Have written admissions policies and procedures for these exceptions;
12. Apply them uniformly;
13. Provide documented evidence on how they are used;
14. Maintain records on student progress; and,
15. Regularly evaluate the effectiveness of the procedures used in admitting students by exception.

Charlotte Technical College and the off-site instructional service center do not admit students by exception to its dental assisting program. This criterion does not apply.

Exhibit AR 11: Not applicable statement
Exhibit AR 12: Not applicable statement
Exhibit AR 13: Not applicable statement
Exhibit AR 14: Not applicable statement
Exhibit AR 15: Not applicable statement
RECRUITING ACTIVITIES

16. The institution ensures that recruiting activities are ethical and that all materials used in recruiting accurately describe the mission, instructional outcomes, student performance expectations, and completion requirements of each program.

Recruitment is an ongoing priority at the College. Charlotte Technical College has a post-secondary occupational specialist/recruiter to lead recruitment activities. The College is actively involved in a number of recruiting activities, including career days sponsored by local high schools, college job fairs, classroom presentations in local middle and high schools, campus tours for secondary students, chamber and community groups. Instructors also play a pivotal role in recruitment activities for the College. Many different mediums, such as printed materials, newspaper advertising, social media, student and alumni recruitment, employees, and the College website (www.charlottetechcollege.net) are used in recruitment.

The institution ensures recruiting activities are ethical and all mediums used in recruiting accurately describe the College mission, program outcomes, student performance expectations, and completion requirements of each program.

Exhibit AR 16: CTC Student Catalog/Handbook Page 32
Exhibit AR 16: Dental Assisting Rack Card
Exhibit AR-16: Job Fair Flyer
Exhibit AR 16: Dental Assisting Website Screenshot
Exhibit AR 16: Dental Assisting Course Syllabi

PROGRAM COSTS

17. Prior to admission, students are informed of the costs, equipment, services, time, and technical competencies, if any, required by the program, including if applicable, personal data collection and processes, and charges associated with verification of student identity.
Prior to admission, students are informed of the costs of the program and any equipment and services required. Fees charged to students are in accordance with Florida Department of Education guidelines with all fees and tuition approved by the Charlotte County School Board. Program cost sheets are available to students prior to admission. Student Services maintains a cost sheet for each program, including costs of registration, tuition, books, and instructional supplies. Cost sheets for dental assisting are updated prior to enrollment. Cost sheets are available upon request, available in student services, school store and on the College’s website. Dental assisting students meet with the program director and Instructor for orientation prior to admission. The program director and instructor can best inform the student of the technical competencies and time needed to complete the program. Further program costs unique to the dental assisting program are provided to the student through Student Services staff and directly by the instructor or program director as part of program orientation and intake. This information includes books, uniforms, mannequins, materials and supplies, as applicable.

**Exhibit AR 17: Dental Assisting Cost Sheet 2017-18**

**Exhibit AR 17: Dental Assisting Cost Sheet Screenshot 2017-18**

**ORIENTATION TO TECHNOLOGY**

| 18. Orientation to technology is provided and technical support is available to students. |

Prior to enrolling, dental assisting students attend a program orientation. An overview of the technology used in the training area is covered during the program orientation session. In addition, the college employs a part-time network administrator who works at the site a minimum of two days per week and a technology facilitator who is available to assist students and program instructors with technical support daily.

**Exhibit AR 18: Dental Assisting Acceptance Letter with Orientation Information**

**Exhibit AR 18: CCPS Technology Plan**
DISTANCE EDUCATION

19. For all coursework delivered via distance education: The institution has processes in place to establish that the student who registers for a distance education course or program is the same student who participates in and completes the program and receives the academic credit.

Charlotte Technical College and the off-site instructional service center campus do not deliver coursework via distance education. This criterion does not apply.

Exhibit AR 19: Non-applicable

PROGRAMS

MISSION STATEMENT

Occupational education program policies are congruent with:

1. The governing organization;
2. The mission of the institution; and,
3. The occupational needs of the people served by the institution.

The policies established for each occupational program are congruent with the policies of Charlotte Technical College and Charlotte County Public Schools.

Occupational programs are congruent with the College mission to provide an effective, innovative technical education preparing students to enter, advance and succeed in the workplace. The College meets its objectives by providing cost effective, competency-based training that prepares persons for entry-level jobs, enhances the skills of persons holding a job, and/or retrains those who may be displaced workers.

The dental assisting faculty supports the Charlotte Technical College mission and goals as reflected in the program’s mission statement and philosophy.

The mission and purpose of the dental assisting program is to prepare the students to function effectively as an integral member of the dental health team, to perform chairside assisting
and related office, and laboratory procedures under the direction and supervision of the dentist. Students are encouraged to remain involved in continuing education and in related dental and health programs in order to advance in the dental profession and to continue to grow as individuals.

Exhibit P 1, 2, 3: CCPS Website
Exhibit P 1, 2, 3: CTC Website
Exhibit P 1, 2, 3: Dental Assisting Mission, Purpose, and Goals
Exhibit P 1, 2, 3: Health Science Handbook

<table>
<thead>
<tr>
<th>Occupational education program policies are:</th>
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<tbody>
<tr>
<td>4.  Publicly accessible;</td>
</tr>
<tr>
<td>5.  Non-discriminatory; and,</td>
</tr>
<tr>
<td>6.  Consistently applied</td>
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</table>

Occupational education program policies are publicly accessible through the College student handbook and the website. Policies are written and administered in a non-discriminatory manner. Policies are consistently applied to all occupational programs.

Dental assisting program policies are publicly accessible within the health science student handbook on the Charlotte Technical College website. Handbooks are distributed, reviewed, and signed, as representation of their understanding, on the first day of class per session.

Exhibit P 4, 5, 6: CTC Student Catalog/Handbook/Non-Discrimination Statement

<table>
<thead>
<tr>
<th>Differences, if any, in occupational education program policies are justified by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.  Student learning outcomes; and/or,</td>
</tr>
<tr>
<td>8.  Program outcomes.</td>
</tr>
</tbody>
</table>
Charlotte Technical College and its off-site instructional service center has occupational education program policies that are uniform and consistent.

**Exhibit P 7, 8: Dental Assisting Completion and Placement Report**

**Exhibit P 7, 8: CTC Follow-Up and Placement Plan**

**Exhibit P 7, 8: DANB Certification Data Report**

**PROGRAM OBJECTIVES, CONTENT, AND STUDENT EVALUATION**

<table>
<thead>
<tr>
<th>Each occupational education program has:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Clearly stated objectives</td>
</tr>
<tr>
<td>10. Defined content relevant to these objectives and the current needs of business and industry, and,</td>
</tr>
<tr>
<td>11. Assessment of student achievement based on the program objectives and content.</td>
</tr>
<tr>
<td>12. The objectives for each educational program are evaluated annually.</td>
</tr>
</tbody>
</table>

The Dental Assisting Program has clearly stated objectives, defined content relevant to these objectives and the current needs of business and industry, and assessment of student achievements are based on the program objectives and content which is included in the course syllabi given to each student at the beginning of each course. The syllabi is also posted on the instructor’s Edline pages. As stated, objectives and content are substantially developed by the Florida Department of Education for the program within the state system and are embodied in the curriculum frameworks.

Each framework has skills and competencies called occupation completion points (OCP) that are grouped to correspond with potential occupations. OCPs are related to current needs of business and industry and are earned at the completion of courses. Each student works through the OCP and is evaluated for mastery of skills and competencies. Instructors use a variety of methods to determine student mastery of subject matter. Such methods include traditional exams, lab exercises, competency demonstrations, and clinical rotations at individual dental offices within the community. Grades are assigned for all methods and determine a student’s movement through the curriculum. The College’s grading policy is detailed in the student handbook.
Student evaluation is based on program objectives and content. Instructors use a variety of methods to determine student mastery of subject matter. Such methods include traditional exams, lab exercises, competency demonstrations, and clinical activities. Grades are assigned and determine a student’s movement through the curriculum. Grades are assigned at the end of each course or OCP. The dental assisting grading policy is detailed in the program handbook.

Annually, the objectives for the Dental Assisting program are evaluated and rated accordingly, by the program advisory committee members. Objectives for the program are developed using the Florida Department of Education Curriculum Frameworks as a guide. To meet business and industry needs, the program is revised, added or deleted. The objectives of the program are evaluated annually as evidenced by Program Advisory Committee minutes. Advisory Committee evaluations and meeting minutes are kept for documentation.

Instructors gain valuable employer input through program advisory meetings. During these meetings, instructors talk with peers and learn more about new technologies, current equipment and processes utilized by the dental industry. Information obtained is used to evaluate and improve program effectiveness.

The Dental Assisting Program Advisory Committee meets at least twice annually. Charlotte Technical College’s Dental Assisting program follows a curriculum which meets or exceeds the Florida Department of Education (FLDOE) Curriculum Frameworks. FLDOE Curriculum Frameworks are reviewed and updated every five (5) years. Industry visits are
conducted on a regular basis to stay abreast of current trends in industry. Feedback from students is received through climate and exit surveys.

Exhibit P 12: Dental Assisting Advisory Committee Minutes/Objectives
Exhibit P 12: Dental Assisting Advisory Member Roster

A systematic process has been implemented to document:

13. That the objectives and content of programs are current; and,
14. That coursework is qualitatively and quantitatively relevant.

A systematic process has been implemented to document the objectives and that content of the Dental Assisting program is current. The Florida Department of Education reviews the curriculum frameworks on a cyclical schedule to maintain their current status. These reviews are through committees and include department staff, educators, and business people from across the state. A “change document summary” issued in the spring of each year highlights changes in programs and any added or deleted programs. They also publish a “Basic Skills Document” showing any changes in the basic skill exit requirements. Based on the information from FLDOE, CTC provides each teacher with information in order to establish appropriate planning for the upcoming school year. As instructors review curriculum frameworks, adjustments are made to update curriculum materials. The program syllabus is updated annually to meet changes and requirements. Each program instructor may choose to incorporate additional relevant information into individual curriculum.

Exhibit P 13: COE Annual Reports
Exhibit P 13: FLDOE Curriculum Frameworks
Exhibit P 13: Dental Assisting Course Syllabi
Exhibit P 13: Dental Assisting Curriculum Sequence
Exhibit P 13: Dental Assisting Major Instruction Plan
Annually, the Advisory Committee reviews program content and objectives to ensure they remain current. The Program Advisory Committee provides input on the qualitative and quantitative aspects of the coursework ensuring students are provided the necessary instruction and hands-on experience to progress in their career path.

**Exhibit P 14: Dental Assisting Advisory Committee Minutes**

**EMPLOYER VERIFICATION DATA**

<p>| | |</p>
<table>
<thead>
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<tbody>
<tr>
<td>15.</td>
<td>Three bona fide potential employers review each educational program annually and recommend:</td>
</tr>
<tr>
<td>16.</td>
<td>Admission requirements;</td>
</tr>
<tr>
<td>17.</td>
<td>Program content that is consistent with desired student learning outcomes;</td>
</tr>
<tr>
<td>18.</td>
<td>Program length;</td>
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<tr>
<td>19.</td>
<td>Program objectives</td>
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<tr>
<td>20.</td>
<td>Competency tests;</td>
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<tr>
<td>21.</td>
<td>Learning activities;</td>
</tr>
<tr>
<td>22.</td>
<td>Instructional materials;</td>
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<tr>
<td>23.</td>
<td>Equipment;</td>
</tr>
<tr>
<td>24.</td>
<td>Methods of program evaluation;</td>
</tr>
<tr>
<td>25.</td>
<td>Level of skills and/or proficiency required for completion; and,</td>
</tr>
<tr>
<td>26.</td>
<td>Appropriate delivery formats for the subject matter being taught.</td>
</tr>
</tbody>
</table>

Each program formally surveys area business and industry annually, utilizing the COE developed Employer Verification Report Form. Administration maintains these responses on file.

**Exhibit P 15: Dental Assisting Employer Verification Forms**

**Exhibit P 15: Dental Assisting Employer Surveys**
The Dental Assisting program undergoes a comprehensive program review by three bona fide potential employers using the Employer Program Verification form. The committee evaluates all aspects of the program within the guidelines of the Department of Education and COE. These employers provide suggestions for program modifications. This review includes admissions requirements, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, and levels of skills and/or proficiency required for completion and appropriateness of the delivery mode for the program. Evaluation forms are kept for documentation.

Exhibit P 16-26: Dental Assisting Advisory Committee Agenda

Exhibit P 16-26: Dental Assisting Advisory Committee Minutes

Exhibit P 16-26: Dental Assisting Employer Surveys

PROGRAM CONSIDERATION

27. The institution considers the length and the tuition of each program in relation to the documented entry level earnings of completers.

The State Board of Education establishes tuition and length of programs. The tuition cost is approved by the Charlotte County School Board. CTC, in conjunction with the program advisory committee and CareerSource of Southwest Florida, evaluates the relationship between these two factors and the documented entry-level earnings of completers. Program costs and length are reviewed annually by employers completing employer verification forms and average wage information provided by CareerSource of Southwest Florida. When analyzing new program offerings, this information is also utilized.

Exhibit P 27: Regional Demand Occupations List
Exhibit P 27: Dental Assisting Employer Surveys
Exhibit P 27: Dental Assisting Employer Verifications Forms
28. Courses required for each program are offered with sufficient frequency for the student to complete the program within the publicized time frame.

The dental assisting program is offered twice yearly and enrolls at the semester. Two enrollment times give prospective students options from which to choose. The 1230 clock hour program requires 10 months to complete. Students following the curriculum plan complete the program within the publicized time frame. A program calendar is structured and given to each student upon enrollment. Students who withdraw and meet the eligibility criteria may re-enter when a cohort reaches the course the student needs. Re-admission is subject to school/program policies and clinical space availability.

Exhibit P 28: Dental Assisting Curriculum Sequence
Exhibit P 28: Health Science Handbook/Re-admission Page 19

The dental assisting instructor acts as a coach/facilitator for the training as the student progresses. OCP timetables conveying the length of time needed to satisfactorily complete the course are communicated to all students in each course syllabus.

An OCP specific calendar is given to each student at the beginning of the OCP. The calendar lists the subject material, per instructor, to be taught each day of the OCP.

Exhibit P 28: Dental Assisting Program Syllabi
Exhibit P 28: Dental Assisting Course Calendars
ASSOCIATE DEGREES

Associate Degree programs offered must meet the following requirements:

29. The program is designed to lead graduates directly to employment in a specific career.

30. The appropriate applied degree title, such as Associate of Applied Technology, Associate of Applied Science, Associate of Occupational Studies, Associate of Science, or Associate of Occupational Technology, is used and includes the specific career and technical education field (i.e. Associate of Applied Science in Veterinary Technology).

31. The program has a minimum of 60 semester hours or 90 quarter hours.

32. The program includes a minimum of 15 semester hours or 23 quarter hours of general education courses, with a minimum of one course from each of the following areas: humanities, behavioral sciences, natural or applied sciences, and mathematics.

Charlotte Technical College and the off-site instructional service center do not offer associate degrees; these criteria are not applicable.

Exhibit P 29-32: Not Applicable Statement

33. For all coursework delivered via distance education: The institution’s distance education courses and programs are identical to those on campus in terms of the quality, rigor, breadth of academic and technical standards, completion requirements, and the credential awarded.

Charlotte Technical College and the off-site instructional service center do not offer associate degrees; these criteria are not applicable.

Exhibit P 33: Not Applicable Statement
PROGRAM APPROVAL

Each program offered by the institution:
34. Is approved and administered under established institutional policies and procedures and supervised by an administrator who is part of the institutional organization;
35. Has appropriate and continuous involvement of on-campus administrators and faculty in planning, and approval;
36. Has varied evaluation methodologies that reflect established professional and practice competencies;
37. Is qualitatively and quantitatively consistent at each campus where it is offered;
38. Has measures of achievement of the student learning objectives:
39. Has individual student records, including period of enrollment, financial, and educational program records, permanently maintained by the institution at the main campus;
40. Is identically described in appropriate catalogs, brochures, and/or other promotional materials and include tuition/fee charges, refund policies, admissions and academic requirements, and information technology requirements; and,
41. Provides for timely and meaningful interaction among faculty and students.

Occupational programs are approved by the Florida Department of Education and supervised by the College Director and Assistant Director with the exception of Practical Nursing. The Program Director provides supervision for the dental assisting program.

The Dental Assisting Program is administered and approved by the policies and procedures set forth by the Florida Department of Education, the Charlotte County Public School Board as well as the written policies and procedures of the Technical College. DOE approval is requested followed by COE approval through the established procedures and forms.

The Dental Assisting Program is accredited by the American Dental Association Commission on Dental Accreditation (CODA). The Commission issues policies and procedures that are reviewed every 7 years. Renewal of CODA accreditation, similar to the COE
accreditation, requires a self-study and a site visit. Accreditation renewal from CODA was granted on February 4, 2016.

Exhibit P 34: COE Approved Programs
Exhibit P 34: Organizational Chart
Exhibit P 34: CODA Accreditation

Campus administrators and faculty are actively involved in the planning and supervising of the dental assisting program and also evaluate the program annually through data. The program director acts as a resource to ensure compliance with the directives issued by the Commission on Dental Accreditation, the Florida Department of Education and the clinical facilities. Final decisions are made through a facilitative and collaborative process with “student success” driving all decision making processes. The size of Charlotte Technical College permits daily communication between the dental assisting program director/instructor, the health science program supervisor and the College administration. Administration is present in every program area every day and practices an open-door policy that makes daily communication easily accomplished. These informal as well as formally planned meetings provide many opportunities for direct communication between the dental assisting program director and the College’s administrators.

Input from dental assisting faculty is liberally solicited from the Director on decisions that directly affect the program and more specifically, courses they teach within the program.

Examples of faculty input include:
• Submission of technology plan for the program annually
• Providing input for the yearly budget and authorize purchase requisitions for equipment, student lab supplies, and instructor classroom and software needs
• Selection and planning of preventive maintenance of equipment and equipment replacement
• Providing academic freedom as evidenced by curriculum development and textbook selection
• Designing the teaching schedule each term and rearrange courses to allow for appropriate pre-clinical experience and practice.
• Maintaining clinical affiliation agreements for clinical site rotations and cycled all new affiliations through Administration.
• Upholding all program policies and procedures and determined disciplinary action
• Estimating the cost of lab fees before final submission
• Redesigning admission interview sheets, rubric, and matrix
• Participation in development of recruitment
• Participating in review of the student success plan

Exhibit P 35: Dental Assisting Teaching Certificates
Exhibit P 35: Yearly schedule of meetings identifying department meeting dates
Exhibit P 35: Minutes of Dental Assisting Department Meetings
Exhibit P 35: CDA Certificates

The dental assisting program uses multiple evaluation methodologies which include traditional exams, lab exercises, competency demonstrations, and clinical rotations at individual dental offices within the community. Evaluation includes a competency check list to validate mastery of the competencies that students need to know to become program completers.

Exhibit P 36: Dental Assisting Instructor Clinical Evaluations
Exhibit P 36: Dental Assisting Preceptor Clinical Evaluations
Exhibit P 36: Dental Assisting Skill/Lab Competency Evaluations
Exhibit P 36: CTC Employability Skills Rubric
Exhibit P 36: Dental Assisting Student Exams

The dental assisting program demonstrates qualitative and quantitative achievements through end of course assessments (EOCA), given at the end of each OCP and Dental Assisting National Board Certifications, upon graduation.

Paralleling the course syllabi with the FLDOE curriculum frameworks guarantees that all required course objectives are being taught.
The dental assisting program measures the achievement of the student learning objectives through the use of traditional exams, lab exercises, competency demonstrations, and clinical rotations at individual dental offices within our community. Evaluation includes a competency check list to validate mastery of the competencies that students need to know to become program completers.

Clinical procedures are evaluated by program faculty and clinical preceptors. Objective evaluation criteria is provided to preceptors with clear instructions for completion.

Mechanisms utilized to evaluate students’ skills within the appropriate courses.

<table>
<thead>
<tr>
<th></th>
<th>Performance Check Sheets</th>
<th>Projects</th>
<th>Quizzes Written Tests Written</th>
<th>Dental Practice Evaluations</th>
<th>Teacher Observation/Evaluation</th>
<th>Student Journals</th>
<th>Student Self-evaluation</th>
<th>Peer Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laboratory</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Pre-clinical</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Clinical</td>
<td>X</td>
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<td>X</td>
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<td>X</td>
<td>X</td>
<td>X</td>
</tr>
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</table>

The student services department maintains permanent student and financial aid records and other pertinent information. Daily attendance, grades, and counseling notes are reported to
student services via the computerized student information management system (SIMS). The Charlotte County Public School System uses the FOCUS (SIMS) system for postsecondary collection of information.

Exhibit P 39: Dental Assisting Student Record Sample (attendance, grades, teacher documentation, standards based assessments)

The College student handbook describes training programs, tuition/fee charges, refund policies, admission policy, and the grading policy.

The dental assisting program is clearly described and documented in the technical college student handbook, program flyers, as well as on the CTC website (www.charlottetechcollege.net). Program information including tuition, fees, refund policy, admission requirements and other requirements are all stated in the publications listed.

Exhibit P 40: CTC Admissions Policy
Exhibit P 40: CTC Refund Policy
Exhibit P 40: Dental Assisting Website Screenshot
Exhibit P 40: CTC Student Catalog (Admissions Screenshot)
Exhibit P 40: CTC Student Catalog/Handbook (Grading Policy Screenshot)

The faculty work week and student class schedule allow for ample time for students, faculty, and staff to interact. Full-time program instructors work from 7:00am to 3:00pm which includes a 30 minute duty free lunch. Students attend from 7:45am to 3:00pm (including a 30-minute lunch not included as program completion hours) for 6.45 hours per day or 32.25 hours/week. Full-time instructors have from 7:00am to 7:45am to provide support for students if not in a scheduled staff meeting or department meeting.

The dental assisting program instructors have significant and timely interaction with students. The instructors have time before and after class to conference with students. The instructors communicate with students by e-mail, phone, and one-to-one meetings. Instructors
have a website which provides valuable resources to students. Students are evaluated weekly, with grades posted at the end of each course in FOCUS. Instructors meet with students frequently to provide feedback regarding student progress.

**Exhibit P 41: Dental Assisting Course Calendar**

**Exhibit P 41: Dental Assisting Clinical Schedule**

**Exhibit P 41: Yearly CTC Meeting Calendar**

42. A credit hour is equivalent to a minimum of each of the following: one semester credit for 15 clock hours of lecture, 30 clock hours of laboratory, or 45 clock hours of work-based activities; or one quarter credit for 10 clock hours of lecture, 20 clock hours of laboratory, or 30 clock hours of work-based activities.

Charlotte Technical College’s educational programs are based on a contact clock hour system. This criterion is not applicable.

**Exhibit P 42: Not Applicable Statement**

**DISTANCE EDUCATION**

43. For all coursework delivered via distance education: The institution ensures timeliness of its responses (synchronously or asynchronously) to students’ requests by placing a requirement on response time of no more than 24 hours within the institution’s published operational schedule of the program/course.

Charlotte Technical College and the off-site instructional service center do not offer programs via distance education. This criterion is not applicable.

**Exhibit P 43: Not Applicable Statement**
CLOCK/CREDIT HOUR CONVERSION

REQUIREMENT FOR CLOCK/CREDIT HOUR CONVERSION FOR FEDERAL
STUDENT FINANCIAL AID

If this program was used as a sample for course prep review, it meets the requirements on the Course Prep Review Worksheet. (If the program was not part of the sampling OR if the institution is not required to use the Federal Clock Hour Conversion for Student Financial Aid, indicate N/A).

The College is not required to use the Federal Clock Hour Conversion for Student Financial Aid. This criterion is not applicable.

Exhibit P Clock-Credit Hour Conversion: Not Applicable Statement

INSTRUCTION

ACADEMIC COMPETENCIES AND OCCUPATIONAL SKILLS

1. Academic competencies and occupational skills are integrated into the instructional program for each occupational area.

The dental assisting program is designed so that each student progresses at his/her maximum level. Utilization of lectures, hands-on exercises, power point presentations, audiovisuals, written materials, and other instructional methodologies provide for different types of learners. The program’s curriculum is sequential, providing optimal learning by correlating theory with clinical practice. Written unit exams and quizzes are given to validate learning. Multiple choice exams with innovative DANB (Dental Assisting National Board) style items are designed to prepare the student for the certification exam. Lab experiences allow students the opportunity to work in a variety of job settings that require the application of these skills. Clinical practice allows students the opportunity to apply classroom theory to real life situations. The clinical experience and student performance is evaluated daily with a summary at the end of each month. Each item on the clinical evaluation is structured to evaluate the student’s performance as a whole. The evaluation looks at critical areas of patient assessment, implementation of care, communication, procedural skills, patient safety, professional conduct and critical thinking. All curriculum
frameworks are selected by the Florida Department of Education and are reflected in the syllabi for each course.

Appropriate levels of dental assisting occupational skills are determined by the instructors in accordance with CODA accreditation standards. The dental assisting program uses both technology and hands-on instruction to meet students’ needs to master the occupational skill.

Exhibit I 1: FLDOE Curriculum Frameworks
Exhibit I 1: Dental Assisting Program Syllabi
Exhibit I 1: Dental Assisting Student Exams
Exhibit I 1: Dental Assisting Skill/Lab Competencies
Exhibit I 1: Dental Assisting Clinical Skills Summary Sheets
Exhibit I 1: Dental Assisting Clinical Journal Criteria
Exhibit I 1: Dental Assisting Clinical Log
Exhibit I 1: Dental Assisting Major Instruction Plan

2. The instructional programs provide instruction in the competencies essential to success in the occupation, including job knowledge, job skills, work habits, and attitudes.

The FLDOE curriculum frameworks are used as a guide for the dental assisting program instruction. State required frameworks provide consistency, programmatic quality and integrity. Students have ample opportunities to practice job skills and competencies. Employability skills are an integral part of the training and are included in this program. The program is designed to prepare students for employment and to provide supplemental training for persons previously or currently employed in any of these occupations. Employability skills, accomplished by the clinical dentist, are also a major part of the clinical evaluation of the student. The course outline and description for each area of curriculum details adequate experiences to develop the skill proficiencies necessary for employment. The classroom lab provides students the opportunity to practice and develop skill proficiency under the direction of qualified faculty. The ability to perform is monitored by written tests and performance appraisals administered by the instructor(s). Clinical performance is
Work habits, attitudes, and interpersonal skills are integral parts of the dental assisting curriculum. Beginning day one and extending throughout the entire year, instructors are actively involved in teaching and role modeling the skills needed for gainful employment. Students’ clinical performance, which includes attitude and job knowledge as well as skill proficiency, is evaluated regularly beginning the first term to ensure training competencies are met. In the last term of the program, students learn specific skills to aid gaining entrance into the workplace. Cover letter and resume writing, completion of the job application, dressing for and conducting an interview as well as how to terminate employment are among some of the areas explored in the curriculum.

**Exhibit I 2: FLDOE Curriculum Frameworks**
**Exhibit I 2: Dental Assisting Course Syllabi**
**Exhibit I 2: Dental Assisting Skill/Lab Competencies**
**Exhibit I 2: Dental Assisting Preceptor Evaluations**
**Exhibit I 2: CTC Employability Skills Rubric**

**JOB KNOWLEDGE, JOB SKILLS, WORK HABITS AND ATTITUDES**

3. The sequence of instruction required for program completion (lecture, lab, and work-based activities) is determined by desired student learning outcomes.

The Dental Assisting curriculum, both didactic and clinical, is structured in such a manner that the student is guided in a sequential approach through the theory and practical competencies for each subject area. The instructional sequence, which includes lecture, lab, and work-based activities, has been successful as demonstrated by positive student learning outcomes.
Dental assisting is one of 20 programs at the College. Students must adhere to an established timeline for completion with defined entry and exit points. Movement within the established timelines for the dental assisting program is highly regimented.

The dental assisting curriculum is structured with 908 instructional hours and 322 clinical practice hours.

The structure and sequence of the dental assisting curriculum for each term is outlined in detail in the Course Outline handout distributed to each student at the beginning of each term. All enrollment cycles are identical.

Exhibit I 3: Dental Assisting Course Outlines
Exhibit I 3: Dental Assisting Curriculum Sequence
Exhibit I 3: Dental Assisting Major Instruction Plan

<table>
<thead>
<tr>
<th>The sequence of instruction required for program completion is used to:</th>
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<tbody>
<tr>
<td>4. <strong>Organize the curriculum;</strong></td>
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<tr>
<td>5. <strong>Guide the delivery of instruction;</strong></td>
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<tr>
<td>6. <strong>Direct learning activities; and,</strong></td>
</tr>
<tr>
<td>7. <strong>Evaluate student progress in order to maximize the learning of competencies essential to success in the occupation.</strong></td>
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</table>

The didactic portion of the Dental Assisting program is organized so that the student begins his/her educational program with the basic concepts and advances to more difficult concepts of health care dynamics.

The curriculum plan provides a breakdown for each OCP. Each OCP provides an established number of training hours which are designated by the FLDOE. Students are provided with a timeline of expectations in order to keep the student on track for program completion.

The Dental Assisting Program uses a systematic approach to student learning where a skill is introduced/studied/tested in theory in the classroom, practiced/processed in a corresponding lab, then reinforced while on clinical rotations. Students must prove competency in a skill by passing theory content on exams and passing a skill process in lab before being allowed to perform on a live patient during clinical rotations.
Students acquire knowledge and skill studying infection control and hazard communication in the classroom and practicing in lab during OCP-B. This lays the foundation of good infection control practices that carry through the rest of the program. After the early introductory phase, students are paired to role play seating and dismissing patients. They prepare tray set-up and then practice chairside assisting before actually assisting the supervising dentist with a restorative procedure toward the end of OCP-C1. Pre-and-post-operative instructions are taught and practiced during the corresponding lessons in General Dentistry and Specialty Procedures.

All of the lab procedures are practiced repetitively and processed in the lab courses and, on occasion, in clinic on each other. When lab activities call for students to practice in clinic, they are monitored to follow infection control protocol and maintain equipment and treatment area upon completion of procedures.

Each curriculum area incorporates theory and lab/clinical experiences with work ethics integrated in the curriculum. Student evaluation is based on the competencies required to be successful in the chosen occupation. Instructors use a variety of methods to determine student mastery of subject matter. Such methods include, but are not limited to, exams patterned after the DANB format, lab/clinical experience, presentations, and competency demonstrations.

Exhibit I 4, 5, 6, 7: Dental Assisting Major Instruction Plan
Exhibit I 4, 5, 6, 7: Dental Assisting Course Outlines
Exhibit I 4, 5, 6, 7: Dental Assisting Course Calendars
Exhibit I 4, 5, 6, 7: Dental Assisting Skill/Lab Competencies

OCCUPATIONAL ADVISORY COMMITTEES

8. The institution has appointed an occupational advisory committee for each program or program area offered.

The dental assisting program has established an advisory committee that plays a pivotal role in the College’s ability to offer dental assisting which responds to both student and community needs in the service delivery area.
Exhibit I 8: Dental Assisting Advisory Committee Member Lists

9. Occupational advisory committees appointed for each program or program areas are used to ensure that desirable, relevant, and current practices of each occupation are being taught.

The dental assisting advisory committee evaluates the dental assisting program to ensure that course content is current, to suggest appropriate changes, and to confirm that the program meets the workforce needs of area dental practices. The dental assisting advisory committee played a major role in identifying the need to purchase digital radiography software, enabling the Dental Assisting department to stay current with the needs of the dental community.

Exhibit I 9: Dental Assisting Program Advisory Fall/Spring Agendas and Minutes

Each occupational advisory committee must:

10. Consist of a minimum of three members external to the institution;
11. Has at least three external members who represent the geographical service area covered by the programs taught by the institution.
12. Has at least three external members who have expertise in the occupational program;
13. Meet at least twice annually;
14. Have at least three external members who meet these criteria present at each meeting (with at least two members physically present and one virtually present); and for membership physically present at each meeting; and,
15. Keeps minutes to document their activities, recommendations, and meeting attendance.

The dental assisting advisory committee consists of a minimum of three dental care professional members who are external to the institution. These members represent local dental practices within the service area of their respective dental assisting program. These committee members bring experience and expertise from the dental field. At least two (2) meetings are held each year with a minimum of two committee members attending the meeting. Minutes and a
member roster of each meeting are kept to document activities, recommendations, and attendance.

**Exhibit I 11, 12, 13, 14, 15: Dental Assisting Advisory Committee Member Lists**

**Exhibit I 11, 12, 13, 14, 15: Dental Assisting Advisory Committee Agendas and Minutes**

| 16. Occupational advisory committees review, at least annually, the appropriateness of the type of instruction (such as lecture, laboratory, work-based instruction, and/or mode of delivery) offered within each program to assure that students gain competency with specific skills required for successful completion of the program. |

At least once a year, the dental assisting advisory committee reviews the appropriateness of the instructional methods in order to ensure that students master the competencies required in the field. The committee’s activities and recommendations are recorded in minutes of the meetings. The dental assisting advisory committee advises program instructors and the Leadership Team regarding technical programs for a specific occupation. Its function includes making recommendations on the following matters:

- Community Surveys
- Course Planning
- Lab Planning
- Recruitment of Instructors
- Assistance to Instructors
- Placement of Students
- Program Evaluation
- Legislation
- Public Relations

**Exhibit I 16: Dental Assisting Advisory Committee Minutes**
HEALTH, SAFETY AND FIRE-PREVENTION

| 17. | Job-related health, safety, and fire-prevention are an integral part of instruction. |

Health, safety and fire prevention is introduced to the students in the first weeks of class by the instructor. A first aid kit is available on the first floor of Building A at both reception areas for minor emergencies, as well as in the dental assisting lab. An evacuation plan is posted in each classroom/lab/clinic area. Students are subsequently instructed on safety in the dental assisting lab and clinical settings.

During pre-school in-service days each school year, district policies concerning internal and external emergencies and potential disasters are reviewed and given to each staff member. Some faculty members are American Heart Association CPR certified. A copy of the current BLS card is kept in each teacher’s file.

The dental assisting program follows the CDC Guidelines for blood-borne and infectious diseases. Applicants are first informed of the infectious disease policy on the program webpage along with the link that will take them directly to the dental health care page. The student handbook also contains the link.

All health science faculty are required annually to view a training video posted by the Florida Department of Health. This self-training video familiarizes employees with procedures for proper handling of biomedical waste. The video teaches Florida’s regulations for the handling, packaging, labeling, and transportation of biomedical, bio-hazardous, and infectious medical waste.

Emergency procedures are included in the student handbook and during CPR training. Office emergency scenarios help students apply this knowledge and skill to the office setting. Formal instruction is presented during the office emergencies section of the curriculum and during other material dealing with administration of medications and medical emergencies.

Certification in cardiopulmonary resuscitation for students is included in the OCP-A curriculum prior to any clinical observation. Certification is for a two-year period so students have a valid card for their entire program and one year following graduation. Dental assisting faculty personnel files are checked annually to ensure current certification.
All policies and procedures are included in the instructional content of the relevant course. In addition, policies may be included in the student handbook, posted on bulletin boards, doors or walls, and made available on reference shelves in the classroom and the health science resource center.

Exhibit I 17: Pics of First Aid Kits/Supplies
Exhibit I 17: CTC Health and Safety Plan

EQUIPMENT AND MATERIALS

18. To develop skill proficiency, sufficient practice is provided with equipment and materials similar to those currently used in the occupation.

In order to develop skill proficiency, students are provided sufficient practice with equipment similar to that currently used in the occupation. Skill proficiency tests and written exams are used as documentation to measure learning effectiveness and hands-on skills within the dental assisting program. Provisions are made for classroom, lab practice, and clinical training. The program strives to have equitable equipment and supplies.

The dental assisting program uses a systematic approach to student learning where a skill is introduced/studied/tested in theory in the classroom, practiced/processed in a corresponding lab, then reinforced while on clinical rotations. Students must prove competency in a skill by passing theory content on exams and passing a skill process in lab before being allowed to perform on a live patient during clinical rotations.

Students acquire knowledge and skill studying infection control and hazard communication in the classroom and practicing in lab during OCP-B, laying the foundation of good infection control practices that carry through the rest of the program. After the early introductory phase, students are paired to role play seating and dismissing patients. They prepare tray set-up and then practice chairside assisting before actually assisting the supervising dentist with a restorative procedure toward the end of OCP-C1. Pre-and-post-operative instructions are
taught and practiced during the corresponding lessons in General Dentistry and Specialty Procedures.

All of the lab procedures are practiced repetitively and processed in the lab courses and, on occasion, in clinic on each other. When lab activities call for students to practice in clinic, they are monitored to follow infection control protocol and maintain equipment and treatment area upon completion of procedures.

Charlotte Technical College made a commitment to provide the dental assisting program with equipment necessary to meet the objectives of the curriculum. The dental assisting advisory committee played a major role in identifying the need to purchase digital radiography software, enabling the dental assisting department to stay current with the needs of the dental community.

Exhibit I 18: Dental Assisting Skill/Lab Competencies
Exhibit I 18: Dental Assisting Equipment Inventory

**LESSON PLANS, COMPETENCY TESTS, AND INSTRUCTIONAL MATERIALS**

| 19. All instruction is effectively organized as evidenced by course outlines, lessons, competency tests, and other instructional materials. |

Instruction in the dental assisting program and clinical areas follows an organized curriculum plan utilizing current textbooks, course outlines, lesson plans and instructional materials.

Exhibit I 19: Dental Assisting Course Outlines
Exhibit I 19: Dental Assisting Curriculum Sequence
Exhibit I 19: Dental Assisting Major Instruction Plan
Exhibit I 19: Dental Assisting Course Calendars
Exhibit I 19: Dental Assisting Skill/Lab Competencies
Exhibit I 19: Dental Assisting Cost Sheet with Textbook List
## EVALUATION OF STUDENT ACHIEVEMENT

20. The institution uses a systematic, objective, and equitable method of evaluating student achievement based on required competencies.

Progress in the dental assisting program utilizes written guidelines and is detailed in the health science handbook.

Standards of achievement are clearly outlined and explained in the dental assisting student handbook. These standards are introduced and discussed at the information session, pre-admission interview, reviewed at the program orientation, and reinforced throughout the program. Each course outline includes specific standards of achievement identified for that course. Successful completion of OCP-A is a pre-requisite for OCP-B, etc. Each student must maintain at least a C average (75%) in each course in order to remain in the dental assisting program. The grading process is the same for each course and is described in the syllabus for each OCP.

Exhibit I 20: Student Catalog/Handbook (Grading Policy Screenshot)
Exhibit I 20: Dental Assisting Course Syllabi/Grading Policy
Exhibit I 20: Health Science Handbook/Grading Policy Pages 32-36

21. For all coursework delivered via distance education: The institution directly verifies the currency and quality of all contracted courseware on an annual basis, is directly responsible for such currency and quality, and maintains curriculum oversight responsibility within all contracts.

Charlotte Technical College and the off-site instructional service center do not offer courses via distance learning. This criterion does not apply.

Exhibit I 21: Not applicable Statement
22. For all coursework delivered via distance education: The institution has in place a standardized course template, course descriptions, learning objectives, course requirements (i.e. standard syllabus, outcomes, grading, resources, etc.), and learning outcomes of its programs in order to facilitate quality assurance and the assessment of student learning.

Charlotte Technical College and the off-site instructional service center do not offer courses via distance learning. This criterion does not apply.

Exhibit I 22: Not Applicable Statement

23. For all coursework delivered via distance education: The institution monitors student progress and participation by means such as course management systems that provide student time online, frequency of logins, electronic footprints, electronic grade book, and percentage of course completed.

Charlotte Technical College and the off-site instructional service center do not offer courses via distance learning. This criterion does not apply.

Exhibit I 23: Not Applicable Statement

WORK-BASED ACTIVITY

Written agreements with work-based activity agencies, if any:

24. Are current;
25. Specify expectations for all parties; and,
26. Ensure the protection of students.
The dental assisting program maintains current, signed clinical agreements with several clinical facilities specifying the experiences or activities that are required of the affiliate and the College. Each clinical agreement must be approved by both the College and the clinical agency prior to students participating in clinical experience. These contracts ensure the protection of students and specify the expectations of both parties.

Exhibit I 24, 25, 26: Dental Assisting Clinical Affiliation Agreement List
Exhibit I 24, 25, 26: Dental Assisting Clinical Affiliation Agreement

27. Each work-based activity has a written instructional plan for students.

The dental assisting program utilizes a clinical instructional plan for the dental affiliates to guide the student’s learning process and detail expectations of all parties. Students have a specific number of requirements that must be met while assisting a dentist on clinical rotation. Tasks performed are recorded in a daily log and those tasks are then entered on the summary of clinical competency summary sheet. Each clinical office/facility has a designated preceptor who monitors student contact with patients and the procedures they assist with to expedite completion of clinical requirements.

Exhibit I 27: Dental Assisting Clinical Competency Summary Sheet
Exhibit I 27: Dental Assisting Clinical Journal Criteria
Exhibit I 27: Dental Assisting Clinical Log
Exhibit I 27: Dental Assisting Clinical Rotation Handbook

28. The written instructional plan for each work-based activity specifies the particular objectives, experiences, competencies, and evaluations that are required.
The clinical instructional plan for core clinical areas specifies the objectives, experiences, competencies, and evaluations associated with the activity.

Students have a specific number of requirements that must be met while assisting a dentist on clinical rotation. Tasks performed are recorded in a daily log and those tasks are then entered on the summary of clinical competency summary sheet. Each clinical office/facility has a designated preceptor who monitors student contact with patients and the procedures they assist with to expedite completion of clinical requirements.

Exhibit I 28: Dental Assisting Clinical Rotation Handbook
Exhibit I 28: Dental Assisting Clinical Competency Summary
Exhibit I 28: Dental Assisting Clinical Journal Criteria
Exhibit I 28: Dental Assisting Clinical Log
Exhibit I 28: Dental Assisting Instructor Clinical Evaluation
Exhibit I 28: Dental Assisting Preceptor Evaluation

ON-SITE EMPLOYER REPRESENTATIVE

29. The written instructional plan for each work-based activity designates the on-site employer representative responsible for guiding and overseeing the students’ learning experiences and participating in the students’ written evaluations.

The dentist and the preceptor at the clinical facility in cooperation with the program director and/or instructors are responsible for guiding and overseeing the students’ learning experiences. The clinical instructor and the dentist or preceptor shall have the responsibility for directly supervising and evaluating the students’ hands-on clinical practice at the clinical site.

Exhibit I 29: Dental Assisting Clinical Rotation Handbook
Exhibit I 29: Dental Assisting Instructor Clinical Evaluation
Exhibit I 29: Dental Assisting Preceptor Evaluation
30. All work-based activities conducted by the institution are supervised by a designated employee possessing appropriate qualifications.

All clinical activities conducted by Charlotte Technical College’s dental assisting program are supervised by instructors who are Certified Dental Assistants and have been county certified as a Vocational Instructor through validation of work experience. Verification of unencumbered, valid certification to practice as a certified dental assistant is performed upon initial employment and then annually by the Program Director. Student clinical practice experiences are planned for OCP-C1 and OCP-C2 and scheduled by the lead dental assisting instructor on a rotation schedule form. A dental assisting instructor visits the student in their assigned office at least once every 5 clinical rotation days. The program instructors and director read the students daily comment sheets on a weekly basis to confirm they are receiving needed experience at the office/facility. If there are deficiencies in requirements attained, the lead dental assisting instructor will move the student to another office that is known for working with students on specific patient treatment procedures.

Exhibit I 30: Dental Assisting Teaching Certificates
Exhibit I 30: Dental Assisting CDA Certificates
CHALLENGES AND PROPOSED SOLUTIONS

As with any publically funded institution, Charlotte Technical College experiences challenges with funding upgrades and purchases of equipment for the dental assisting program. The program is fortunate to have an exceptional working relationship with the dental practices in the community who provide student clinical experiences. The advisory committee and area employers are often sources of equipment and supplies to provide the skilled training required in the service delivery area.

SUMMARY

The greatest strengths exhibited by the Dental Assisting program revolve around program flexibility, the ability to update curricula to meet the needs of the ever changing dental healthcare industry, and the strong relationship with its clinical agencies. The Dental Assisting program offers area employers graduates who possess a combination of sound academics and high quality hands-on clinical experience which can transition immediately into the dental workplace.

Graduates of the Dental Assisting program are recruited by area dental practices. The dental community relies on the program history of excellence and the graduates’ clinical and/or working experience.

Support from local dental practices is reflected in the active role they take on the Advisory Committee and the willingness to provide clinical training sites with state of the art equipment. The job market for Dental Assistants remains stable as reflected in the program’s high job placement rate. Many of the graduates are offered positions through their clinical rotations.
Commission of the Council on Occupational Education
EMPLOYER PROGRAM VERIFICATION FORM
for Postsecondary Programs

INSTRUCTIONS:
- Complete three of these forms for each service area served by the program.
- This form must be signed by an employee who is in position to make hiring decisions on behalf of the employer.

Name of Institution: Charlotte Technical College
Address: 10150 Har cred Circle, Port Charlotte, FL 33953

Name of Program: Dental Assisting

Mode(s) of Delivery of Program (check ALL that apply):
- [X] 100% Traditional

The length of this program is (indicate the number of hours in all boxes that apply):
- 1250 Clock Hours

The amount of tuition and fees charged for the total program is: $5337.34

EMPLOYERS' VERIFICATION STATEMENT
I have reviewed the (name of program): Dental Assisting,
program and recommended requirements for admissions, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, the skills and/or proficiency required for completion, and appropriateness of the instructional delivery method(s) for the program.

EMPLOYER
Name: Joseph Lawson
Title: Director
Company Name: Lawson Dental
Phone Number/Extension: 407-1761-0999
Address: 2000 1st St., Key West, FL 33040
City/State/Zip: Key West, FL 33040

Verifiable range of remuneration (based on year-round, full-time employment) that can reasonably be expected by those who enter this field upon completion of the program is from $32,000 - annually.

Signature: [Signature]
Date: 4/1/2017

(August 2016)
Commission of the Council on Occupational Education
EMPLOYER PROGRAM VERIFICATION FORM
for Postsecondary Programs

INSTRUCTIONS:
- Complete three of these forms for each service area served by the program.
- This form must be signed by an employee who is in position to make hiring decisions on behalf of the employer.

<table>
<thead>
<tr>
<th>Name of Institution</th>
<th>Charlotte Technical Center</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>18150 Murdock Circle</td>
</tr>
<tr>
<td></td>
<td>Port Charlotte, FL 33948</td>
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| Name of Program     | Dental Assisting |

<table>
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<tr>
<th>Mode(s) of Delivery of Program (check ALL that apply):</th>
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<tr>
<td>□ 100% Traditional</td>
</tr>
<tr>
<td>□ Hybrid</td>
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<tr>
<td>□ Distance Education</td>
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The length of this program is (indicate the number of hours in all boxes that apply):

<table>
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<th>Clock Hours</th>
<th>Semester Credit Hours</th>
<th>Quarter Credit Hours</th>
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<td>1230</td>
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The amount of tuition and fees charged for the total program is: $5,187.00

EMPLOYER PROGRAM VERIFICATION STATEMENT

I have reviewed the program and recommended requirements for admissions, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, the skills and/or proficiency required for completion, and appropriateness of the instructional delivery method(s) for the program.

**Employer**

<table>
<thead>
<tr>
<th>Name</th>
<th>Joseph C. Bender, D.M.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Company Name</td>
<td>Anchor Hollow Dental Lodge, FL</td>
</tr>
<tr>
<td>Phone Number</td>
<td>941-794-3443</td>
</tr>
<tr>
<td>Address</td>
<td>19240 Rosado Ave, Port Charlotte, FL 33948</td>
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The verified range of remuneration (based on year-round, full-time employment) that can reasonably be expected by those who enter this field upon completion of the programs from $24,850.00 annually to $32,000.00 annually.

Signature: ______________________ Date: 5/19/16

(March 2015)

Self-Study Manual - 29
Commission of the Council on Occupational Education
EMPLOYER PROGRAM VERIFICATION FORM
for Postsecondary Programs

INSTRUCTIONS:
- Complete three of these forms for each service area served by the program.*
- This form must be signed by an employee who is in position to make hiring decisions on behalf of the employer.

<table>
<thead>
<tr>
<th>Name of Institution</th>
<th>Contact Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charlotte Technical Center</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Address</th>
<th>City/State/Zip</th>
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</thead>
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<tr>
<td>13150 Murdock Circle</td>
<td>Port Charlotte FL 33948</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of Program</th>
<th>Mode(s) of Delivery of Program (check ALL that apply):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dental Assisting</td>
<td>100% Traditional</td>
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The length of this program is (indicate the number of hours in all boxes that apply):

<table>
<thead>
<tr>
<th>Hours</th>
<th>Clock Hours</th>
<th>Semester Credit Hours</th>
<th>Quarter Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1230</td>
<td></td>
<td></td>
<td></td>
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</table>

The amount of tuition and fees charged for the total program is: $5,137.00

EMPLOYERS' VERIFICATION STATEMENT
I have reviewed the [name of program]: DENTAL ASSISTING PROGRAM
program and recommended requirements for admissions, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, the skills and/or proficiency required for completion, and appropriateness of the instructional delivery method(s) for the program.

<table>
<thead>
<tr>
<th>EMPLOYER</th>
<th>Name:</th>
<th>Title:</th>
</tr>
</thead>
<tbody>
<tr>
<td>John L. Dietrich, DDS</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Company Name:</th>
<th>Phone Number/Extension:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dietrich Dental Services, PA</td>
<td>941-455-7877</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Address</th>
<th>City/State/Zip</th>
</tr>
</thead>
<tbody>
<tr>
<td>17118 Toledo Blade Blvd</td>
<td>Port Charlotte, FL 33980</td>
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</table>

Verifiable range of remuneration (based on year-round, full-time employment) that can reasonably be expected by those who enter this field upon completion of the program is from $30,000 annually to $40,000 annually.

Signature: John L. Dietrich, DDS
Date: 5/23/16

(March 2016)
# STANDARD 2

## ADMISSIONS/RECRUITING

### EXHIBIT LIST

<table>
<thead>
<tr>
<th>Exhibit AR 1, 2, 3, 4, 5:</th>
<th>CTC Admissions Policy</th>
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<td>Exhibit AR 1, 2, 3, 4, 5:</td>
<td>CTC Student Catalog/Handbook Screenshot/Admissions</td>
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<td>Exhibit AR 1, 2, 3, 4, 5:</td>
<td>On-line Application/Website</td>
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<td>Exhibit AR 1, 2, 3, 4, 5:</td>
<td>Dental Assisting Admissions Criteria with Forms</td>
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<td>Exhibit AR 1, 2, 3, 4, 5:</td>
<td>Screenshot of Dental Assisting Enrollment Timeline/Checklist</td>
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<td>Exhibit AR 1, 2, 3, 4, 5:</td>
<td>CTC Student Catalog/Handbook Pages 2 &amp; 3</td>
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<td>Exhibit AR 1, 2, 3, 4, 5:</td>
<td>Students with Disabilities</td>
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<td>Application for Exemption from Basic Skills</td>
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<td>20172018 Basic Skills</td>
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<td>Exhibit AR 6:</td>
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<td>Exhibit AR 7:</td>
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<td>CTC Student Catalog/Handbook (Transfer of Credit Screenshot)</td>
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Exhibit AR 11: Not applicable statement
Exhibit AR 12: Not applicable statement
Exhibit AR 13: Not applicable statement
Exhibit AR 14: Not applicable statement
Exhibit AR 15: Not applicable statement
Exhibit AR 16: CTC Student Catalog/Handbook Page 32
Exhibit AR 16: Dental Assisting Rack Card
Exhibit AR-16: Job Fair Flyer
Exhibit AR 16: Dental Assisting Website Screenshot
Exhibit AR 16: Dental Assisting Course Syllabi
Exhibit AR 17: Dental Assisting Cost Sheet 2017-18
Exhibit AR 17: Dental Assisting Cost Sheet Screenshot 2017-18
Exhibit AR 18: Dental Assisting Acceptance Letter with Orientation Information
Exhibit AR 18: CCPS Technology Plan
Exhibit AR 19: Non-applicable
Exhibit P 1, 2, 3: CCPS Website
Exhibit P 1, 2, 3: CTC Website
Exhibit P 1, 2, 3: Dental Assisting Mission, Purpose, and Goals
Exhibit P 1, 2, 3: Health Science Handbook
Exhibit P 4, 5, 6: CTC Student Catalog/Handbook/Non-Discrimination Statement
Exhibit P 7, 8: Dental Assisting Completion and Placement Report
Exhibit P 7, 8: CTC Follow-Up and Placement Plan
Exhibit P 7, 8: DANB Certification Data Report
Exhibit P 9, 10: Dental Assisting Course Syllabi
Exhibit P 9, 10: FLDOE Curriculum Frameworks
Exhibit P 11: Health Science Handbook/Grading Policy P. 32-36
Exhibit P 11: Dental Assisting Student Exams
Exhibit P 11: Dental Assisting Skill/Lab Competency Evaluations
Exhibit P 11: Dental Assisting Preceptor Clinical Evaluation
Exhibit P 11: Dental Assisting Instructor Clinical Evaluation
Exhibit P 11: CTC Employability Skills Rubric
Exhibit P 12: Dental Assisting Advisory Committee Minutes/Objectives
Exhibit P 12: Dental Assisting Advisory Member Roster
Exhibit P 13: COE Annual Reports
Exhibit P 13: FLDOE Curriculum Frameworks
Exhibit P 13: Dental Assisting Course Syllabi
Exhibit P 13: Dental Assisting Curriculum Sequence
Exhibit P 13: Dental Assisting Major Instruction Plan
Exhibit P 14: Dental Assisting Advisory Committee Minutes
Exhibit P 15: Dental Assisting Employer Verification Forms
Exhibit P 15: Dental Assisting Employer Surveys
Exhibit P 16-26: Dental Assisting Advisory Committee Agenda
Exhibit P 16-26: Dental Assisting Advisory Committee Minutes
Exhibit P 16-26: Dental Assisting Employer Surveys
Exhibit P 27: Regional Demand Occupations List
Exhibit P 27: Dental Assisting Employer Surveys
Exhibit P 27: Dental Assisting Employer Verifications Forms
Exhibit P 28: Dental Assisting Curriculum Sequence
Exhibit P 28: Health Science Handbook/Re-admission P. 19
Exhibit P 28: Dental Assisting Program Syllabi
Exhibit P 28: Dental Assisting Course Calendars
Exhibit P 29-32: Not Applicable Statement
Exhibit P 33: Not Applicable Statement
Exhibit P 34: COE Approved Programs
Exhibit P 40: CTC Student Catalog/Handbook (Grading Policy Screenshot)
Exhibit P 41: Dental Assisting Course Calendar
Exhibit P 41: Dental Assisting Clinical Schedule
Exhibit P 41: Yearly CTC Meeting Calendar
Exhibit P 42: Not Applicable Statement
Exhibit P 43: Not Applicable Statement
Exhibit P Clock-Credit Hour Conversion: Not Applicable Statement
Exhibit I 1: FLDOE Curriculum Frameworks
Exhibit I 1: Dental Assisting Program Syllabi
Exhibit I 1: Dental Assisting Student Exams
Exhibit I 1: Dental Assisting Skill/Lab Competencies
Exhibit I 1: Dental Assisting Clinical Skills Summary Sheets
Exhibit I 1: Dental Assisting Clinical Journal Criteria
Exhibit I 1: Dental Assisting Clinical Log
Exhibit I 1: Dental Assisting Major Instruction Plan
Exhibit I 2: FLDOE Curriculum Frameworks
Exhibit I 2: Dental Assisting Course Syllabi
Exhibit I 2: Dental Assisting Skill/Lab Competencies
Exhibit I 2: Dental Assisting Preceptor Evaluations
Exhibit I 2: CTC Employability Skills Rubric
Exhibit I 3: Dental Assisting Course Outlines
Exhibit I 3: Dental Assisting Curriculum Sequence
Exhibit I 3: Dental Assisting Major Instruction Plan
Exhibit I 4, 5, 6, 7: Dental Assisting Major Instruction Plan
Exhibit I 4, 5, 6, 7: Dental Assisting Course Outlines
Exhibit I 4, 5, 6, 7: Dental Assisting Course Calendars
Exhibit I 4, 5, 6, 7: Dental Assisting Skill/Lab Competencies
Exhibit I 8: Dental Assisting Advisory Committee Member Lists
Exhibit I 9: Dental Assisting Program Advisory Fall/Spring Agendas and Minutes

Exhibit I 11, 12, 13, 14, 15: Dental Assisting Advisory Committee Member Lists

Exhibit I 11, 12, 13, 14, 15: Dental Assisting Advisory Committee Agendas and Minutes

Exhibit I 16: Dental Assisting Advisory Committee Minutes

Exhibit I 17: Pics of First Aid Kits/Supplies

Exhibit I 17: CTC Health and Safety Plan

Exhibit I 18: Dental Assisting Skill/Lab Competencies

Exhibit I 18: Dental Assisting Equipment Inventory

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Exhibit I 19: Dental Assisting Course Calendars

Exhibit I 19: Dental Assisting Skill/Lab Competencies

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Exhibit I 28: Dental Assisting Clinical Rotation Handbook

Exhibit I 28: Dental Assisting Clinical Competency Summary
Exhibit I 28: Dental Assisting Clinical Journal Criteria
Exhibit I 28: Dental Assisting Clinical Log
Exhibit I 28: Dental Assisting Instructor Clinical Evaluation
Exhibit I 28: Dental Assisting Preceptor Evaluation
Exhibit I 29: Dental Assisting Clinical Rotation Handbook
Exhibit I 29: Dental Assisting Instructor Clinical Evaluation
Exhibit I 29: Dental Assisting Preceptor Evaluation
Exhibit I 30: Dental Assisting Teaching Certificates
Exhibit I 30: Dental Assisting CDA Certificate
Program: Digital Design I
Program Planner:
Matthew Brady
Full-Time Instructor:
Matthew Brady
INTRODUCTION

Charlotte Technical College currently offers 20 fulltime on-ground training programs. Each program is an “in demand” program for our service delivery area. All programs are designed to meet students’ needs by providing students with the opportunity to acquire skills and knowledge necessary for performing successfully in business, industry, and entrepreneurship. Strong work ethic and technical skills are integrated in every subject in every class.

This program operates within the frameworks of the Florida Department of Education and under the policies and procedures of CTC.

The required program hours for the Digital Design I is 600 hours.

Purpose of the program:

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Arts, A/V Technology & Communications career cluster. It provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of Arts, A/V Technology & Communications career cluster.

This program teaches the basic theories of advertising, layout, type, color and illustration and includes courses to prepare students to use computer technology software to design and create publication for printed copy and web publishing. Students learn the latest technologies that the rapidly evolving media world has to offer and develop proficiency with the media’s leading software, such as Adobe Photoshop, Illustrator, InDesign and Dreamweaver. In addition, office-related skills are included to better prepare graduates to obtain positions in companies with the potential for digital/web design.
There are two enrollment periods for the Digital Design I Program and they are January and August. The Digital Design I program is a full time course with adult only enrollment.

ANALYSIS

ADMISSIONS/RECRUITING

The institution’s admissions policies and processes are:

1. Published;
2. Clearly stated;
3. Consistently communicated to students;
4. Made available to students prior to enrollment; and,
5. Any changes to these publications are communicated in a timely manner.

The admission policies for the Charlotte Technical College are published in various locations: the College’s website [www.charlottetechcollege.net](http://www.charlottetechcollege.net), the College Student Handbook and visual publications. The admissions policies and processes are clearly stated so readers can easily understand enrollment requirements and complete the enrollment process in a timely manner. Admissions policies are consistently communicated to students through the College’s website, College Student Handbook, and face-to-face interaction with faculty and staff. Prior to enrollment, potential students are provided admissions requirements along with a requirements check sheet listing each item/action required for admission to College. A timeline is established on the website to assist students in completing all requirements. The timeline takes students from the application process through the orientation and start of class. All steps are thoroughly explained, and hard copy packets are available at Student Services. All admissions are clearly stated and provided for students prior to enrollment in the admissions packet.

All changes and/or updates to the admission policies and processes are made available to students and the public through the College’s website, the College Student Handbook, and interaction with faculty and staff.
The Digital Design I program follows the general admissions policies of Charlotte Technical College.

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C. the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematic 10, Language 10, and Reading 10. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3) (a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed on the Basic Skills and Licensure Exemption List which may be accessed from the CTE Program Resources page.

**Exhibit AR 1, 2, 3, 4, 5: CTC Admissions Policy**

**Exhibit AR 1, 2, 3, 4, 5: CTC Student Catalog/Handbook Screenshot/Admissions**

**Exhibit AR 1, 2, 3, 4, 5: On-line Application/Website**

**Exhibit AR 1, 2, 3, 4, 5: CTC Student Catalog/Handbook Pages 2 & 3**
For all students admitted to a Vocational English-As-A-Second-Language Program, the institution utilizes written admission procedures that comply with policies established by the Commission.

Charlotte Technical College and its off-site instructional service center does not have an “English-As-A-Second Language” program. This criterion does not apply.

Exhibit AR 6: Not Applicable Statement

The institution clearly defines and publishes a policy on the transfer of students between programs within the institution and the transfer of students from other institutions.

Charlotte Technical College’s policy on the transfer of students between institutional programs, as well as the transfer from other institutions, is clearly defined and published. The policy is published on the College’s website at (www.charlottetechcollege.net) and the CTC Student Handbook, page 15. The published policy includes the following relevant criteria:

- CTC students requesting to transfer to another program within the college must first discuss the request with the current instructor and then meet with the Post-Secondary Career Specialist. The Career Specialist can approve the transfer request, if space is available in the program.

- Acceptance of hours completed at another institution will be in compliance with Florida Statute 1007.24(7). Students with previous technical training from other institutions may receive credit for that training. A transcript from a public accredited institution documenting student performance standards and/or occupational completion points achieved for a specific technical program will be accepted in transfer at Charlotte Technical
College for the same technical program. CTC reserves the right to require a competency test to validate the competencies learned/earned at another (non-CTC) institution. The student will then be enrolled in training at the student’s proficiency level.

- Training from a non-public institution that is fully accredited by a regional or national accrediting agency recognized by the United States Department of Education, and that participates in the common course numbering system will be accepted in transfer for the same course/program. Transcripts will be accepted, evaluated and relevant clock hours will be applied to the student’s CTC training program and the student’s transcript.

Exhibit AR 7: CTC Transfer Policy
Exhibit AR 7: CTC Student Catalog/Handbook (Transfer of Credit Screenshot)
Exhibit AR 7: CTC Student Catalog/Handbook/Transfer of Credit Page 15

TRANSFER OF CREDIT

8. The institution clearly defines and publishes a policy on the transfer of credits that includes a statement of the criteria established by the institution regarding the transfer of credit earned at another institution.

Charlotte Technical College clearly defines its policy on the transfer of credits and publishes the policy on both the College website (http://charlottetechcollege.net/) and the CTC Student Handbook, page 15. The published policy includes the following relevant criteria regarding the transfer of credit earned at another institution:

- Acceptance of hours completed at another institution will be in compliance with Florida Statute 1007.24(7). Students with previous technical training from other institutions may receive credit for that training. A transcript
from a public accredited institution documenting student performance standards and/or occupational completion points achieved for a specific technical program will be accepted in transfer at Charlotte Technical College for the same technical program. CTC reserves the right to require a competency test to validate the competencies learned/earned at another (non-CTC) institution. The student will then be enrolled in training at the student’s proficiency level.

- Training from a non-public institution that is fully accredited by a regional or national accrediting agency recognized by the United States Department of Education, and that participates in the common course numbering system will be accepted in transfer for the same course/program. Transcripts will be accepted, evaluated and relevant clock hours will be applied to the student’s CTC training program and the student’s transcript.

Exhibit AR 8: CTC Transfer Policy
Exhibit AR 8: CTC Student Catalog/Handbook (Transfer Credit Screenshot)
Exhibit AR 8: CTC Student Catalog/Handbook Transfer of Credit Page 15

PROGRAM COMPLETION

9. Admission requirements offer reasonable expectations for successful completion of the occupational programs offered by the institution regardless of the delivery mode.

The Digital Design I program follows the Florida Department of Education’s basic skill exit requirements for students and the requirements can be found in the CTC catalog/Handbook and Section 1004.91, Florida Statute (F.S.) and the State Board of Education Rule 6A-10.040. These regulations mandate that students who enroll in a program of 450 hours or more “may not receive a career and technical certificate of completion without first demonstrating the basic skills required
in the state curriculum frameworks for the career education program.” CTC provides opportunity for students to demonstrate basic skill requirement through the Test of Adult Basic Education (TABE). The Florida Department of Education has placed basic skill levels on all programs in the curriculum frameworks. Only advanced and difficult level of the TABE meets requirements. The purpose of assessment is to determine whether or not the student as the basic skills necessary to be successful in the chosen career program.

A student enrolled in a career education program that does not meet the basic skills requirements, but passes an identified certification exam, should be recorded as “incomplete” until the Technical College receives documentation of the certification and then reports the student as a completer from the career and technical education program. If the student does not meet the basic skills requirements for completion or is not exempt, the student cannot be reported as a program completer from the final OCP and cannot earn a Career Certificate of Completion.

Exhibit AR 9: CTC Admissions Policy

Exhibit AR 9: CTC Student Catalog/Handbook (Admissions Screenshot)


ASSOCIATE DEGREE

10. **Students admitted into** Associate Degree **programs have a high school diploma or its equivalent.**

Charlotte Technical College and its off-site training center does not offer Associate Degrees. This criterion does not apply.

Exhibit AR 10: Not Applicable Statement
ABILITY TO BENEFIT

An institution that admits students by exception to its standard admissions policies must:

11. Have written admissions policies and procedures for these exceptions;
12. Apply them uniformly;
13. Provide documented evidence on how they are used;
14. Maintain records on student progress; and,
15. Regularly evaluate the effectiveness of the procedures used in admitting students by exception.

The Charlotte Technical College and its off-site training center does not admit students by exception to its Digital Design I program. This criterion does not apply.

Exhibit AR 11: Not applicable statement
Exhibit AR 12: Not applicable statement
Exhibit AR 13: Not applicable statement
Exhibit AR 14: Not applicable statement
Exhibit AR 15: Not applicable statement

RECRUITING ACTIVITIES

16. The institution ensures that recruiting activities are ethical and that all materials used in recruiting accurately describe the mission, instructional outcomes, student performance expectations, and completion requirements of each program.

Recruitment is an ongoing priority at the College. Charlotte Technical College has a post-secondary career counselor/recruiter to lead recruitment activities. The College is actively involved in a number of recruiting activities, including career days sponsored by local high schools, college job fairs, classroom presentations in local middle and high schools, campus tours for secondary students, chamber and community groups. Instructors also play a pivotal role in
recruitment activities for the College. Many different mediums, such as printed materials, newspaper advertising, social media, student and alumni recruitment, employees, and the College website (www.charlottetechcollege.net) are used in recruitment.

The institution ensures recruiting activities are ethical and all mediums used in recruiting accurately describe the College mission, program outcomes, student performance expectations, and completion requirements of each program.

Exhibit AR 16: CTC Student Catalog/Handbook
Exhibit AR 16: Digital Design Rack Card
Exhibit AR-16: Job Fair Flyer
Exhibit AR 16: Digital Design I Website Screenshot (x3)
Exhibit AR 16: Digital Design syllabus

PROGRAM COSTS

17. Prior to admission, students are informed of the costs, equipment, services, time, and technical competencies, if any, required by the program, including if applicable, personal data collection and processes, and charges associated with verification of student identity.

Prior to admission, students are informed of the costs of the program and any equipment and services required. Fees charged to students are in accordance with Florida Department of Education guidelines with all fees and tuition approved by the Charlotte County School Board. Program cost sheets are available to students prior to admission. Student Services maintains a cost sheet for each program, including costs of registration, tuition, books, and instructional supplies. Cost sheets for Digital Design I are updated prior to enrollment. Cost sheets are available upon request, available in Student Services, School store and on the College’s website. Digital Design I students meet with the Program Director and Instructor for orientation prior to admission. The Program Director and instructor can best inform the student of the technical competencies and time needed to complete the program. Further program costs unique to the Digital Design I assisting program are provided to the student through Student Services staff and directly by the instructor or program director as part of program
orientation and intake. This information includes books, uniforms, materials and supplies, as applicable.

Exhibit AR 17: Digital Design I Cost Sheet 2017-18

ORIENTATION TO TECHNOLOGY

18. Orientation to technology is provided and technical support is available to students.

Prior to enrolling, Digital Design I students attend a program orientation. An overview of the technology used in the training area is covered during the program orientation session. In addition, the college employs a part-time Network Administrator who works at the site a minimum of two days per week and a Technology Facilitator who is available to assist students and program instructors with technical support daily.

Exhibit AR 18: Student Handbook Computer Use P. 24
Exhibit AR 18: Registration Checklist
Exhibit AR 18: AR.18e Student Handbook Acknowledgement P. 69

DISTANCE EDUCATION

19. For all coursework delivered via distance education: The institution has processes in place to establish that the student who registers for a distance education course or program is the same student who participates in and completes the program and receives the academic credit.

The Charlotte Technical College and its off-site training center campus do not deliver coursework via distance education. This criterion does not apply.

Exhibit AR 19: Non-applicable
PROGRAMS

MISSION STATEMENT

Occupational education program policies are congruent with:

1. The governing organization;
2. The mission of the institution; and,
3. The occupational needs of the people served by the institution.

The policies established for each occupational program are congruent with the policies of the Charlotte Technical College and Charlotte County Public Schools. Occupational programs are congruent with the College mission to provide an effective, innovative technical education preparing students to enter, advance and succeed in the workplace. The College meets its objectives by providing cost effective, competency-based training that prepares persons for entry-level jobs, enhances the skills of persons holding a job, and/or retrains those who may be displaced workers.

The Digital Design I faculty supports the Charlotte Technical College mission and goals as reflected in the Program’s mission statement and philosophy.

The mission and purpose of this program is to teach the basic theories of advertising, layout, type, color and illustration and includes courses to prepare students to use computer technology software to design and create publication for printed copy and web publishing. Students learn the latest technologies that the rapidly evolving media world has to offer and develop proficiency with the media’s leading software, such as Adobe Photoshop, Adobe Illustrator, and Adobe InDesign. In addition, office-related skills are included to better prepare graduates to obtain positions in companies with the potential for digital/web design.

Exhibit P 1, 2, 3: CCPS Website
Exhibit P 1, 2, 3: CTC Website
Exhibit P 1, 2, 3: Digital Design Mission, Purpose, and Goals
Exhibit P 1, 2, 3: Digital Design Handbook
Occupational education program policies are:

4. Publicly accessible;
5. Non-discriminatory; and,
6. Consistently applied

Occupational education program policies are publicly accessible through the College Student Handbook and the Website. Policies are written and administered in a non-discriminatory manner. Policies are consistently applied to all occupational programs.

Digital Design I program policies are publicly accessible within the Digital Design I student handbook on the Charlotte Technical College website. Handbooks are distributed, reviewed, and signed, as representation of their understanding, on the first day of class per session.

Exhibit P 4, 5, 6: CTC Student Catalog/Handbook/Non-Discrimination Statement

Differences, if any, in occupational education program policies are justified by:

7. Student learning outcomes; and/or,
8. Program outcomes.

The Charlotte Technical College and its off-site training center has occupational education program policies that are uniform and consistent.

Exhibit P 7, 8: CTC Follow-Up and Placement Plan
Exhibit P 7, 8: DANB Certification Data Report
Each occupational education program has:

9. Clearly stated objectives
10. Defined content relevant to these objectives and the current needs of business and industry, and,
11. Assessment of student achievement based on the program objectives and content.
12. The objectives for each educational program are evaluated annually.

The Digital Design I Program has clearly stated objectives, defined content relevant to these objectives and the current needs of business and industry, and assessment of student achievements are based on the program objectives and content which is included in the course syllabi given to each student at the beginning of each course. The syllabus is also posted on the instructor’s Edline pages. As stated, objectives and content are substantially developed by the Florida Department of Education for the program within the state system and are embodied in the curriculum frameworks.

Each framework has skills and competencies called occupation completion points (OCP’s) that are grouped to correspond with potential occupations. OCP’s are related to current needs of business and industry and are earned at the completion of courses. Each student works through the OCP’s and is evaluated for mastery of skills and competencies. Instructors use a variety of methods to determine student mastery of subject matter. Grades are assigned for all methods and determine a student’s movement through the curriculum. The College’s grading policy is detailed in the Student Handbook.

Exhibit P 9, 10: Digital Design I Course Syllabi
Exhibit P 9, 10: FLDOE Curriculum Frameworks for Digital Design I

Student evaluation is based on program objectives and content. Instructors use a variety of methods to determine student mastery of subject matter. Such methods include traditional exams, lab exercises, competency demonstrations, and clinical activities. Grades are assigned for the aforementioned methods and determine a student’s movement through the curriculum. Grades are
assigned at the end of each course or OCP, and at the end of the regular school year for career dual enrolled students. The Digital Design I grading policy is detailed in the Program Handbook.

Exhibit P 11: Digital Design I Handbook/Grading Policy
Exhibit P 11: Digital Design I Exams (3)
Exhibit P 11: CTC Employability Skills Rubric

Annually, the objectives for the Digital Design I program are evaluated and rated accordingly, by the program advisory committee members. Objectives for the program are developed using the Florida Department of Education Curriculum Frameworks as a guide. To meet business and industry needs, the program is revised, added or deleted. The objectives of the program are evaluated annually as evidenced by Program Advisory Committee minutes. Advisory Committee evaluations and meeting minutes are kept for documentation.

Instructors gain valuable employer input through program advisory meetings. During these meetings, instructors talk with peers and learn more about new technologies, current equipment and processes utilized by the industry. Information obtained is used to evaluate and improve program effectiveness.

The Digital Design I Program Advisory Committee meets at least twice annually. Charlotte Technical College’s Digital Design I program follows a curriculum which meets or exceeds the Florida Department of Education (FLDOE) Curriculum Frameworks. FLDOE Curriculum Frameworks are reviewed and updated every five (5) years. Industry visits are conducted on a regular basis to stay abreast of current trends in industry. Feedback from students is received through climate and exit surveys.

Exhibit P 12: Digital Design I Advisory Committee Minutes/Objectives
Exhibit P 12: Digital Design I Advisory Member Roster

A systematic process has been implemented to document:

13. That the objectives and content of programs are current; and,
14. That coursework is qualitatively and quantitatively relevant.
A systematic process has been implemented to document the objectives and that content of the Digital Design I program is current. The Florida Department of Education reviews the curriculum frameworks on a cyclical schedule to maintain their current status. These reviews are through committees and include department staff, educators, and business people from across the state. A “change document summary” issued in the spring of each year highlights changes in programs and any added or deleted programs. They also publish a “Basic Skills Document” showing any changes in the basic skill exit requirements. Based on the information from FLDOE, CTC provides each teacher with information in order to establish appropriate planning for the upcoming school year. As instructors review curriculum frameworks, adjustments are made to update curriculum materials. The program syllabus is updated annually to meet changes and requirements. Each program instructor may choose to incorporate additional relevant information into individual curriculum.

Exhibit P 13: COE Annual Reports
Exhibit P 13: FLDOE Curriculum Frameworks
Exhibit P 13: Digital Design I Handbook
Exhibit P 13: Digital Design I Course Syllabus

Annually, the Advisory Committee reviews program content and objectives to ensure they remain current. The Program Advisory Committee provides input on the qualitative and quantitative aspects of the coursework ensuring students are provided the necessary instruction and hands-on experience to progress in their career path.

Exhibit P 14: Digital Design I Advisory Committee Minutes
EMPLOYER VERIFICATION DATA

15. Three bona fide potential employers review each educational program annually and recommend:

16. Admission requirements;
17. Program content that is consistent with desired student learning outcomes;
18. Program length;
19. Program objectives
20. Competency tests;
21. Learning activities;
22. Instructional materials;
23. Equipment;
24. Methods of program evaluation;
25. Level of skills and/or proficiency required for completion; and,
26. Appropriate delivery formats for the subject matter being taught.

Each program formally surveys area business and industry annually, utilizing the COE developed Employer Verification Report Form. Administration maintains these responses on file.

Exhibit P 15: Digital Design I Employer Verification Forms

The Digital Design I program undergoes a comprehensive program review by three bona fide potential employers using the Employer Program Verification form. The committee evaluates all aspects of the program within the guidelines of the Department of Education and COE. These employers provide suggestions for program modifications. This review includes admissions requirements, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, and levels of skills and/or proficiency required for completion and appropriateness of the delivery mode for the program. Evaluation forms are kept for documentation.
27. The institution considers the length and the tuition of each program in relation to the documented entry level earnings of completers.

The State Board of Education establishes tuition and length of programs. The tuition cost is approved by the Charlotte County School Board. CTC, in conjunction with the Program Advisory Committee and CareerSource Florida, evaluates the relationship between these two factors and the documented entry level earnings of completers. Program costs and length are reviewed annually by employers completing Employer Verification Forms and average wage information provided by CareerSource Florida. When analyzing new program offerings, this information is also utilized.

28. Courses required for each program are offered with sufficient frequency for the student to complete the program within the publicized time frame.

The Digital Design I Program is offered twice yearly and enrolls at the Semester. Two enrollment times give prospective students options to choose from. The 600 clock hour program, requires two (2) years by secondary students and five (5) months for post-secondary students. Students following the curriculum plan complete the program within the publicized time frame. A program calendar is structured and given to each student upon enrollment. Students who
withdraw and meet the eligibility criteria may re-enter when a cohort reaches the course the student needs. Re-admission is subject to school/program policies and clinical space availability.

**Exhibit P 28: Digital Design I Curriculum Sequence**

**Exhibit P 28: Digital Design I Handbook/Re-admission Page 19**

**Exhibit P 28: Screen Shot test and progress data**

The Digital Design I instructor acts as a coach/facilitator for the training as the student progresses. OCP timetables conveying the length of time needed to satisfactorily complete the course are communicated to all students, in each course syllabus.

An OCP specific calendar is given to each student at the beginning of the OCP. The calendar lists the subject material, per instructor, to be taught each day of the OCP.

**Exhibit P 28: Digital Design I Program Syllabi**

**Exhibit P 28: Digital Design I Course Calendars**

**Exhibit P 28: Screen Shot test and progress data**

**ASSOCIATE DEGREES**

<table>
<thead>
<tr>
<th>Associate Degree programs offered must meet the following requirements:</th>
</tr>
</thead>
<tbody>
<tr>
<td>29. The program is designed to lead graduates directly to employment in a specific career.</td>
</tr>
<tr>
<td>30. The appropriate applied degree title, such as Associate of Applied Technology, Associate of Applied Science, Associate of Occupational Studies, Associate of Science, or Associate of Occupational Technology, is used and includes the specific career and technical education field (i.e. Associate of Applied Science in Veterinary Technology)</td>
</tr>
<tr>
<td>31. The program has a minimum of 60 semester hours or 90 quarter hours.</td>
</tr>
<tr>
<td>32. The program includes a minimum of 15 semester hours or 23 quarter hours of general education courses, with a minimum of one course from each of the following areas: humanities, behavioral sciences, natural or applied sciences, and mathematics</td>
</tr>
</tbody>
</table>
The Charlotte Technical College does not offer associate degrees; these criteria are not applicable.

**Exhibit P 29-32: Not Applicable Statement**

33. For all coursework delivered via distance education: The institution’s distance education courses and programs are identical to those on campus in terms of the quality, rigor, breadth of academic and technical standards, completion requirements, and the credential awarded.

The Charlotte Technical College and its off-site training center does not offer programs via distance learning education. The criterion does not apply.

**Exhibit P 33: Not Applicable Statement**
## PROGRAM APPROVAL

<table>
<thead>
<tr>
<th>Each program offered by the institution:</th>
</tr>
</thead>
<tbody>
<tr>
<td>34. Is approved and administered under established institutional policies and procedures and supervised by an administrator who is part of the institutional organization;</td>
</tr>
<tr>
<td>35. Has appropriate and continuous involvement of on-campus administrators and faculty in planning, and approval;</td>
</tr>
<tr>
<td>36. Has varied evaluation methodologies that reflect established professional practice and competencies;</td>
</tr>
<tr>
<td>37. Is qualitatively and quantitatively consistent at each campus where it is offered;</td>
</tr>
<tr>
<td>38. Has measures of achievement of the student learning objectives:</td>
</tr>
<tr>
<td>39. Has individual student records, including period of enrollment, financial, and educational program records, permanently maintained by the institution at the main campus;</td>
</tr>
<tr>
<td>40. Is identically described in appropriate catalogs, brochures, and/or other promotional materials and include tuition/fee charges, refund policies, admissions and academic requirements, and information technology requirements; and,</td>
</tr>
<tr>
<td>41. Provides for timely and meaningful interaction among faculty and students.</td>
</tr>
</tbody>
</table>

Occupational programs are approved by the Florida Department of Education and supervised by the College Director and Assistant Director with the exception of Digital Design I. The Program Director provides supervision for the Digital Design program.

The Digital Design I Program is administered and approved by the policies and procedures set forth by the Florida Department of Education, the Charlotte County Public School Board as well as the written policies and procedures of the Technical College. DOE approval is requested followed by COE approval through the established procedures and forms.

**Exhibit P 34: COE Approved Programs**

**Exhibit P 34: Organizational Chart**
Campus administrators and faculty are actively involved in the planning and supervising of the Digital Design I Program and also evaluate the program annually through end of the year data. The Program Director acts as a resource to ensure compliance with the directives issued by the Florida Department of Education. Final decisions are made through a facilitative and collaborative process with “student success” driving all decision making processes. The size of Charlotte Technical College permits daily communication between the Digital Design I Program Director/Instructor, Digital Design I Program Supervisor and the College administration. Administration is present in every program area every day and practices an open-door policy that makes daily communication easily accomplished. These informal as well as formally planned meetings provide many opportunities for direct communication between the Digital Design I program director and the institutional administrators.

Input from Digital Design I faculty is liberally solicited from the Director on decisions that directly affect the program and more specifically, courses they teach within the program.

Examples of faculty input include:

- Submit technology plan for the program annually
- Provide input for the yearly budget and authorize purchase requisitions for equipment, student lab supplies, and instructor classroom and software needs
- Select and plan preventive maintenance of equipment and equipment replacement
- Provide academic freedom as evidenced by curriculum development and textbook selection
- Uphold all program policies and procedures and determine disciplinary action
- Redesign admission interview sheets, rubric, and matrix
- Participate in development of recruitment
- Participate in review of the student success plan

Exhibit P 35: Digital Design I Teaching Certificates
Exhibit P 35: Yearly schedule of meetings identifying department meeting dates
Exhibit P 35: Not Applicable statement
Exhibit P 35: Programming Certificates (5)
The Digital Design I Program uses multiple evaluation methodologies which include traditional exams, lab exercises, and competency demonstrations. Evaluation includes Projects, Tests and Certification Exams to evaluate students for program completion.

**Exhibit P 36: CTC Employability Skills Rubric**

**Exhibit P 36: Digital Design I Student Exams (3)**

The Digital Design I program demonstrates qualitative and quantitative achievements through End of Course Assessments (EOCA), given at the end of each OCP and Digital Design I National Board Certifications, upon graduation.

Paralleling the course syllabi with the FLDOE Curriculum Frameworks guarantees that all required course objectives are being taught.

**Exhibit P 37: Digital Design I End of Course Assessments**

**Exhibit P 37: Digital Design Course Syllabi**

**Exhibit P 37: FLDOE Curriculum Frameworks**

The Digital Design I program measures the achievement of the student learning objectives through the use of traditional, competency demonstrations, tests and Industry certifications in Adobe Programs. Evaluation includes a competency check list to validate mastery of the competencies that students need to know to become program completers. Objective evaluation criteria are provided to preceptors with clear instructions for completion. Mechanisms utilized to evaluate students’ skills within the appropriate courses.

**Exhibit P 38: Digital Design I End of Course Assessments**

**Exhibit P 38: CTC Employability Skills Rubric**

**Exhibit P 38: Digital Design I Student Exams (3)**
The Student Services Department maintains permanent student and financial aid records and other pertinent information. Daily attendance, grades, and counseling notes are reported to Student Services via the computerized Student Information Management System (SIMS). The Charlotte County Public School System uses the FOCUS (SIMS) system for Post-Secondary collection of information.

Exhibit P 39: Digital Design I Student Record Sample (attendance, grades, teacher documentation, standards based assessments)

The College Student Handbook describes training programs, tuition/fee charges, refund policies, admission policy, and the grading policy.

The Digital Design I Program is clearly described and documented in the Technical College Student Handbook, program flyers, as well as on the CTC website (www.charlottetechcollege.net). Program information including tuition, fees, refund policy, admission requirements and other requirements are all stated in the publications listed.

Exhibit P 40: CTC Admissions Policy
Exhibit P 40: CTC Refund Policy
Exhibit P 40: Digital Design I Website Screenshot
Exhibit P 40: CTC Student Catalog (Admissions Screenshot)
Exhibit P 40: CTC Student Catalog/Handbook (Grading Policy Screenshot)

The faculty workweek and student class schedule allows for ample time for students, faculty, and staff to interact. Full-time program instructors work from 7:00 to 3:00 which includes a 30 minute duty free lunch. Students attend from 7:45 – 3:00 (including a 30 minute lunch not included as program completion hours) for 6.45 hours per day or 32.25 hours/week. Full time instructors have from 7:00 – 7:45 to provide support for students if not in a scheduled staff meeting or department meeting.
The Digital Design I Program instructors have significant and timely interaction with students. The instructors have time before and after class to conference with students. The instructors communicate with students by e-mail, phone, and one-on-one meetings. Instructors have a website which provides valuable resources to students. Students are evaluated weekly, with grades posted at the end of each course in FOCUS. Instructors meet with students frequently to provide feedback regarding student progress.

**Exhibit P 41: Yearly CTC Meeting Calendar**

| 42. | A credit hour is equivalent to a minimum of each of the following: one semester credit for 15 clock hours of lecture, 30 clock hours of laboratory, or 45 clock hours of work-based activities; or one quarter credit for 10 clock hours of lecture, 20 clock hours of laboratory, or 30 clock hours of work-based activities. |

The Charlotte Technical College’s educational programs are based on a contact clock hour system. This criterion is not applicable.

**Exhibit P 42: Not Applicable Statement**

**DISTANCE EDUCATION**

| 43. | For all coursework delivered via distance education: The institution ensures timeliness of its responses (synchronously or asynchronously) to students’ requests by placing a requirement on response time of no more than 24 hours within the institution’s published operational schedule of the program/course. |

The Charlotte Technical College’s does not offer programs via distance education. This criterion is not applicable.

**Exhibit P 43: Not Applicable Statement**
CLOCK/CREDIT HOUR CONVERSION

REQUIREMENT FOR CLOCK/CREDIT HOUR CONVERSION FOR FEDERAL STUDENT FINANCIAL AID

If this program was used as a sample for course prep review, it meets the requirements on the Course Prep Review Worksheet. (If the program was not part of the sampling OR if the institution is not required to use the Federal Clock Hour Conversion for Student Financial Aid, indicate N/A).

The College is not required to use the Federal Clock Hour Conversion for Student Financial Aid. This criterion is not applicable.

Exhibit P Clock-Credit Hour Conversion: Not Applicable Statement

INSTRUCTION

ACADEMIC COMPETENCIES AND OCCUPATIONAL SKILLS

1. Academic competencies and occupational skills are integrated into the instructional program for each occupational area.

The Digital Design I program is designed so that each student progresses at his/her maximum level. Utilization of lectures, hands-on exercises, power-point presentations, audiovisuals, written materials and other instructional methodologies provide for different types of learners. The program’s curriculum is sequential, providing optimal learning by correlating theory with real world practice. Multiple choice exams and online Certification style test preparation applications designed to prepare the student for the certification exam. All curriculum frameworks are selected by the Florida Department of Education and are reflected in the syllabi for each course.
Appropriate levels of Digital Design occupational skills are determined by the instructors. The Digital Design program uses both technology and hands-on instruction to meet students’ needs to master the occupational skill.

**Exhibit I 1: FLDOE Curriculum Frameworks**
**Exhibit I 1: Digital Design I Program Syllabi**
**Exhibit I 1: Digital Design I OCP 3 test**
**Exhibit I 1: Digital Design I Illustrator Shortcut Quiz**
**Exhibit I 1: Digital Design I Handbook**

2. The instructional programs provide instruction in the competencies essential to success in the occupation, including job knowledge, job skills, work habits, and attitudes.

The FLDOE curriculum frameworks are used as a guide for the Digital Design I Program instruction. State required frameworks provide consistency, programmatic quality and integrity. Students have ample opportunities to practice job skills and competencies. Employability skills are an integral part of the training and are included in this program. The program is designed to prepare students for employment, and to provide supplemental training for persons previously or currently employed in any of these occupations. The course outline and description for each area of curriculum, details the skill proficiencies necessary for employment. The classroom is available to students both before and after regular class hours at all sites to assist those students who require assistance or need a place to study.

Work habits, attitudes, and interpersonal skills are integral parts of the Digital Design I curriculum. Beginning day one and extending throughout the entire year, instructors are actively involved in teaching and role modeling the skills needed for gainful employment. In the last term of the program, students learn specific skills to aid gaining entrance into the workplace. Cover letter and resume writing, completion of the job application, dressing for and conducting an interview as well as how to terminate employment are among some of the areas explored in the curriculum.
JOB KNOWLEDGE, JOB SKILLS, WORK HABITS AND ATTITUDES

3. The sequence of instruction required for program completion (lecture and work-based activities) is determined by desired student learning outcomes.

The Digital Design I curriculum, both didactic and clinical, is structured in such a manner that the student is guided in a sequential approach through the theory and practical competencies for each subject area. The instructional sequence, which includes lecture, lab, and work-based activities, has been successful as demonstrated by positive student learning outcomes.

Digital Design I is one of 20 programs at the College. Students must adhere to an established timeline for completion with defined entry and exit points. Movement within the established timelines for the Digital Design I program is highly regimented.

The Digital Design I curriculum is structured with 600 instructional hours. The structure and sequence of the Digital Design I curriculum for each term is outlined in detail in the Course Outline handout distributed to each student at the beginning of each term. All enrollment cycles are identical.
The sequence of instruction required for program completion is used to:

4. Organize the curriculum;
5. Guide the delivery of instruction;
6. Direct learning activities; and,
7. Evaluate student progress in order to maximize the learning of competencies essential to success in the occupation.

The didactic portion of the Digital Design I program is organized so that the student begins his/her educational program with the basic concepts and advances to more difficult concepts of digital graphic design, advertising and digital marketing.

The curriculum plan provides a breakdown for each OCP. Each OCP provides an established number of training hours which are designated by the FLDOE. Students are provided with a timeline of expectations in order to keep the student on track for program completion.

The Digital Design I Program uses a systematic approach to student learning where a skill is introduced/studied/tested in theory in the classroom, practiced/processed in a corresponding lab, then reinforced while on clinical rotations. Students must prove competency in a skill by passing theory content on exams and passing Industry Certifications in design programming.

Each curriculum area incorporates theory and lab / clinical experiences with work ethics integrated in the curriculum. Student evaluation is based on the competencies required to be successful in the chosen occupation. Instructors use a variety of methods to determine student mastery of subject matter. Such methods include, but are not limited to, exams certification exams, presentations, and competency demonstrations.

Exhibit I 4, 5, 6, 7: Digital Design I Curriculum Framework
Exhibit I 4, 5, 6, 7: Digital Design I Course Outlines
Exhibit I 4, 5, 6, 7: Digital Design I Section Tests (3)
Exhibit I 4, 5, 6, 7: Digital Design I Certification Organization chart
OCCUPATIONAL ADVISORY COMMITTEES

8. The institution has appointed an occupational advisory committee for each program or program area offered.

The Digital Design I Program has established an advisory committee that plays a pivotal role in the College’s ability to offer Digital Design I which responds to both student and community needs in the service delivery area.

Exhibit I 8: Digital Design Advisory Committee Member Lists

9. Occupational advisory committees appointed for each program or program areas are used to ensure that desirable, relevant, and current practices of each occupation are being taught.

The Digital Design Advisory Committees evaluate the Digital Design program to ensure that course content is current; to suggest appropriate changes, and to confirm that the program meets the workforce needs of area design companies. The Digital Design Advisory Committee played a major role in identifying the need to purchase digital Marketing software, enabling the Digital Design department to stay current with the needs of the community.

Exhibit I 9: Digital Design Agendas and Minutes

Each occupational advisory committee must:

10. Consist of a minimum of three members external to the institution;
11. Has at least three external members who represent the geographical service area covered by the programs taught by the institution.
12. Has at least three external members who have expertise in the occupational program;
13. Meet at least twice annually;
14. Have at least three external members who meet these criteria present at each meeting (with at least two members physically present and one virtually present); and for membership physically present at each meeting; and,
15. Keeps minutes to document their activities, recommendations, and meeting attendance.
The Digital Design Advisory committee consists of a minimum of three professional members who are external to the institution. These members represent local businesses in the service area of their respective Digital Design I program. These committee members bring experience and expertise. At least two (2) meetings are held each year with a minimum two committee members attending the meeting. Minutes and a member roster of each meeting are kept to document activities, recommendations, and attendance.

Exhibit I 11, 12, 13, 14, 15: Digital Design Advisory Committee Member Lists
Exhibit I 11, 12, 13, 14, 15: Digital Design Advisory Committee Agendas and Minutes

16. Occupational advisory committees review, at least annually, the appropriateness of the type of instruction (such as lecture, laboratory, work-based instruction, and/or mode of delivery) offered within each program to assure that students gain competency with specific skills required for successful completion of the program.

At least once a year, the Digital Design Advisory Committee reviews the appropriateness of the instructional methods in order to ensure that students master the competencies required in the field. The committee’s activities and recommendations are recorded in minutes of the meetings. The Digital Design Advisory Committee advises program instructors and the Leadership Team regarding technical programs for a specific occupation. Its function includes making recommendations on the following matters:

- Community Surveys
- Course Planning
- Lab Planning
- Assistance to Instructors
- Placement of Students
- Program Evaluation
- Legislation
- Public Relations

Exhibit I 16: Digital Design Advisory Committee Minutes
HEALTH, SAFETY AND FIRE-PREVENTION

17. Job-related health, safety, and fire-prevention are an integral part of instruction.

Health, safety and fire prevention is introduced to the students in the first weeks of class by the instructor. A first aid kit is available on the first floor of Building A at both reception areas for minor emergencies. An evacuation plan is posted in each classroom/lab/clinic area.

During pre-school in-service days each school year, district policies concerning internal and external emergencies and potential disasters are reviewed and given to each staff member. Some faculty members are American Heart Association CPR certified. A copy of the current BLS card is kept in each teacher’s file.

All policies and procedures are included in the instructional content of the relevant course. In addition, policies may be included in the student handbook, posted on bulletin boards, doors or walls, and made available on reference shelves in the classroom.

Exhibit I 17: Pics of First Aid Kits/Supplies (2)

Exhibit I 17: CTC Health and Safety Plan

EQUIPMENT AND MATERIALS

18. To develop skill proficiency, sufficient practice is provided with equipment and materials similar to those currently used in the occupation.

In order to develop skill proficiency, students are provided sufficient practice with equipment similar to that currently used in the occupation. Skill proficiency tests and written exams are used as documentation to measure learning effectiveness and hands-on skills within the Digital Design I program. Provisions are made for classroom, practice, and clinical training. The program strives to have equitable equipment and supplies.

The Digital Design I Program uses a systematic approach to student learning where a skill is introduced/studied/tested in theory in the classroom, practiced, then reinforced with Industry Certification. Students must prove competency in a skill by passing theory content on exams and passing a skill process on class projects.
Students acquire knowledge and skills by studying the basic theories of advertising, layout, type, color and illustration. It also includes courses to prepare students to use computer technology software to design and create publication for printed copy and web publishing. Students learn the latest technologies that the rapidly evolving media world has to offer and develop proficiency with the media’s leading software, such as Adobe Photoshop, Illustrator, InDesign and Dreamweaver. In addition, office-related skills are included to better prepare graduates to obtain positions in companies with the potential for digital/web design.

Charlotte Technical College made a commitment to provide the Digital Design I program with equipment necessary to meet the objectives of the curriculum. The Digital Design I Advisory Committee played a major role in identifying the need to purchase graphic design software, and equipment like the Vinyl Cutter/plotter enabling the Digital Design I department to stay current with the needs of the digital community.

Exhibit I 18: Digital Design I Equipment Inventory

LESSON PLANS, COMPETENCY TESTS, AND INSTRUCTIONAL MATERIALS

19. All instruction is effectively organized as evidenced by course outlines, lessons, competency tests, and other instructional materials.

Instruction in the Digital Design I Program and clinical areas follows an organized curriculum plan utilizing current textbooks, course outlines, lesson plans and instructional materials.

Exhibit I 19: Digital Design I Course Outlines
Exhibit I 19: Digital Design I Curriculum Sequence
Exhibit I 19: Digital Design I Major Instruction Plan
Exhibit I 19: Digital Design I Tests (3)
EVALUATION OF STUDENT ACHIEVEMENT

20. The institution uses a systematic, objective, and equitable method of evaluating student achievement based on required competencies.


Standards of achievement are clearly outlined and explained in the Digital Design Student Handbook. These standards are introduced and discussed at the information session and the Program Orientation and reinforced throughout the program. Each course outline includes specific standards of achievement identified for that course. Each student must maintain at least a C average (75%) in each course in order to remain in the Digital Design I Program. The grading process is the same for each course and is described in the syllabus for each OCP.

Exhibit I 20: Student Catalog/Handbook (Grading Policy Screenshot)
Exhibit I 20: Digital Design I Course Syllabi/Grading Policy

21. For all coursework delivered via distance education: The institution directly verifies the currency and quality of all contracted courseware on an annual basis, is directly responsible for such currency and quality, and maintains curriculum oversight responsibility within all contracts.

Charlotte Technical College and its offsite training center does not offer courses via distance learning. This criterion does not apply.

Exhibit I 21: Not applicable Statement

22. For all coursework delivered via distance education: The institution has in place a standardized course template, course descriptions, learning objectives, course requirements (i.e. standard syllabus, outcomes, grading, resources, etc.), and learning outcomes of its programs in order to facilitate quality assurance and the assessment of student learning.
Charlotte Technical College and its offsite training center does not offer courses via distance learning. This criterion does not apply.

Exhibit I 22: Not Applicable Statement

23. For all coursework delivered via distance education:
The institution monitors student progress and participation by means such as course management systems that provide student time online, frequency of logins, electronic footprints, electronic grade book, and percentage of course completed.

Charlotte Technical College and its offsite training center does not offer courses via distance learning. This criterion does not apply.

Exhibit I 23: Not Applicable Statement

WORK-BASED ACTIVITY

Written agreements with work-based activity agencies, if any:

24. Are current;
25. Specify expectations for all parties; and,
26. Ensure the protection of students.

The Digital Design I program does not have agreements with work based agreements.

Exhibit I 24, 25, 26: Work based written agreement Not Applicable Statement

27. Each work-based activity has a written instructional plan for students.

The Digital Design I program does not have agreements with work based agreements.

Exhibit I 27: Work based written agreement Not Applicable Statement
28. The written instructional plan for each work-based activity specifies the particular objectives, experiences, competencies, and evaluations that are required.

The Digital Design I program does not have agreements with work based agreements.

Exhibit I 28: Work based written agreement Not Applicable Statement

ON-SITE EMPLOYER REPRESENTATIVE

29. The written instructional plan for each work-based activity designates the on-site employer representative responsible for guiding and overseeing the students’ learning experiences and participating in the students’ written evaluations.

The Digital Design I program does not have agreements with work based agreements.

Exhibit I 29: Work based written agreement Not Applicable Statement

30. All work-based activities conducted by the institution are supervised by a designated employee possessing appropriate qualifications.

All activities conducted by the Charlotte Technical College’s Digital Design I program are supervised by instructors who are Certified in Digital Design programming and have been county certified as a Vocational Instructor through validation of work experience.

Exhibit I 30: Digital Publishing Programming Certificates
CHALLENGES AND PROPOSED SOLUTIONS

As with any publically funded institution, The Charlotte Technical College experiences challenges with funding upgrades and purchases of equipment for the Digital Design I program.

SUMMARY

The greatest strengths exhibited by the Digital Design I program revolve around program flexibility, the ability to update curricula to meet the needs of the ever changing Arts, A/V technology and communication industry. The Digital Design I program offers area employers graduates that possess a combination of sound academics and high quality hands-on which can transition immediately into the professional workplace.

Area companies recruit graduates of the Digital Design I program. The community relies on the program history of excellence and the graduate’s working experience.

Support from local businesses is reflected in the active role they take on the Advisory Committee and the willingness to provide sound industry advice.
**Commission of the Council on Occupational Education**

**EMPLOYER PROGRAM VERIFICATION FORM**

for Postsecondary Programs

**INSTRUCTIONS:**
- Complete three of these forms for each service area served by the program.
- This firm must be signed by an employee who is in position to make hiring decisions on behalf of the employer.

<table>
<thead>
<tr>
<th>Name of Institution:</th>
<th>Charlotte Technical College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address:</td>
<td>18150 Murdock Circle</td>
</tr>
<tr>
<td></td>
<td>PC, Florida 33948</td>
</tr>
<tr>
<td>Name of Program:</td>
<td>Digital Design I</td>
</tr>
<tr>
<td>Mode(s) of Delivery of Program (check ALL that apply):</td>
<td></td>
</tr>
<tr>
<td></td>
<td>☑ 100% Traditional</td>
</tr>
<tr>
<td></td>
<td>☐ Hybrid</td>
</tr>
<tr>
<td></td>
<td>☐ Distance Education</td>
</tr>
</tbody>
</table>

| The length of this program is (Indicate the number of hours in all boxes that apply): |
| 600 Clock Hours | ☐ Semester Credit Hours | ☐ Quarter Credit Hours |

| The amount of tuition and fees charged for the total program is: | $2,336 |

---

**EMPLOYER VERIFICATION STATEMENT**

I have reviewed the (name of program): **Digital Design**
program and recommended requirements for admissions, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, the skills and/or proficiency required for completion, and appropriateness of the Instructional delivery method(s) for the program.

**EMPLOYER**

<table>
<thead>
<tr>
<th>Name:</th>
<th>Mark Collins</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title:</td>
<td>Owner</td>
</tr>
<tr>
<td>Company Name:</td>
<td>Super T</td>
</tr>
<tr>
<td>Phone Number/Extension:</td>
<td>941-766-8000</td>
</tr>
<tr>
<td>Address:</td>
<td>3857 Tamiami Chnl, Pk, Charlotte, FL 33952</td>
</tr>
</tbody>
</table>

Verifiable range of remuneration (based on year-round, full-time employment) that can reasonably be expected by those who enter this field upon completion of the program is from $35,000 annually to $65,000 annually.

Signature: [Signature]

Date: 8-29-17

(August 2016)
STANDARD 2 CRITERIA
ADMISSIONS/RECRUITING

EXHIBIT LIST

Exhibit AR 1, 2, 3, 4, 5: CTC Admissions Policy
Exhibit AR 1, 2, 3, 4, 5: CTC Student Catalog/Handbook Screenshot/Admissions
Exhibit AR 1, 2, 3, 4, 5: On-line Application/Website
Exhibit AR 1, 2, 3, 4, 5: Digital Design I Admissions Criteria with Forms
Exhibit AR 1, 2, 3, 4, 5: Screenshot of Digital Design I Enrollment Timeline/Checklist
Exhibit AR 1, 2, 3, 4, 5: CTC Student Catalog/Handbook Pages 2 & 3
Exhibit AR 6: Not Applicable Statement
Exhibit AR 7: CTC Transfer Policy
Exhibit AR 7: CTC Student Catalog/Handbook (Transfer of Credit Screenshot)
Exhibit AR 7: CTC Student Catalog/Handbook/Transfer of Credit Page 15
Exhibit AR 8: CTC Transfer Policy
Exhibit AR 8: CTC Student Catalog/Handbook (Transfer Credit Screenshot)
Exhibit AR 8: CTC Student Catalog/Handbook Transfer of Credit Page 15
Exhibit AR 9: CTC Admissions Policy
Exhibit AR 9: CTC Student Catalog/Handbook (Admissions Screenshot)
Exhibit AR 10: Not Applicable Statement
Exhibit AR 11: Not applicable statement
Exhibit AR 12: Not applicable statement
Exhibit AR 13: Not applicable statement
Exhibit AR 14: Not applicable statement
Exhibit AR 15: Not applicable statement
Exhibit AR 16: CTC Student Catalog/Handbook Page 32
Exhibit AR 16: Digital Design I Rack Card
Exhibit AR-16: Job Fair Flyer
Exhibit AR 16: Digital Design I Website Screenshot
Exhibit AR 16: Digital Design I Course Syllabi
Exhibit AR 17: Digital Design I Cost Sheet 2017-18
Exhibit AR 17: Digital Design I Cost Sheet Screenshot 2017-18
Exhibit AR 18: CCPS Technology Plan
Exhibit AR 19: Non-applicable
Exhibit P 1, 2, 3: CCPS Website
Exhibit P 1, 2, 3: CTC Website
Exhibit P 1, 2, 3: Digital Design I Mission, Purpose, and Goals
Exhibit P 1, 2, 3: Digital Design Handbook
Exhibit P 4, 5, 6: CTC Student Catalog/Handbook/Non-Discrimination Statement
Exhibit P 7, 8: CTC Follow-Up and Placement Plan
Exhibit P 9, 10: Digital Design Course Syllabi
Exhibit P 9, 10: FLDOE Curriculum Frameworks
Exhibit P 11: Digital Design I Student Exams
Exhibit P 11: CTC Employability Skills Rubric
Exhibit P 12: Digital Design Advisory Committee
    Minutes/Objectives
Exhibit P 12: Digital Design Advisory Member Roster
Exhibit P 13: COE Annual Reports
Exhibit P 13: FLDOE Curriculum Frameworks
Exhibit P 13: Digital Design I Course Syllabi
Exhibit P 13: Digital Design I Curriculum Sequence
Exhibit P 13: Digital Design I Major Instruction Plan
Exhibit P 14: Digital Design I Advisory Committee Minutes
Exhibit P 15: Digital Design I Employer Verification Forms
Exhibit P 15: Digital Design I Employer Surveys
Exhibit P 16-26: Digital Design I Advisory Committee Agenda
Exhibit P 16-26: Digital Design I Advisory Committee Minutes
Exhibit P 16-26: Digital Design I Employer Surveys
Exhibit P 27: Regional Demand Occupations List
Exhibit P 27: Digital Design I Employer Surveys
Exhibit P 27: Digital Design I Employer Verifications Forms
Exhibit P 28: Digital Design I Curriculum Sequence
Exhibit P 28: Digital Design I /Re-admission Page 19
Exhibit P 28: Digital Design I Program Syllabi
Exhibit P 28: Digital Design I Course Calendars
Exhibit P 29-32: Not Applicable Statement
Exhibit P 33: Not Applicable Statement
Exhibit P 34: COE Approved Programs
Exhibit P 34: Organizational Chart
Exhibit P 35: Digital Design I Teaching Certificates
Exhibit P 35: N/A statement
Exhibit P 35: N/A statement
Exhibit P 35: Digital Publishing Certifications
Exhibit P 36: N/A statement
Exhibit P 36: N/A statement
Exhibit P 36: N/A statement
Exhibit P 36: CTC Employability Skills Rubric
Exhibit P 36: Digital Design I Student Exams
Exhibit P 37: Digital Design I End of Course Assessments
Exhibit P 37: Digital Design I End of Course Assessments Results
Exhibit P 37: Digital Design I Course Syllabi
Exhibit P 37: FLDOE Curriculum Frameworks
Exhibit P 38: CTC Employability Skills Rubric
Exhibit P 38: Digital Design I Student Exams
Exhibit P 39: Digital Design I Student Record Sample (attendance, grades, teacher documentation, standards based assessments)
Exhibit P 40: CTC Admissions Policy
Exhibit P 40: CTC Refund Policy
Exhibit P 40: Digital Design I Website Screenshot
Exhibit P 40: CTC Student Catalog (Admissions Screenshot)
Exhibit P 40: CTC Student Catalog/Handbook (Grading Policy Screenshot)
Exhibit P 41: Digital Design I Course Calendar
Exhibit P 41: Yearly CTC Meeting Calendar
Exhibit P 42: Not Applicable Statement
Exhibit P 43: Not Applicable Statement
Exhibit P Clock-Credit Hour Conversion: Not Applicable Statement
Exhibit I 1: FLDOE Curriculum Frameworks
Exhibit I 1: Digital Design I Program Syllabi
Exhibit I 1: Digital Design I Student Exams
Exhibit I 1: Digital Design I Skill/Lab Competencies
Exhibit I 1: Digital Design I Major Instruction Plan
Exhibit I 2: FLDOE Curriculum Frameworks
Exhibit I 2: Digital Design I Course Syllabi
Exhibit I 2: Digital Design I Skill/Lab Competencies
Exhibit I 2: CTC Employability Skills Rubric
Exhibit I 3: Digital Design I Course Outlines
Exhibit I 3: Digital Design I Curriculum Sequence
Exhibit I 3: Digital Design I Major Instruction Plan
Exhibit I 4, 5, 6, 7: Digital Design I Major Instruction Plan
Exhibit I 4, 5, 6, 7: Digital Design I Course Outlines
Exhibit I 4, 5, 6, 7: Digital Design I Course Calendars
Exhibit I 4, 5, 6, 7: Digital Design I Skill/Lab Competencies
Exhibit I 8: Digital Design I Advisory Committee Member Lists
Exhibit I 9: Digital Design I Program Advisory Fall/Spring Agendas and Minutes
Exhibit I 11, 12, 13, 14, 15: Digital Design I Advisory Committee Member Lists
Exhibit I 11, 12, 13, 14, 15: Digital Design I Advisory Committee Agendas and Minutes
Exhibit I 16: Digital Design I Advisory Committee Minutes
Exhibit I 17: Pics of First Aid Kits/Supplies
Exhibit I 17: CTC Health and Safety Plan
Exhibit I 18: Digital Design I Skill/Lab Competencies
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Exhibit I 19: Digital Design I Curriculum Sequence
Exhibit I 19: Digital Design I Major Instruction Plan
Exhibit I 19: Digital Design I Skill/Lab Competencies
Exhibit I 19: Digital Design I Cost Sheet with Textbook List
Exhibit I 20: Student Catalog/Handbook (Grading Policy Screenshot)
Exhibit I 20: Digital Design / Course Syllabi/Grading Policy
Exhibit I 20: Digital Design /Grading Policy Pages 32-36
Exhibit I 21: Not applicable Statement
Exhibit I 22: Not Applicable Statement
Exhibit I 23: Not Applicable Statement
Exhibit I 24, 25, 26: N/A statement
Exhibit I 27: N/A statement
| Exhibit I 28: | N/A statement |
| Exhibit I 29: | N/A statement |
| Exhibit I 30: | Digital Design Teaching Certificates |
| Exhibit I 30: | Digital Publishing Certificates |
Program:
Digital Design II

Program Planner:
Matthew Brady

Full-Time Instructor:
Matthew Brady
STANDARD 2
DIGITAL DESIGN II

INTRODUCTION

Charlotte Technical College currently offers 20 fulltime training programs. Each program is an “in demand” program for our service delivery area. All programs are designed to meet students’ needs by providing students with the opportunity to acquire skills and knowledge necessary for performing successfully in business, industry, and entrepreneurship. Strong work ethic and technical skills are integrated in every subject in every class.

This program operates within the frameworks of the Florida Department of Education and under the policies and procedures of CTC.

The required program hours for the Digital Design II is 600 hours.

Purpose of the program:

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Arts, A/V Technology & Communications career cluster. It provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of Arts, A/V Technology & Communications career cluster.

This program teaches the basic theories of advertising, layout, type, color and illustration and includes courses to prepare students to use computer technology software to design and create publication for printed copy and web publishing. Students learn the latest technologies that the rapidly evolving media world has to offer and develop proficiency with the media’s leading software, such as Adobe Photoshop, Illustrator, InDesign and Dreamweaver. In addition, office-related skills are included to better prepare graduates to obtain positions in companies with the potential for digital/web design.
There are two enrollment periods for the Digital Design II program in January and August. The Digital Design II program is a full-time course with adult only enrollment.

ANALYSIS

ADMISSIONS/RECRUITING

<table>
<thead>
<tr>
<th>The institution’s admissions policies and processes are:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Published;</td>
</tr>
<tr>
<td>2. Clearly stated;</td>
</tr>
<tr>
<td>3. Consistently communicated to students;</td>
</tr>
<tr>
<td>4. Made available to students prior to enrollment; and,</td>
</tr>
<tr>
<td>5. Any changes to these publications are communicated in a timely manner.</td>
</tr>
</tbody>
</table>

The admission policies for the Charlotte Technical College are published in various locations: the College’s website www.charlottetechcollege.net, the College Student Handbook and visual publications. The admissions policies and processes are clearly stated so prospective students can easily understand enrollment requirements and complete the enrollment process in a timely manner. Admissions policies are consistently communicated to students through the College’s website, College Student Handbook, and face-to-face interaction with faculty and staff. Prior to enrollment, potential students are provided admissions requirements along with a requirements check sheet listing each item/action required for admission to College. A timeline is established on the website to assist students in completing all requirements. The timeline takes students from the application process through the orientation and start of class. All steps are thoroughly explained, and hard copy packets are available at Student Services. All admissions are clearly stated and provided for students prior to enrollment in the admissions packet.

All changes and/or updates to the admission policies and processes are made available to students and the public through the College’s website, the College Student Handbook, and interaction with faculty and staff.

The Digital Design II program follows the general admissions policies of Charlotte Technical College.
In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C. the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematic 10, Language 10, and Reading 10. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3) (a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed on the Basic Skills and Licensure Exemption List which may be accessed from the CTE Program Resources page.

Exhibit AR 1, 2, 3, 4, 5: CTC Admissions Policy
Exhibit AR 1, 2, 3, 4, 5: CTC Student Catalog/Handbook Screenshot/Admissions
Exhibit AR 1, 2, 3, 4, 5: On-line Application/Website
Exhibit AR 1, 2, 3, 4, 5: CTC Student Catalog/Handbook Pages 2 & 3
Exhibit AR 1, 2, 3, 4, 5: Students with Disabilities
Exhibit AR 1, 2, 3, 4, 5: Application for Exemption from Basic Skills
Exhibit AR 1, 2, 3, 4, 5: 2017-2018 Basic Skills
6. For all students admitted to a Vocational English-As-A-Second-Language Program, the institution utilizes written admission procedures that comply with policies established by the Commission.

Charlotte Technical College and the off-site instructional service center do not have an “English-As-A-Second Language” program. This criterion does not apply.

Exhibit AR 6: Not Applicable Statement

7. The institution clearly defines and publishes a policy on the transfer of students between programs within the institution and the transfer of students from other institutions.

Charlotte Technical College’s policy on the transfer of students between institutional programs, as well as the transfer from other institutions, is clearly defined and published. The policy is published on the College’s website at (www.charlottetechcollege.net) and the CTC Student Handbook, page 15. The published policy includes the following relevant criteria:

- CTC students requesting to transfer to another program within the college must first discuss the request with the current instructor and then meet with the postsecondary occupational specialist. The occupational specialist can approve the transfer request, if space is available in the program.

- Acceptance of hours completed at another institution will be in compliance with Florida Statute 1007.24(7). Students with previous technical training from other institutions may receive credit for that training. A transcript from a public accredited institution documenting student performance standards and/or occupational completion points achieved for a specific technical program will be accepted in transfer at Charlotte Technical
College for the same technical program. CTC reserves the right to require a competency test to validate the competencies learned/earned at another (non-CTC) institution. The student will then be enrolled in training at the student’s proficiency level.

- Training from a non-public institution that is fully accredited by a regional or national accrediting agency recognized by the United States Department of Education, and that participates in the common course numbering, system, will be accepted in transfer for the same course/program. Transcripts will be accepted, evaluated and relevant clock hours will be applied to the student’s CTC training program and the student’s transcript.

Exhibit AR 7: CTC Transfer Policy

Exhibit AR 7: CTC Student Catalog/Handbook (Transfer of Credit Screenshot)

Exhibit AR 7: CTC Student Catalog/Handbook/Transfer of Credit

TRANSFER OF CREDIT

8. The institution clearly defines and publishes a policy on the transfer of credits that includes a statement of the criteria established by the institution regarding the transfer of credit earned at another institution.

Charlotte Technical College clearly defines its policy on the transfer of credits and publishes the policy on both the College website (http://charlottetechcollege.net/) and the CTC Student Handbook, page 15. The published policy includes the following relevant criteria regarding the transfer of credit earned at another institution:
• Acceptance of hours completed at another institution will be in compliance with Florida Statute 1007.24(7). Students with previous technical training from other institutions may receive credit for that training. A transcript from a public accredited institution documenting student performance standards and/or occupational completion points achieved for a specific technical program will be accepted in transfer at Charlotte Technical College for the same technical program. CTC reserves the right to require a competency test to validate the competencies learned/earned at another (non-CTC) institution. The student will then be enrolled in training at the student’s proficiency level.

• Training from a non-public institution that is fully accredited by a regional or national accrediting agency recognized by the United States Department of Education, and that participates in the common course numbering system will be accepted in transfer for the same course/program. Transcripts will be accepted, evaluated and relevant clock hours will be applied to the student’s CTC training program and the student’s transcript.

Exhibit AR 8: CTC Transfer Policy

Exhibit AR 8: CTC Student Catalog/Handbook (Transfer Credit Screenshot)

Exhibit AR 8: CTC Student Catalog/Handbook Transfer of Credit

PROGRAM COMPLETION

9. Admission requirements offer reasonable expectations for successful completion of the occupational programs offered by the institution regardless of the delivery mode.
The Digital Design II program follows the Florida Department of Education’s basic skill exit requirements for students, and the requirements can be found in the CTC catalog/handbook and Section 1004.91, Florida Statute (F.S.) and the State Board of Education Rule 6A-10.040. These regulations mandate that students who enroll in a program of 450 hours or more “may not receive a career and technical certificate of completion without first demonstrating the basic skills required in the state curriculum frameworks for the career education program.” CTC provides opportunity for students to demonstrate basic skill requirement through the Test of Adult Basic Education (TABE). The Florida Department of Education has placed basic skill levels on all programs in the curriculum frameworks. Only advanced and difficult level of the TABE meets requirements. The purpose of assessment is to determine whether or not the student as the basic skills necessary to be successful in the chosen career program.

A student enrolled in a career education program that does not meet the basic skills requirements, but passes an identified certification exam, should be recorded as “incomplete” until the Technical College receives documentation of the certification and then reports the student as a completer from the career and technical education program. If the student does not meet the basic skills requirements for completion or is not exempt, the student cannot be reported as a program completer from the final OCP and cannot earn a Career Certificate of Completion.

Exhibit AR 9: CTC Admissions Policy

Exhibit AR 9: CTC Student Catalog/Handbook (Admissions Screenshot)

Exhibit AR 9: CTC Student Catalog/Handbook Pages 2 & 3

ASSOCIATE DEGREE

10. Students admitted into Associate Degree programs have a high school diploma or its equivalent.

Charlotte Technical College and the off-site instructional service center do not offer Associate Degrees. This criterion does not apply.

Exhibit AR 10: Not Applicable Statement
ABILITY TO BENEFIT

An institution that admits students by exception to its standard admissions policies must:

11. Have written admissions policies and procedures for these exceptions;
12. Apply them uniformly;
13. Provide documented evidence on how they are used;
14. Maintain records on student progress; and,
15. Regularly evaluate the effectiveness of the procedures used in admitting students by exception.

Charlotte Technical College and the off-site instructional service center do not admit Students by exception to its Digital Design II program. This criterion does not apply.

Exhibit AR 11: Not applicable statement
Exhibit AR 12: Not applicable statement
Exhibit AR 13: Not applicable statement
Exhibit AR 14: Not applicable statement
Exhibit AR 15: Not applicable statement

RECRUITING ACTIVITIES

16. The institution ensures that recruiting activities are ethical and that all materials used in recruiting accurately describe the mission, instructional outcomes, student performance expectations, and completion requirements of each program.
Recruitment is an ongoing priority at the College. Charlotte Technical College has a post-secondary career counselor/recruiter to lead recruitment activities. The College is actively involved in a number of recruiting activities, including career days sponsored by local high schools, college job fairs, classroom presentations in local middle and high schools, campus tours for secondary students, chamber and community groups. Instructors also play a pivotal role in recruitment activities for the College. Many different mediums, such as printed materials, newspaper advertising, social media, student and alumni recruitment, employees, and the College website (www.charlottetechcollege.net) are used in recruitment.

The institution ensures recruiting activities are ethical and all mediums used in recruiting accurately describe the College mission, program outcomes, student performance expectations, and completion requirements of each program.

Exhibit AR 16: CTC Student Catalog/Handbook Page 35

Exhibit AR 16: Digital Design Rack Card

Exhibit AR-16: Job Fair Flyer

Exhibit AR 16: Digital Design II Website Screenshot

Exhibit AR 16: Digital Design syllabus

PROGRAM COSTS

17. Prior to admission, students are informed of the costs, equipment, services, time, and technical competencies, if any, required by the program, including if applicable, personal data collection and processes, and charges associated with verification of student identity.

Prior to admission, students are informed of the costs of the program and any equipment and services required. Fees charged to students are in accordance with Florida Department of Education guidelines with all fees and tuition approved by the Charlotte County School Board. Program cost sheets are available to students prior to admission. Student services maintains a cost sheet for each program, including costs of registration, tuition, books, and instructional supplies. Cost sheets for digital design II are updated prior to enrollment. Cost sheets are
available upon request, available in student services, school store and on the College’s website. Digital Design II students meet with the Program planner and Instructor for orientation prior to admission. The Program planner and instructor can best inform the student of the technical competencies and time needed to complete the program. Further program costs unique to the dental assisting program are provided to the student through Student Services staff and directly by the instructor or program planner as part of program orientation and intake. This information includes books, uniforms, mannequins, materials and supplies, as applicable.

**Exhibit AR 17: Digital Design II Cost Sheet 2017-18**

**ORIENTATION TO TECHNOLOGY**

**18. Orientation to technology is provided and technical support is available to students.**

Prior to enrolling, Digital Design II students attend a program orientation. An overview of the technology used in the training area is covered during the program orientation session. In addition, the College employs a part-time Network Administrator who works at the site a minimum of two days per week and a Technology Facilitator who is available to assist students and program instructors with technical support daily.

**Exhibit AR 18: CCPS Technology Plan**

**DISTANCE EDUCATION**

**19. For all coursework delivered via distance education: The institution has processes in place to establish that the student who registers for a distance education course or program is the same student who participates in and completes the program and receives the academic credit.**

Charlotte Technical College and the off-site instructional service center do not deliver coursework via distance education. This criterion does not apply.

**Exhibit AR 19: Non-applicable**
PROGRAMS

MISSION STATEMENT

Occupational education program policies are congruent with:
1. The governing organization;
2. The mission of the institution; and,
3. The occupational needs of the people served by the institution.

The policies established for each occupational program are congruent with the policies of Charlotte Technical College and Charlotte County Public Schools.

Occupational programs are congruent with the College mission to provide an effective, innovative technical education preparing students to enter, advance and succeed in the workplace. The College meets its objectives by providing cost effective, competency-based training that prepares persons for entry-level jobs, enhances the skills of persons holding a job, and/or retrains those who may be displaced workers.

The Digital Design II faculty supports the Charlotte Technical College mission and goals as reflected in the program’s mission statement and philosophy.

The mission and purpose of this program is to teach the basic theories of advertising, layout, type, color and illustration and includes courses to prepare students to use computer technology software to design and create publication for printed copy and web publishing. Students learn the latest technologies that the rapidly evolving media world has to offer and develop proficiency with the media’s leading software, such as Adobe Photoshop, Adobe Illustrator, and Adobe InDesign. In addition, office-related skills are included to better prepare graduates to obtain positions in companies with the potential for digital/web design.
Occupational education program policies are:

4. Publicly accessible;
5. Non-discriminatory; and,
6. Consistently applied

Occupational education program policies are publicly accessible through the College Student Handbook and the Website. Policies are written and administered in a non-discriminatory manner. Policies are consistently applied to all occupational programs.

Digital Design II program policies are publicly accessible within the Digital Design II student handbook on the Charlotte Technical College website. Handbooks are distributed, reviewed, and signed, as representation of their understanding, on the first day of class per session.

Differences, if any, in occupational education program policies are justified by:

7. Student learning outcomes; and/or,
8. Program outcomes.

Charlotte Technical College and the off-site instructional service center have occupational education program policies that are uniform and consistent.
Each occupational education program has:

9. Clearly stated objectives
10. Defined content relevant to these objectives and the current needs of business and industry, and,
11. Assessment of student achievement based on the program objectives and content.
12. The objectives for each educational program are evaluated annually.

The Digital Design II Program has clearly stated objectives, defined content relevant to these objectives and the current needs of business and industry, and assessment of student achievements are based on the program objectives and content which is included in the course syllabi given to each student at the beginning of each course. The syllabus is also posted on the instructor’s Edline pages. As stated, objectives and content are substantially developed by the Florida Department of Education for the program within the state system and are embodied in the curriculum frameworks.

Each framework has skills and competencies called occupation completion points (OCPs) that are grouped to correspond with potential occupations. OCPs are related to current needs of business and industry and are earned at the completion of courses. Each student works through the OCPs and is evaluated for mastery of skills and competencies. Instructors use a variety of methods to determine student mastery of subject matter. Such methods include traditional exams, lab exercises, competency demonstrations, and clinical rotations at individual dental offices within our community. Grades are assigned and determine a student’s movement through the curriculum. The College’s grading policy is detailed in the Student Handbook.

Exhibit P 9, 10: Digital Design II Course Syllabi

Exhibit P 9, 10: FLDOE Curriculum Frameworks for Digital Design II
Student evaluation is based on program objectives and content. Instructors use a variety of methods to determine student mastery of subject matter. Such methods include traditional exams, lab exercises, competency demonstrations, and clinical activities. Grades are assigned and determine a student’s movement through the curriculum. Grades are assigned at the end of each course or OCP and at the end of the regular school year. The Digital Design II grading policy is detailed in the Program Handbook.

Exhibit P 11: Digital Design II Handbook/Grading Policy

Exhibit P 11: Digital Design II Exams

Exhibit P 11: Digital Design Quiz - Illustrator

Exhibit P 11: Digital Design Quiz - InDesign

Exhibit P 11: Digital Design Quiz – PremierPro

Annually, the objectives for the Digital Design II program are evaluated and rated accordingly, by the program advisory committee members. Objectives for the program are developed using the Florida Department of Education Curriculum Frameworks as a guide. To meet business and industry needs, the program is revised, added or deleted. The objectives of the program are evaluated annually as evidenced by Program Advisory Committee minutes. Advisory Committee evaluations and meeting minutes are kept for documentation.

Instructors gain valuable employer input through program advisory meetings. During these meetings, instructors talk with peers and learn more about new technologies, current equipment and processes utilized by the dental industry. Information obtained is used to evaluate and improve program effectiveness.

The Digital Design II Program Advisory Committee meets at least twice annually. Charlotte Technical College’s Digital Design II program follows a curriculum which meets or exceeds the Florida Department of Education (FLDOE) Curriculum Frameworks. FLDOE Curriculum Frameworks are reviewed and updated every five (5) years. Industry visits are conducted on a regular basis to stay abreast of current trends in industry. Feedback from students is received through climate and exit surveys.
A systematic process has been implemented to document:

13. That the objectives and content of programs are current; and,
14. That coursework is qualitatively and quantitatively relevant.

A systematic process has been implemented to document the objectives and that content of the Digital Design II program is current. The Florida Department of Education reviews the curriculum frameworks on a cyclical schedule to maintain their current status. These reviews are through committees and include department staff, educators, and business people from across the state. A “change document summary” issued in the spring of each year highlights changes in programs and any added or deleted programs. They also publish a “Basic Skills Document” showing any changes in the basic skill exit requirements. Based on the information from FLDOE, CTC provides each teacher with information in order to establish appropriate planning for the upcoming school year. As instructors review curriculum frameworks, adjustments are made to update curriculum materials. The program syllabus is updated annually to meet changes and requirements. Each program instructor may choose to incorporate additional relevant information into individual curriculum.

Exhibit P 13: COE Annual Reports

Exhibit P 13: FLDOE Curriculum Frameworks

Exhibit P 13: Digital Design Course Syllabi

Annually, the Advisory Committee reviews program content and objectives to ensure they remain current. The Program Advisory Committee provides input on the qualitative and quantitative aspects of the coursework ensuring students are provided the necessary instruction and hands-on experience to progress in their career path.

Exhibit P 14: Digital Design Advisory Committee Minutes
EMPLOYER VERIFICATION DATA

15. Three bona fide potential employers review each educational program annually and recommend:
16. Admission requirements;
17. Program content that is consistent with desired student learning outcomes;
18. Program length;
19. Program objectives
20. Competency tests;
21. Learning activities;
22. Instructional materials;
23. Equipment;
24. Methods of program evaluation;
25. Level of skills and/or proficiency required for completion; and,
26. Appropriate delivery formats for the subject matter being taught.

Each program formally surveys area business and industry annually, utilizing the COE developed Employer Verification Report Form. Administration maintains these responses on file.

Exhibit P 15: Digital Design Employer Verification Forms

The Digital Design II program undergoes a comprehensive program review by three bona fide potential employers using the Employer Program Verification form. The committee evaluates all aspects of the program within the guidelines of the Department of Education and COE. These employers provide suggestions for program modifications. This review includes admissions requirements, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, and levels of skills and/or proficiency required for completion and appropriateness of the delivery mode for the program. Evaluation forms are kept for documentation.
The State Board of Education establishes tuition and length of programs. The tuition cost is approved by the Charlotte County School Board. CTC, in conjunction with the Program Advisory Committee and CareerSource of Southwest Florida, evaluates the relationship between these two factors and the documented entry-level earnings of completers. Program costs and length are reviewed annually by employers completing Employer Verification Forms and average wage information provided by CareerSource of Southwest Florida. When analyzing new program offerings, this information is also utilized.

27. The institution considers the length and the tuition of each program in relation to the documented entry level earnings of completers.

The Digital Design II Program is offered twice yearly and enrolls at the Semester. Two enrollment times give prospective students options from which to choose. The 600 clock hour program, requires two (2) years by secondary students and five (5) months for post-secondary students. Students following the curriculum plan complete the program within the publicized time frame. A program calendar is structured and given to each student upon enrollment. Students who withdraw and meet the eligibility criteria may re-enter when a cohort reaches the
course the student needs. Re-admission is subject to school/program policies and clinical space availability.

Exhibit P 28: Digital Design II Curriculum Sequence

Exhibit P 28: Digital Design II Program Syllabi

The digital design II instructor acts as a coach/facilitator for the training as the student progresses. OCP timetables conveying the length of time needed to satisfactorily complete the course are communicated to all students, in each course syllabus.

An OCP specific calendar is given to each student at the beginning of the OCP. The calendar lists the subject material, per instructor, to be taught each day of the OCP.
ASSOCIATE DEGREES

Associate Degree programs offered must meet the following requirements:

29. The program is designed to lead graduates directly to employment in a specific career.
30. The appropriate applied degree title, such as Associate of Applied Technology, Associate of Applied Science, Associate of Occupational Studies, Associate of Science, or Associate of Occupational Technology, is used and includes the specific career and technical education field (i.e. Associate of Applied Science in Veterinary Technology)
31. The program has a minimum of 60 semester hours or 90 quarter hours.
32. The program includes a minimum of 15 semester hours or 23 quarter hours of general education courses, with a minimum of one course from each of the following areas: humanities, behavioral sciences, natural or applied sciences, and mathematics

Charlotte Technical College and the off-site instructional service center do not offer associate degrees; these criteria are not applicable.

Exhibit P 29-32: Not Applicable Statement

33. For all coursework delivered via distance education: The institution’s distance education courses and programs are identical to those on campus in terms of the quality, rigor, breadth of academic and technical standards, completion requirements, and the credential awarded.

Charlotte Technical College and the off-site instructional service center do not offer programs via distance learning education. The criterion does not apply.

Exhibit P 33: Not Applicable Statement
PROGRAM APPROVAL

Each program offered by the institution:

34. Is approved and administered under established institutional policies and procedures and supervised by an administrator who is part of the institutional organization;
35. Has appropriate and continuous involvement of on-campus administrators and faculty in planning, and approval;
36. Has varied evaluation methodologies that reflect established professional practice and competencies;
37. Is qualitatively and quantitatively consistent at each campus where it is offered;
38. Has measures of achievement of the student learning objectives;
39. Has individual student records, including period of enrollment, financial, and educational program records, permanently maintained by the institution at the main campus;
40. Is identically described in appropriate catalogs, brochures, and/or other promotional materials and include tuition/fee charges, refund policies, admissions and academic requirements, and information technology requirements; and,
41. Provides for timely and meaningful interaction among faculty and students.

Occupational programs are approved by the Florida Department of Education and supervised by the College Director and Assistant Director. The Program planner provides supervision for the dental assisting program.

The Digital Design II Program is administered and approved by the policies and procedures set forth by the Florida Department of Education, the Charlotte County Public School Board as well as the written policies and procedures of the Technical College. DOE approval is requested followed by COE approval through the established procedures and forms.

Exhibit P 34: COE Approved Programs

Exhibit P 34: Organizational Chart
Campus administrators and faculty are actively involved in the planning and supervising of the Digital Design II Program and also evaluate the program annually through end-of-the-year data. The Program planner acts as a resource to ensure compliance with the directives issued by the Florida Department of Education. Final decisions are made through a facilitative and collaborative process with “student success” driving all decision making processes. The size of Charlotte Technical College permits daily communication between the Digital Design II Program planner/instructor, Digital Design II Program Supervisor and the College administration. Administration is present in every program area every day and practices an open-door policy that makes daily communication easily accomplished. These informal as well as formally planned meetings provide many opportunities for direct communication between the dental assisting program planner and the College administrators.

Input from Digital Design II faculty is liberally solicited from the Director on decisions that directly affect the program and more specifically, courses they teach within the program.

Examples of faculty input include:

- Submit technology plan for the program annually
- Provide input for the yearly budget and authorize purchase requisitions for equipment, student lab supplies, and instructor classroom and software needs
- Select and plan preventive maintenance of equipment and equipment replacement
- Provide academic freedom as evidences by curriculum development and textbook selection
- Design the teaching schedule each term and rearrange courses to allow for appropriate pre-clinical experience and practice.
- Maintain clinical affiliation agreements for clinical site rotations and cycled all new affiliations through Administration.
- Uphold all program policies and procedures and determined disciplinary action
- Estimate cost of lab fees before final submission
• Redesign admission interview sheets, rubric, and matrix
• Participate in development of recruitment
• Participate in review of the student success plan

Exhibit P 35: Digital Design II Teaching Certificates

Exhibit P 35: Yearly schedule of meetings identifying department meeting dates

Exhibit P 35: Programming Certificates

The Digital Design II Program uses multiple evaluation methodologies which include traditional exams, and competency demonstrations. Evaluation includes a competency check list to validate mastery of the competencies that students need to know to become program completers.

Exhibit P 36: CTC Employability Skills Rubric

Exhibit P 36: Digital Design II Student Exams

The Digital Design II program demonstrates qualitative and quantitative achievements through End-of-Course Assessments (EOCA), given at the end of each OCP and Digital Design II, upon graduation.

Paralleling the course syllabi with the FLDOE Curriculum Frameworks guarantees that all required course objectives are being taught.

Exhibit P 37: Digital Design II End-of-Course Assessments

Exhibit P 37: Digital Design II Course Syllabi

Exhibit P 37: FLDOE Curriculum Frameworks

The Digital Design II program measures the achievement of the student learning objectives through the use of traditional, competency demonstrations, tests and Industry certifications in Adobe Programs. Evaluation includes a competency check list to validate mastery of the competencies that students need to know to become program completers. Objective evaluation
criteria are provided to preceptors with clear instructions for completion. Mechanisms utilized to evaluate students’ skills within the appropriate courses.

**Exhibit P 38: CTC Employability Skills Rubric**

**Exhibit P 38: Digital Design II Student Exams**

The Student Services Department maintains permanent student and financial aid records and other pertinent information. Daily attendance, grades, and counseling notes are reported to Student Services via the computerized Student Information Management System (SIMS). The Charlotte County Public School System uses the FOCUS (SIMS) system for postsecondary collection of information.

**Exhibit P 39: Digital Design II Student Record Sample (attendance, grades, teacher documentation, standards based assessments)**

The College Student Handbook describes training programs, tuition/fee charges, refund policies, admission policy, and the grading policy.

The Digital Design II Program is clearly described and documented in the Technical College Student Handbook, program flyers, as well as on the CTC website (www.charlottetechcollege.net). Program information including tuition, fees, refund policy, admission requirements and other requirements are all stated in the publications listed.

**Exhibit P 40: CTC Admissions Policy**

**Exhibit P 40: CTC Refund Policy**

**Exhibit P 40: Digital Design II Website Screenshot**

**Exhibit P 40: CTC Student Catalog (Admissions Screenshot)**

**Exhibit P 40: CTC Student Catalog/Handbook (Grading Policy Screenshot)**
The faculty work week and student class schedule allow for ample time for students, faculty, and staff to interact. Full-time program instructors work from 7:00 to 3:00 which includes a 30 minute duty free lunch. Students attend from 7:45 – 3:00 (including a 30 minute lunch not included as program completion hours) for 6.45 hours per day or 32.25 hours/week. Full-time instructors have from 7:00 – 7:45 to provide support for students if not in a scheduled staff meeting or department meeting.

The Digital Design II Program instructors have significant and timely interaction with students. The instructors have time before and after class to conference with students. The instructors communicate with students by e-mail, phone, and one-to-one meetings. Instructors have a website which provides valuable resources to students. Students are evaluated weekly, with grades posted at the end of each course in FOCUS. Instructors meet with students frequently to provide feedback regarding student progress.

Exhibit P 41: Yearly CTC Meeting Calendar

Exhibit P 41: Website description

42. A credit hour is equivalent to a minimum of each of the following: one semester credit for 15 clock hours of lecture, 30 clock hours of laboratory, or 45 clock hours of work-based activities; or one quarter credit for 10 clock hours of lecture, 20 clock hours of laboratory, or 30 clock hours of work-based activities.

Charlotte Technical College’s educational programs are based on a contact clock hour system. This criterion is not applicable.

Exhibit P 42: Not Applicable Statement
DISTANCE EDUCATION

43. For all coursework delivered via distance education: The institution ensures timeliness of its responses (synchronously or asynchronously) to students’ requests by placing a requirement on response time of no more than 24 hours within the institution’s published operational schedule of the program/course.

Charlotte Technical College and the off-site instructional service center do not offer programs via distance education. This criterion is not applicable.

Exhibit P 43: Not Applicable Statement

CLOCK/CREDIT HOUR CONVERSION

REQUIREMENT FOR CLOCK/CREDIT HOUR CONVERSION FOR FEDERAL STUDENT FINANCIAL AID

If this program was used as a sample for course prep review, it meets the requirements on the Course Prep Review Worksheet. (If the program was not part of the sampling OR if the institution is not required to use the Federal Clock Hour Conversion for Student Financial Aid, indicate N/A).

The College is not required to use the Federal Clock Hour Conversion for Student Financial Aid. This criterion is not applicable.

Exhibit P Clock-Credit Hour Conversion: Not Applicable Statement
INSTRUCTION

ACADEMIC COMPETENCIES AND OCCUPATIONAL SKILLS

1. Academic competencies and occupational skills are integrated into the instructional program for each occupational area.

The Digital Design II program is designed so that each student progresses at his/her maximum level. Utilization of lectures, hands-on exercises, power-point presentations, audiovisuals, written materials and other instructional methodologies provide for different types of learners. The program’s curriculum is sequential, providing optimal learning by correlating theory with real world practice. Multiple choice exams and online Certification style test preparation applications designed to prepare the student for the certification exam. All curriculum frameworks are selected by the Florida Department of Education and are reflected in the syllabi for each course.

Appropriate levels of digital design occupational skills are determined by the instructors in accordance with standards. The digital design II program uses both technology and hands-on instruction to meet students’ needs to master the occupational skill.

Exhibit I 1: FLDOE Curriculum Frameworks
Exhibit I 1: Digital Design II Program Syllabi
Exhibit I 1: Digital Design II Dreamweaver Test
Exhibit I 1: Digital Design II Illustrator Shortcut
Exhibit I 1: Digital Design Handbook

2. The instructional programs provide instruction in the competencies essential to success in the occupation, including job knowledge, job skills, work habits, and attitudes.
The FLDOE curriculum frameworks are used as a guide for the Digital Design II Program instruction. State required frameworks provide consistency, programmatic quality and integrity. Students have ample opportunities to practice job skills and competencies. Employability skills are an integral part of the training and are included in this program. The program is designed to prepare students for employment and to provide supplemental training for persons previously or currently employed in any of these occupations. The course outline and description for each area of curriculum, details the skill proficiencies necessary for employment. The classroom is available to students both before and after regular class hours at all sites to assist those students who require assistance or need a place to study.

Work habits, attitudes, and interpersonal skills are integral parts of the Digital Design II curriculum. Beginning day one and extending throughout the entire year, instructors are actively involved in teaching and role modeling the skills needed for gainful employment. In the last term of the program, students learn specific skills to aid gaining entrance into the workplace. Cover letter and resume writing, completion of the job application, dressing for and conducting an interview as well as how to terminate employment are among some of the areas explored in the curriculum.

Exhibit I 2: FLDOE Curriculum Frameworks

Exhibit I 2: Digital Design II Course Syllabi

Exhibit I 2: CTC Employability Skills Rubric

**JOB KNOWLEDGE, JOB SKILLS, WORK HABITS AND ATTITUDES**

| 3. The sequence of instruction required for program completion (lecture and work-based activities) is determined by desired student learning outcomes. |

The Digital Design II curriculum, both didactic and clinical, is structured in such a manner that the student is guided in a sequential approach through the theory and practical competencies for each subject area. The instructional sequence, which includes lecture, lab, and
Digital Design II is one of 20 programs at the College. Students must adhere to an established timeline for completion with defined entry and exit points. Movement within the established timelines for the Digital Design II program is highly regimented.

The structure and sequence of the Digital Design II curriculum for each term is outlined in detail in the Course Outline handout distributed to each student at the beginning of each term. All enrollment cycles are identical.

Exhibit I 3: Digital Design II Course Outlines

Exhibit I 3: Digital Design II Curriculum Sequence

Exhibit I 3: Illustrator knowledge quiz

Exhibit I 3: InDesign Quiz

Exhibit I 1: Dreamweaver

The sequence of instruction required for program completion is used to:

4. Organize the curriculum;
5. Guide the delivery of instruction;
6. Direct learning activities; and,
7. Evaluate student progress in order to maximize the learning of competencies essential to success in the occupation.

The didactic portion of the Digital Design II program is organized so that the student begins his/her educational program with the basic concepts and advances to more difficult concepts of digital graphic design, advertising and digital marketing.
The curriculum plan provides a breakdown for each OCP. Each OCP provides an established number of training hours which are designated by the FLDOE. Students are provided with a timeline of expectations in order to keep the student on track for program completion.

The Digital Design II Program uses a systematic approach to student learning where a skill is introduced/studied/tested in theory in the classroom, practiced/processed in a corresponding lab, then reinforced while on clinical rotations. Students must prove competency in a skill by passing theory content on exams and passing Industry Certifications in design programming.

Each curriculum area incorporates theory and lab / clinical experiences with work ethics integrated in the curriculum. Student evaluation is based on the competencies required to be successful in the chosen occupation. Instructors use a variety of methods to determine student mastery of subject matter. Such methods include, but are not limited to, exams certification exams, presentations, and competency demonstrations.

Exhibit I 4, 5, 6, 7: Digital Design II Curriculum Framework

Exhibit I 4, 5, 6, 7: Digital Design II Course Outlines

**OCCUPATIONAL ADVISORY COMMITTEES**

8. The institution has appointed an occupational advisory committee for each program or program area offered.

The Digital Design II Program has established an advisory committee that plays a pivotal role in the College’s ability to offer Digital Design I which responds to both student and community needs in the service delivery area.

Exhibit I 8: Digital Design Advisory Committee Member Lists

9. Occupational advisory committees appointed for each program or program areas are used to ensure that desirable, relevant, and current practices of each occupation are being taught.
The Digital Design Advisory Committees evaluate the dental assisting program to ensure that course content is current; to suggest appropriate changes, and to confirm that the program meets the workforce needs of area dental practices. The Digital Design Advisory Committee played a major role in identifying the need to purchase digital Marketing software, enabling the Digital Design program to stay current with the needs of the community.

**Exhibit I 9: Digital Design Agendas and Minutes**

<table>
<thead>
<tr>
<th>Each occupational advisory committee must:</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Consist of a minimum of three members external to the institution;</td>
</tr>
<tr>
<td>11. Has at least three external members who represent the geographical service area covered by the programs taught by the institution.</td>
</tr>
<tr>
<td>12. Has at least three external members who have expertise in the occupational program;</td>
</tr>
<tr>
<td>13. Meet at least twice annually;</td>
</tr>
<tr>
<td>14. Have at least three external members who meet these criteria present at each meeting (with at least two members physically present and one virtually present); and for membership physically present at each meeting; and,</td>
</tr>
<tr>
<td>15. Keeps minutes to document their activities, recommendations, and meeting attendance.</td>
</tr>
</tbody>
</table>

The Digital Design Advisory committee consists of a minimum of three dental care professional members who are external to the institution. These members represent local dental practices within the service area of their respective Digital Design I program. These committee members bring experience and expertise from the dental field. At least two (2) meetings are held each year with a minimum of two committee members attending the meeting. Minutes and a member roster of each meeting are kept to document activities, recommendations, and attendance.

**Exhibit I 10, 11, 12, 13, 14, 15: Digital Design Advisory Committee Member Lists**

**Exhibit I 10, 11, 12, 13, 14, 15: Digital Design Advisory Committee Agendas and Minutes**
16. **Occupational advisory committees** review, at least annually, the appropriateness of the type of instruction (such as lecture, laboratory, work-based instruction, and/or mode of delivery) offered within each program to assure that students gain competency with specific skills required for successful completion of the program.

At least once a year, the Digital Design Advisory Committee reviews the appropriateness of the instructional methods in order to ensure that students master the competencies required in the field. The committee’s activities and recommendations are recorded in minutes of the meetings. The Digital Design Advisory Committee advises program instructors and the Leadership Team regarding technical programs for a specific occupation. Its function includes making recommendations on the following matters:

- Community Surveys
- Course Planning
- Lab Planning
- Assistance to Instructors
- Placement of Students
- Program Evaluation
- Legislation
- Public Relations

**Exhibit I 16: Digital Design Advisory Committee Minutes**
HEALTH, SAFETY AND FIRE-PREVENTION

17. Job-related health, safety, and fire-prevention are an integral part of instruction.

Health, safety and fire prevention is introduced to the students in the first weeks of class by the instructor. A first aid kit is available on the first floor of Building A at both reception areas for minor emergencies. An evacuation plan is posted in each classroom/lab/clinic area.

During pre-school in-service days each school year, district policies concerning internal and external emergencies and potential disasters are reviewed and given to each staff member. Some faculty members are American Heart Association CPR certified. A copy of the current BLS card is kept in each teacher’s file.

All policies and procedures are included in the instructional content of the relevant course. In addition, policies may be included in the student handbook, posted on bulletin boards, doors or walls, and made available on reference shelves in the classroom.

Exhibit I 17: Pics of First Aid Kits/Supplies

Exhibit I 17: CTC Health and Safety Plan

EQUIPMENT AND MATERIALS

18. To develop skill proficiency, sufficient practice is provided with equipment and materials similar to those currently used in the occupation.

In order to develop skill proficiency, students are provided sufficient practice with equipment similar to that currently used in the occupation. Skill proficiency tests and written exams are used as documentation to measure learning effectiveness and hands-on skills within the Digital Design II program. Provisions are made for classroom, practice, and clinical training. The program strives to have equitable equipment and supplies.
The Digital Design II Program uses a systematic approach to student learning where a skill is introduced/studied/tested in theory in the classroom, practiced, then reinforced with Industry Certification. Students must prove competency in a skill by passing theory content on exams and passing a skill process on class projects.

Students acquire knowledge and skills by studying the basic theories of advertising, layout, type, color and illustration. It also includes courses to prepare students to use computer technology software to design and create publication for printed copy and web publishing. Students learn the latest technologies that the rapidly evolving media world has to offer and develop proficiency with the media’s leading software, such as Adobe Photoshop, Illustrator, InDesign and Dreamweaver. In addition, office-related skills are included to better prepare graduates to obtain positions in companies with the potential for digital/web design.

Charlotte Technical College made a commitment to provide the Digital Design II program with equipment necessary to meet the objectives of the curriculum. The Digital Design Advisory Committee played a major role in identifying the need to purchase graphic design software, and equipment like the Vinyl Cutter/Plotter enabling the Digital Design department to stay current with the needs of the digital community.

Exhibit I 18: Digital Design Equipment Inventory

LESSON PLANS, COMPETENCY TESTS, AND INSTRUCTIONAL MATERIALS

19. All instruction is effectively organized as evidenced by course outlines, lessons, competency tests, and other instructional materials.

Instruction in the Digital Design II Program follows an organized curriculum plan utilizing current textbooks, course outlines, lesson plans and instructional materials.
EVALUATION OF STUDENT ACHIEVEMENT

20. The institution uses a systematic, objective, and equitable method of evaluating student achievement based on required competencies.


Standards of achievement are clearly outlined and explained in the Digital Design Student Handbook. These standards are introduced and discussed at the information session and the Program Orientation and reinforced throughout the program. Each course outline includes specific standards of achievement identified for that course. Each student must maintain at least a C average (75%) in each course in order to remain in the Digital Design II Program. The grading process is the same for each course and is described in the syllabus for each OCP.
21. For all coursework delivered via distance education: The institution directly verifies the currency and quality of all contracted courseware on an annual basis, is directly responsible for such currency and quality, and maintains curriculum oversight responsibility within all contracts.

Charlotte Technical College and the off-site instructional service center do not offer courses via distance learning. This criterion does not apply.

Exhibit I 21: Not applicable Statement

22. For all coursework delivered via distance education: The institution has in place a standardized course template, course descriptions, learning objectives, course requirements (i.e. standard syllabus, outcomes, grading, resources, etc.), and learning outcomes of its programs in order to facilitate quality assurance and the assessment of student learning.

Charlotte Technical College and the off-site instructional service center do not offer courses via distance learning. This criterion does not apply.

Exhibit I 22: Not Applicable Statement

23. For all coursework delivered via distance education:
The institution monitors student progress and participation by means such as course management systems that provide student time online, frequency of logins, electronic footprints, electronic grade book, and percentage of course completed.

Charlotte Technical College and the off-site instructional service center do not offer courses via distance learning. This criterion does not apply.

Exhibit I 23: Not Applicable Statement
WORK-BASED ACTIVITY

Written agreements with work-based activity agencies, if any:

24. Are current;
25. Specify expectations for all parties; and,
26. Ensure the protection of students.

The Digital Design II program does not have agreements with work based agreements.

Exhibit I 24, 25, 26: Work based written agreement Not Applicable Statement

27. Each work-based activity has a written instructional plan for students.

The Digital Design II program does not have agreements with work based agreements.

Exhibit I 27: Work based written agreement Not Applicable Statement

28. The written instructional plan for each work-based activity specifies the particular objectives, experiences, competencies, and evaluations that are required.

The Digital Design II program does not have agreements with work based agreements.

Exhibit I 28: Work based written agreement Not Applicable Statement
ON-SITE EMPLOYER REPRESENTATIVE

29. The written instructional plan for each work-based activity designates the on-site employer representative responsible for guiding and overseeing the students’ learning experiences and participating in the students’ written evaluations.

The Digital Design II program does not have agreements with work based agreements.

Exhibit I 29: Work based written agreement Not Applicable Statement

30. All work-based activities conducted by the institution are supervised by a designated employee possessing appropriate qualifications.

All activities conducted by Charlotte Technical College’s Digital Design II program are supervised by instructors who are Certified in Digital Design programming and have been county certified as a Vocational Instructor through validation of work experience.

Exhibit I 30: Digital Design II Teaching Certificates
CHALLENGES AND PROPOSED SOLUTIONS

As with any publically funded institution, The Charlotte Technical College experiences challenges with funding upgrades and purchases of equipment for the Digital Design II program.

SUMMARY

The greatest strengths exhibited by the Digital Design II program revolve around program flexibility, the ability to update curricula to meet the needs of the ever-changing Arts, A/V Technology and communication industry. The Digital Design II program offers area employers graduates that possess a combination of sound academics and high quality hands-on which can transition immediately into the professional workplace.

Area companies recruit graduates of the Digital Design II program. The community relies on the program history of excellence and the graduate’s working experience.

Support from local businesses is reflected in the active role they take on the Advisory Committee and the willingness to provide sound industry advice.
Commission of the Council on Occupational Education
EMPLOYER PROGRAM VERIFICATION FORM
for Postsecondary Programs

INSTRUCTIONS:
- Complete three of these forms for each service area served by the program.
- This form must be signed by an employee who is in position to make hiring decisions on behalf of the employer.

<table>
<thead>
<tr>
<th>Name of Institution</th>
<th>Charlotte Technical College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>18150 Murdock Circle</td>
</tr>
<tr>
<td>City/State/Zip</td>
<td>Pittsburgh, PA 33948</td>
</tr>
<tr>
<td>Name of Program</td>
<td>Digital Design II</td>
</tr>
</tbody>
</table>

Mode(s) of Delivery of Program (check all that apply):

- [X] 100% Traditional
- [ ] Hybrid
- [ ] Distance Education

The length of this program is (indicate the number of hours in all boxes that apply):

- [X] 600 Clock Hours
- [ ] Semester Credit Hours
- [ ] Quarter Credit Hours

The amount of tuition and fees charged for the total program is: $2,336

EMPLOYERS' VERIFICATION STATEMENT

I have reviewed the (name of program): Digital Design program and recommended requirements for admissions, program content, program length, program objectives, competency tasks, instructional materials, equipment, method of evaluation, the skills and proficiency required for completion, and appropriateness of the instructional delivery method(s) for the program.

EMPLOYER

<table>
<thead>
<tr>
<th>Name: MARK Collins</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title: OWNER</td>
</tr>
</tbody>
</table>

Company Name: SUPER T

Address: 654 Tamiami Trail

City/State/Zip: Sarasota, FL 33503

Variable range of remuneration (based on year-round, full-time employment) that can reasonably be expected by those who enter this field upon completion of the program is from $35,000 annually to $45,000 annually.

Signature: [Signature]

Date: 8-29-17

(August 2010)
STANDARD 2

DIGITAL DESIGN II

EXHIBIT LIST

Exhibit AR 1, 2, 3, 4, 5: CTC Admissions Policy
Exhibit AR 1, 2, 3, 4, 5: CTC Student Catalog/Handbook Screenshot/Admissions
Exhibit AR 1, 2, 3, 4, 5: On-line Application/Website
Exhibit AR 1, 2, 3, 4, 5: Digital Design II Admissions Criteria with Forms
Exhibit AR 1, 2, 3, 4, 5: Screenshot of Digital Design II Enrollment Timeline/Checklist
Exhibit AR 1, 2, 3, 4, 5: CTC Student Catalog/Handbook Pages 2 & 3
Exhibit AR 6: Not Applicable Statement
Exhibit AR 7: CTC Transfer Policy
Exhibit AR 7: CTC Student Catalog/Handbook (Transfer of Credit Screenshot)
Exhibit AR 7: CTC Student Catalog/Handbook/Transfer of Credit Page 15
Exhibit AR 8: CTC Transfer Policy
Exhibit AR 8: CTC Student Catalog/Handbook (Transfer Credit Screenshot)
Exhibit AR 8: CTC Student Catalog/Handbook Transfer of Credit Page 15

Exhibit AR 9: CTC Admissions Policy

Exhibit AR 9: CTC Student Catalog/Handbook (Admissions Screenshot)

Exhibit AR 10: Not Applicable Statement

Exhibit AR 11: Not applicable statement

Exhibit AR 12: Not applicable statement

Exhibit AR 13: Not applicable statement

Exhibit AR 14: Not applicable statement

Exhibit AR 15: Not applicable statement

Exhibit AR 16: CTC Student Catalog/Handbook Page 35

Exhibit AR 16: Digital Design II Rack Card

Exhibit AR-16: Job Fair Flyer

Exhibit AR 16: Digital Design II Website Screenshot

Exhibit AR 16: Digital Design II Course Syllabi

Exhibit AR 17: Digital Design II Cost Sheet 2017-18

Exhibit AR 17: Digital Design II Cost Sheet Screenshot 2017-18

Exhibit AR 18: CCPS Technology Plan

Exhibit AR 19: Non-applicable
Exhibit P 1, 2, 3: CCPS Website
Exhibit P 1, 2, 3: CTC Website
Exhibit P 1, 2, 3: Digital Design II Mission, Purpose, and Goals
Exhibit P 1, 2, 3: Digital Design Handbook
Exhibit P 4, 5, 6: CTC Student Catalog/Handbook/Non-Discrimination Statement
Exhibit P 7, 8: CTC Follow-Up and Placement Plan
Exhibit P 9, 10: Digital Design Course Syllabi
Exhibit P 9, 10: FLDOE Curriculum Frameworks
Exhibit P 11: Digital Design II Student Exams
Exhibit P 11: CTC Employability Skills Rubric
Exhibit P 12: Digital Design Advisory Committee Minutes/Objectives
Exhibit P 12: Digital Design Advisory Member Roster
Exhibit P 13: COE Annual Reports
Exhibit P 13: FLDOE Curriculum Frameworks
Exhibit P 13: Digital Design II Course Syllabi
Exhibit P 13: Digital Design II Curriculum Sequence
Exhibit P 14: Digital Design Advisory Committee Minutes
Exhibit P 15: Digital Design II Employer Verification Forms
Exhibit P 15: Digital Design II Employer Surveys
Exhibit P 16-26: Digital Design II Advisory Committee Agenda
Exhibit P 16-26: Digital Design II Advisory Committee Minutes
Exhibit P 16-26: Digital Design II Employer Surveys
Exhibit P 27: Regional Demand Occupations List
Exhibit P 27: Digital Design II Employer Surveys
Exhibit P 27: Digital Design II Employer Verifications Forms
Exhibit P 28: Digital Design II Curriculum Sequence
Exhibit P 28: Digital Design II /Re-admission Page 19
Exhibit P 28: Digital Design II Program Syllabi
Exhibit P 28: Digital Design II Course Calendars
Exhibit P 29-32: Not Applicable Statement
Exhibit P 33: Not Applicable Statement
Exhibit P 34: COE Approved Programs
Exhibit P 34: Organizational Chart
Exhibit P 35: Digital Design II Teaching Certificates
Exhibit P 35: N/A statement
Exhibit P 35: N/A statement
Exhibit P 35: Digital Publishing Certifications
Exhibit P 36: N/A statement
Exhibit P 36: N/A statement
Exhibit P 36: N/A statement
Exhibit P 36: CTC Employability Skills Rubric
Exhibit P 36: Digital Design II Student Exams
Exhibit P 37: Digital Design II End of Course Assessments
Exhibit P 37: Digital Design II End of Course Assessments Results
Exhibit P 37: Digital Design II Course Syllabi
Exhibit P 37: FLDOE Curriculum Frameworks
Exhibit P 38: CTC Employability Skills Rubric
Exhibit P 38: Dental Assisting Student Exams
Exhibit P 39: Digital Design II Student Record Sample (attendance, grades, teacher documentation, standards based assessments)

Exhibit P 40: CTC Admissions Policy

Exhibit P 40: CTC Refund Policy

Exhibit P 40: Digital Design II Website Screenshot

Exhibit P 40: CTC Student Catalog (Admissions Screenshot)

Exhibit P 40: CTC Student Catalog/Handbook (Grading Policy Screenshot)

Exhibit P 41: Digital Design II Course Calendar

Exhibit P 41: Yearly CTC Meeting Calendar

Exhibit P 42: Not Applicable Statement

Exhibit P 43: Not Applicable Statement

Exhibit P Clock-Credit Hour Conversion: Not Applicable Statement

Exhibit I 1: FLDOE Curriculum Frameworks

Exhibit I 1: Digital Design II Program Syllabi

Exhibit I 1: Digital Design II Student Exams

Exhibit I 1: Digital Design II Skill/Lab Competencies

Exhibit I 1: Digital Design II Major Instruction Plan

Exhibit I 2: FLDOE Curriculum Frameworks

Exhibit I 2: Digital Design II Course Syllabi

Exhibit I 2: Digital Design II Skill/Lab Competencies
Exhibit I 2: CTC Employability Skills Rubric

Exhibit I 3: Digital Design II Course Outlines

Exhibit I 3: Digital Design II Curriculum Sequence

Exhibit I 3: Digital Design II Major Instruction Plan

Exhibit I 4, 5, 6, 7: Digital Design II Major Instruction Plan

Exhibit I 4, 5, 6, 7: Digital Design II Course Outlines

Exhibit I 4, 5, 6, 7: Digital Design II Course Calendars

Exhibit I 8: Digital Design Advisory Committee Member Lists

Exhibit I 9: Digital Design Program Advisory Fall/Spring Agendas and Minutes

Exhibit I 11, 12, 13, 14, 15: Digital Design Advisory Committee Member Lists

Exhibit I 11, 12, 13, 14, 15: Digital Design Adv. Committee Agendas and Minutes

Exhibit I 16: Digital Design Advisory Committee Minutes

Exhibit I 17: Pics of First Aid Kits/Supplies

Exhibit I 17: CTC Health and Safety Plan

Exhibit I 18: Digital Design Equipment Inventory

Exhibit I 19: Digital Design II Course Outlines

Exhibit I 19: Digital Design II Curriculum Sequence

Exhibit I 19: Digital Design II Major Instruction Plan

Exhibit I 19: Digital Design II Cost Sheet with Textbook List

Exhibit I 20: Student Catalog/Handbook (Grading Policy Screenshot)
<table>
<thead>
<tr>
<th>Exhibit I 20:</th>
<th>Digital Design / Course Syllabi/Grading Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exhibit I 20:</td>
<td>Digital Design / Grading Policy Pages 32-36</td>
</tr>
<tr>
<td>Exhibit I 21:</td>
<td>Not applicable Statement</td>
</tr>
<tr>
<td>Exhibit I 22:</td>
<td>Not Applicable Statement</td>
</tr>
<tr>
<td>Exhibit I 23:</td>
<td>Not Applicable Statement</td>
</tr>
<tr>
<td>Exhibit I 24, 25, 26:</td>
<td>Not Applicable Statement</td>
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<tr>
<td>Exhibit I 27:</td>
<td>Not Applicable Statement</td>
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<tr>
<td>Exhibit I 28:</td>
<td>Not Applicable Statement</td>
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<tr>
<td>Exhibit I 29:</td>
<td>Not Applicable Statement</td>
</tr>
<tr>
<td>Exhibit I 30:</td>
<td>Digital Design Teaching Certificates</td>
</tr>
<tr>
<td>Exhibit I 30:</td>
<td>Digital Publishing Certificates</td>
</tr>
</tbody>
</table>
Program: Early Childhood Education

Program Planner: Crystal Smith
Full-Time Instructor: Crystal Smith
STANDARD 2

EARLY CHILDHOOD EDUCATION

INTRODUCTION

Charlotte Technical College currently offers 20 full-time training programs. Each program is an “in demand” program for the service delivery area. All programs are designed to meet students’ needs by providing students with the opportunity to acquire skills and knowledge necessary for performing successfully in business, industry, and entrepreneurship. Strong work ethic and technical skills are integrated in every subject in every class.

This program operates within the frameworks of the Florida Department of Education and under the policies and procedures of CTC. In addition, this program is accredited by the Department of Children and Families (DCF) to provide instruction in DCF mandatory classes.

The required program hours for the Early Childhood Professional Certification (ECPC) is 600 hours.

Purpose of the program:

This program offers a sequence of courses that provide coherent and rigorous content aligned with the academic standards and relevant technical knowledge and skills needed for further education and careers in education and childcare. The program offers technical skill proficiency and provides competency-based applied learning that contributes to the broader field of Pre-Kindergarten and Early Elementary school studies (birth to 8 years old).

This program is designed to prepare the students for employment as an early childhood preschool or after school teacher in a childcare setting or in the school after care programs. The program prepares the students to apply for the Childhood Development Associate (National CDA) certification as well as receiving an Early Childhood Professional Certification (ECPC) issued by the state of Florida Department of Education.

The content includes but is not limited to: child development, observation and assessment, developmentally appropriate practices, child abuse and neglect identification, rules and regulations...
of the childcare industry, health, safety, and nutrition, CPR and First Aid. Content also includes lesson planning, and best behavioral practices when working in an early childhood setting.

Entry levels in this profession include break aide and teacher assistant.

There are two enrollment periods for the Early Childhood Education program in August and January for adult students.

**ANALYSIS**

**ADMISSIONS/RECRUITING**

<table>
<thead>
<tr>
<th>The institution’s admissions policies and processes are:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Published;</td>
</tr>
<tr>
<td>2. Clearly stated;</td>
</tr>
<tr>
<td>3. Consistently communicated to students;</td>
</tr>
<tr>
<td>4. Made available to students prior to enrollment; and,</td>
</tr>
<tr>
<td>5. Any changes to these publications are communicated in a timely manner.</td>
</tr>
</tbody>
</table>

The admission policies for the Charlotte Technical College are published in various locations: the College’s website [www.charlottetechcollege.net](http://www.charlottetechcollege.net), the College Student Handbook and visual publications. The admissions policies and processes are clearly stated so prospective students easily understand enrollment requirements and complete the enrollment process in a timely manner. Admissions policies are consistently communicated to students through the College’s website, College Student Handbook, and face-to-face interaction with faculty and staff. Prior to enrollment, potential students are provided admissions requirements along with a requirement check sheet listing each item/action required for admission to College. A timeline is established on the website to assist students in completing all requirements. The timeline takes students from the application process through the orientation and start of class. All steps are thoroughly explained, and hard copy packets are available at Student Services. All admissions are clearly stated and provided for students prior to enrollment in the admissions packet.
All changes and/or updates to the admission policies and processes are made available to students and the public through the College’s website, the College Student Handbook, and interaction with faculty and staff.

The program follows the general admissions policies of Charlotte Technical College. The Early Childhood Education has specific admissions requirements that include a High School Diploma or GED and a background check.

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C. the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematic 10, Language 10, and Reading 10. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3) (a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed on the Basic Skills and Licensure Exemption List which may be accessed from the CTE Program Resources page.

**Exhibit AR 1, 2, 3, 4, 5: CTC Admissions Policy**

**Exhibit AR 1, 2, 3, 4, 5: CTC Student Catalog/Handbook Screenshot/Admissions**

**Exhibit AR 1, 2, 3, 4, 5: On-line Application/Website**

**Exhibit AR 1, 2, 3, 4, 5: Screenshot of Early Childhood Education Enrollment Timeline/Checklist**
6. For all students admitted to a Vocational English-As-A-Second-Language Program, the institution utilizes written admission procedures that comply with policies established by the Commission.

Charlotte Technical College and the Instructional Service Center do not have an “English-As-A-Second Language” program. This criterion does not apply.

Exhibit AR 6: Not Applicable Statement

7. The institution clearly defines and publishes a policy on the transfer of students between programs within the institution and the transfer of students from other institutions.

Charlotte Technical College’s policy on the transfer of students between institutional programs, as well as the transfer from other institutions, is clearly defined and published. The policy is published on the College’s website at www.charlottetechcollege.net and the CTC Student Handbook, page 15. The published policy includes the following relevant criteria:

- CTC students requesting to transfer to another program within the college must first discuss the request with the current instructor and then meet with the Postsecondary Occupational Specialist. The Occupational Specialist can approve the transfer request, if space is available in the program.
• Acceptance of hours completed at another institution will be in compliance with Florida Statute 1007.24(7). Students with previous technical training from other institutions may receive credit for that training. A transcript from a public accredited institution documenting student performance standards and/or occupational completion points achieved for a specific technical program will be accepted in transfer at Charlotte Technical College for the same technical program. CTC reserves the right to require a competency test to validate the competencies learned/earned at another (non-CTC) institution. The student will then be enrolled in training at the student’s proficiency level.

• Training from a non-public institution that is fully accredited by a regional or national accrediting agency recognized by the United States Department of Education, and that participates in the common course numbering system, will be accepted in transfer for the same course/program. Transcripts will be accepted, evaluated and relevant clock hours will be applied to the student’s CTC training program and the student’s transcript.

Exhibit AR 7: CTC Transfer Policy
Exhibit AR 7: CTC Student Catalog/Handbook (Transfer of Credit Screenshot)
Exhibit AR 7: CTC Student Catalog/Handbook/Transfer of Credit Page 15

TRANSFER OF CREDIT

8. The institution clearly defines and publishes a policy on the transfer of credits that includes a statement of the criteria established by the institution regarding the transfer of credit earned at another institution.
Charlotte Technical College clearly defines its policy on the transfer of credits and publishes the policy on both the College website [www.charlottetechcollege.net](http://www.charlottetechcollege.net) and the CTC Student Handbook, page 15. The published policy includes the following relevant criteria regarding the transfer of credit earned at another institution:

- Acceptance of hours completed at another institution will be in compliance with Florida Statute 1007.24(7). Students with previous technical training from other institutions may receive credit for that training. A transcript from a public accredited institution documenting student performance standards and/or occupational completion points achieved for a specific technical program will be accepted in transfer at Charlotte Technical College for the same technical program. CTC reserves the right to require a competency test to validate the competencies learned/earned at another (non-CTC) institution. The student will then be enrolled in training at the student’s proficiency level.

- Training from a non-public institution that is fully accredited by a regional or national accrediting agency recognized by the United States Department of Education, and that participates in the common course numbering system will be accepted in transfer for the same course/program. Transcripts will be accepted, evaluated and relevant clock hours will be applied to the student’s CTC training program and the student’s transcript.

**Exhibit AR 8: CTC Transfer Policy**

**Exhibit AR 8: CTC Student Catalog/Handbook (Transfer Credit Screenshot)**

**Exhibit AR 8: CTC Student Catalog/Handbook Transfer of Credit Page 15**

9. Admission requirements offer reasonable expectations for successful completion of the occupational programs offered by the institution regardless of the delivery mode.
The Early Childhood Education program follows the Florida Department of Education’s basic skill exit requirements for students, and the requirements can be found in the CTC catalog/Handbook and Section 1004.91, Florida Statute (F.S.) and the State Board of Education Rule 6A-10.040. These regulations mandate that students who enroll in a program of 450 hours or more “may not receive a career and technical certificate of completion without first demonstrating the basic skills required in the state curriculum frameworks for the career education program.”

CTC provides opportunity for students to demonstrate basic skill requirement through the Test of Adult Basic Education (TABE). The Florida Department of Education has placed basic skill levels on all programs in the curriculum frameworks. Only advanced and difficult level of the TABE meets requirements. The purpose of assessment is to determine whether or not the student as the basic skills necessary to be successful in the chosen career program.

A student enrolled in a career education program must meet the basic skills requirements, to achieve state certification. A student who does not meet the state skills requirements should be recorded as “incomplete” until the Technical College receives documentation of passage of DCF tests, and required state portfolio and then the college can report the student as a completer from the career and technical education program. If the student does not meet the basic skills requirements for completion, is not exempt, or does not pass DCF requirements, the student cannot be reported as a program completer from the final OCP and cannot earn a Career Certificate of Completion.

Exhibit AR 9: CTC Admissions Policy

Exhibit AR 9: CTC Student Catalog/Handbook (Admissions Screenshot)


| 10. Students admitted into Associate Degree programs have a high school diploma or its equivalent. |

Charlotte Technical College and the Instructional Training Center do not offer Associate Degrees. This criterion does not apply.

Exhibit AR 10: Not Applicable Statement
An institution that admits students by exception to its standard admissions policies must:
11. Have written admissions policies and procedures for these exceptions;
12. Apply them uniformly;
13. Provide documented evidence on how they are used;
14. Maintain records on student progress; and,
15. Regularly evaluate the effectiveness of the procedures used in admitting students by exception.

Charlotte Technical College and the Instructional Training Center do not admit students by exception to its Early Childhood Education program. This criterion does not apply.

Exhibit AR 11: Not applicable statement
Exhibit AR 12: Not applicable statement
Exhibit AR 13: Not applicable statement
Exhibit AR 14: Not applicable statement
Exhibit AR 15: Not applicable statement

RECRUITING ACTIVITIES

16. The institution ensures that recruiting activities are ethical and that all materials used in recruiting accurately describe the mission, instructional outcomes, student performance expectations, and completion requirements of each program.

Recruitment is an ongoing priority at the College. Charlotte Technical College has a postsecondary occupational specialist to lead recruitment activities. The College is actively involved in a number of recruiting activities, including career days sponsored by local high schools, college job fairs, classroom presentations in local middle and high schools, campus tours
for secondary students, chamber and community groups. Instructors also play a pivotal role in recruitment activities for the College. Many different mediums, such as printed materials, newspaper advertising, social media, student and alumni recruitment, employees, and the College website (www.charlottetechnologicalcollege.net) are used in recruitment.

The institution ensures recruiting activities are ethical and all mediums used in recruiting accurately describe the College mission, program outcomes, student performance expectations, and completion requirements of each program.

Exhibit AR 16: CTC Student Catalog/Handbook
Exhibit AR 16: Early Childhood Education Rack Card
Exhibit AR-16: Job Fair Flyer
Exhibit AR 16: Early Childhood Education Website Screenshot
Exhibit AR 16: Early Childhood Education Course Syllabi

17. Prior to admission, students are informed of the costs, equipment, services, time, and technical competencies, if any, required by the program, including if applicable, personal data collection and processes, and charges associated with verification of student identity.

Prior to admission, students are informed of the costs of the program and any equipment and services required. Fees charged to students are in accordance with Florida Department of Education guidelines with all fees and tuition approved by the Charlotte County School Board. Program cost sheets are available to students prior to admission. Student Services maintains a cost sheet for each program, including costs of registration, tuition, books, and instructional supplies. Cost sheets for Early Childhood Education are updated prior to enrollment of each. Cost sheets are available upon request, in Student Services, in the book school store and on the College’s website. Early Childhood Education students meet with the Program Director for orientation prior to admission. The Program Director can best inform the student of the technical competencies and time needed to complete the program.
ORIENTATION TO TECHNOLOGY

18. Orientation to technology is provided and technical support is available to students.

Prior to enrolling, Early Childhood Education students attend a program orientation. An overview of the technology used in the training area is covered during the program orientation session. In addition, the College employs a part-time Network Administrator who works at the site a minimum of two days per week and a Technology Facilitator who is available to assist students and program instructors with technical support daily.

Exhibit AR 18: CTC Student Internet Usage Agreement P.39
Exhibit AR 18: Registration Checklist
Exhibit AR 18: Network Technician Job Description
Exhibit AR 18: Student Handbook Computer Use P. 24

19. For all coursework delivered via distance education: The institution has processes in place to establish that the student who registers for a distance education course or program is the same student who participates in and completes the program and receives the academic credit.

Charlotte Technical College and the instructional service center do not deliver coursework via distance education. This criterion does not apply.

Exhibit AR 19: Non-applicable
PROGRAMS

**Occupational education program policies are congruent with:**

1. The governing organization;
2. The mission of the institution; and,
3. The occupational needs of the people served by the institution.

The policies established for each occupational program are congruent with the policies of Charlotte Technical College and Charlotte County Public Schools.

Occupational programs are congruent with the College mission to provide an effective, innovative technical education preparing students to enter, advance and succeed in the workplace. The College meets its objectives by providing cost effective, competency-based training that prepares persons for entry-level jobs, enhances the skills of persons holding a job, and/or retrains those who may be displaced workers.

The Early Childhood Education faculty supports the Charlotte Technical College mission and goals as reflected in the program’s mission statement and philosophy.

The mission of the Early Childhood Education faculty at Charlotte Technical College is to prepare the students to function effectively as an integral member of the Early Childhood Education team, to plan, implement, and evaluate lessons given in the early childhood classroom, and to provide for the safety and well being of the children who are in their care. Students are encouraged to remain involved in continuing education in order to advance in the early childhood profession as well as to grow as individuals.

Exhibit P 1, 2, 3: CCPS Mission Website
Exhibit P 1, 2, 3: CTC Mission Website
Exhibit P 1, 2, 3: Early Childhood Education Mission & Objectives, P. 2 & 3
Exhibit P 1, 2, 3: Early Childhood Education Handbook
Occupational education program policies are:

4. Publicly accessible;
5. Non-discriminatory; and,
6. Consistently applied

Occupational education program policies are publicly accessible through the College Student Handbook and the Website. Policies are written and administered in a non-discriminatory manner. Policies are consistently applied to all occupational programs.

Early Childhood Education program policies are publicly accessible in the Early Childhood Education handbook. Handbooks are distributed, reviewed, and signed, as representation of their understanding, on the first day of class per session.

Exhibit P 4, 5, 6: Screenshot of Discrimination Policy on Website
Exhibit P 4, 5, 6: CTC Student Catalog-Handbook 2016-17 pages 18 & 19
Exhibit P 4, 5, 6: Early Childhood Education Handbook Policies

Differences, if any, in occupational education program policies are justified by:

7. Student learning outcomes; and/or,
8. Program outcomes.

The Charlotte Technical College and its Instructional Service Center has occupational education program policies that are uniform and consistent.

Exhibit P 7, 8: Early Childhood Program Completion and Placement Report
Exhibit P 7, 8: CTC Follow-Up and Placement Plan
Each occupational education program has:

9. Clearly stated objectives
10. Defined content relevant to these objectives and the current needs of business and industry, and,
11. Assessment of student achievement based on the program objectives and content.
12. The objectives for each educational program are evaluated annually.

The Early Childhood Education program has a statewide curriculum committee that assists with the development of program objectives and course content. The curriculum committee meets periodically to review objectives and content and to clarify, change, or update the content to allow for relevancy in the current education climate. Statewide input determines the broad parameters of a curriculum. The program objectives and content is located in a course syllabi that is given to each student at the beginning of the program and can be located on the instructor’s Edline webpage. As stated, objectives and content are developed by the Florida Department of Education for the program within the state system and are embodied in the curriculum frameworks.

Each framework has skills and competencies called occupational completion points (OCPs). The OCPs are grouped to correspond with existing levels within the child care system. The OCPs are related to the current needs of business and industry and are earned at the completion of courses. Each student works through the OCPs and is evaluated for mastery of skills and competencies. Instructors use a variety of methods to determine student mastery. Such methods of assessment include but are not limited to: DCF exams, traditional tests, demonstration of competencies through observations, internships within the onsite child care setting and evaluations through off site internships. Grades are assigned for all methods and determine a student’s movement through the curriculum. The College’s grading policy is detailed in the Student Handbook.
Student evaluation is based on program objectives and content. Instructors use a variety of methods to determine student mastery of subject matter. Such methods include traditional exams following Department of Children and Families format, lab classroom exercises, competency demonstrations with rubric notation, and clinical activities. Grades are assigned for the aforementioned methods and determine a student’s movement through the curriculum. The Early Childhood Education grading policy is detailed in the Program Handbook.

Annually, the objectives for the Early Childhood Education program are evaluated and rated accordingly, by the program advisory committee members. Objectives for the program are developed by using the Florida Department of Education Curriculum Frameworks as a guide. To meet business and industry needs, the program is revised, added, or deleted based on input from the Program Advisory Committee. The objectives of the program are evaluated annually as evidenced by the Program Advisory committee minutes. Program Advisory Committee evaluations and meeting minutes are kept for documentation.

The instructor gains valuable employer input through program advisory meetings. During these meetings, the instructor talks with peers and learns more about new technologies, current curriculum, and new materials presented by the Early Childhood Coalition. Information obtained is used to evaluate and improve program effectiveness.

The Early Childhood Program Advisory committee meets at least twice annually. Charlotte Technical College’s Early Childhood Education program follows a curriculum which meets or exceeds the Florida Department of Education (FLDOE) Curriculum frameworks. FLDOE Curriculum Frameworks are reviewed and updated every five (5) years. Feedback from students is received through climate an exit surveys.

Exhibit P 9, 10: Early Childhood Education Course Syllabi
Exhibit P 9, 10: FLDOE ECE Curriculum Frameworks
Exhibit P 9, 10: Common Course Syllabi
Exhibit P 11: Early Childhood Education Handbook/Grading Policy
Exhibit P 11: Early Childhood Sample Programs Skills Test
Exhibit P 11: Early Childhood Education Instructor Classroom Evaluation
A systematic process has been implemented to document the objectives and that content of the Early Childhood program is current. The Florida Department of Education reviews the curriculum frameworks on a cyclical schedule to maintain their status. These reviews are through committees and include department staff, educators, and business people from across the state. A “Change Document Summary” issued in the spring of each year highlights changes in programs and any added or deleted programs. They also publish a “Basic Skills Document” showing any changes in the basic skill exit requirements. Based on the information from FLDOE, CTC provides each teacher with information in order to establish appropriate planning for the upcoming school year. As instructor’s review curriculum frameworks, adjustments are made to update curriculum materials. The program syllabus is updated annually to meet changes and requirements. Each program instructor may choose to incorporate additional relevant information into individual curricula.
Exhibit P 13: COE Annual Reports
Exhibit P 13: FLDOE Curriculum Frameworks 17-18
Exhibit P 13: Early Childhood Education Course Syllabi 17-18
Exhibit P 13: Early Childhood Education Curriculum Sequence
Exhibit P 13: Early Childhood Education Major Instruction Plan
Exhibit P 13: Roster, Agenda, Minutes May 2017

Annually, the Program Advisory Committee reviews program content and objectives to ensure they remain current. The Program Advisory Committee provides input on the qualitative and quantitative aspects of the coursework ensuring students are provided the necessary instruction and hands-on experience to progress in their career path.

Exhibit P 14: 14-15 Member List
Exhibit P 14: September 2014 Roster, Agenda, Minutes
Exhibit P 14: April 2015 Roster, Agenda, Minutes
Exhibit P 14: 15-16 Member List
Exhibit P 14: September 2015 Roster, Agenda, Minutes
Exhibit P 14: April 2016 Roster, Agenda, Minutes
Exhibit P 14: 16-17 Member List
Exhibit P 14: September Roster, Agenda, Minutes
Exhibit P 14: May Roster, Agenda, Minutes
15. Three bona fide potential employers review each educational program annually and recommend:

16. Admission requirements;
17. Program content that is consistent with desired student learning outcomes;
18. Program length;
19. Program objectives
20. Competency tests;
21. Learning activities;
22. Instructional materials;
23. Equipment;
24. Methods of program evaluation;
25. Level of skills and/or proficiency required for completion; and,
26. Appropriate delivery formats for the subject matter being taught.

Each program formally surveys area business and industry annually, utilizing the COE developed Employer Verification Report Form. Administration maintains these responses on file.

The Early Childhood Education program undergoes a comprehensive program review by three bona fide potential employers using the Employer Program Verification form. The committee evaluates all aspects of the program within the guidelines of the Department of Education and COE. These employers provide suggestions for program modifications. This review includes admissions requirements, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, and levels of skills and/or proficiency required for completion and appropriateness of the delivery mode for the program Evaluation forms are kept for documentation.

Exhibit P 15: Early Childhood Education Employer Verification Forms
Exhibit P 15: Early Childhood Education Employer Surveys
Exhibit P 16-26: 14-15 Member List
Exhibit P 16-26: September 2014 Roster, Agenda, Minutes
PROGRAM CONSIDERATION

27. The institution considers the length and the tuition of each program in relation to the documented entry level earnings of completers.

The State Board of Education establishes tuition and length of programs. The Charlotte County School Board approves the tuition cost. CTC, in conjunction with the Program Advisory Committee and CareerSource of Southwest Florida, evaluates the relationship between these two factors and the documented entry-level earnings of completers. Program costs and length are reviewed annually by employers completing Employer Verification Forms and average wage information provided by CareerSource of Southwest Florida.

28. Courses required for each program are offered with sufficient frequency for the student to complete the program within the publicized time frame.
The Early Childhood Education program is offered bi-annually and enrolls at the semester. Two enrollment times give prospective students options from which to choose. The 600 hour program requires five (5) months to complete. Students following the curriculum plan complete the program within the publicized period. A program calendar is structured and given to each student upon enrollment. Students who withdraw and meet the eligibility criteria may re-enter at correct OCP start date. Re-admission is subject to school/program policies and space availability.

The Early Childhood Education teacher acts as a coach/facilitator for the training as the student progresses. OCP timetables conveying the length of time needed to complete the course satisfactorily are communicated to all students in the course syllabus.

An OCP specific calendar given to each student at the beginning of the OCP. The calendar lists the subject material taught each semester.

Exhibit P 28: Early Childhood Education Curriculum Sequence
Exhibit P 28: Early Childhood Education Program Syllabi OCP-A
Exhibit P 28: Early Childhood Education Course Calendars

Associate Degree programs offered must meet the following requirements:

29. The program is designed to lead graduates directly to employment in a specific career.

30. The appropriate applied degree title, such as Associate of Applied Technology, Associate of Applied Science, Associate of Occupational Studies, Associate of Science, or Associate of Occupational Technology, is used and includes the specific career and technical education field (i.e. Associate of Applied Science in Veterinary Technology)

31. The program has a minimum of 60 semester hours or 90 quarter hours.

32. The program includes a minimum of 15 semester hours or 23 quarter hours of general education courses, with a minimum of one course from each of the following areas: humanities, behavioral sciences, natural or applied sciences, and mathematics.
Charlotte Technical College does not offer associate degrees; these criteria are not applicable.

Exhibit P 29: Non-Applicable Statement
Exhibit P 30: Non-Applicable Statement
Exhibit P 31: Non-Applicable Statement
Exhibit P 32: Non-Applicable Statement

33. For all coursework delivered via distance education: The institution’s distance education courses and programs are identical to those on campus in terms of the quality, rigor, breadth of academic and technical standards, completion requirements, and the credential awarded.

Charlotte Technical College and its Instructional Service Center do not offer programs via distance learning education. This criterion does not apply.

Exhibit P 33: Not Applicable Statement
Each program offered by the institution:

34. Is approved and administered under established institutional policies and procedures and supervised by an administrator who is part of the institutional organization;

35. Has appropriate and continuous involvement of on-campus administrators and faculty in planning, and approval;

36. Has varied evaluation methodologies that reflect established professional and practice competencies;

37. Is qualitatively and quantitatively consistent at each campus where it is offered;

38. Has measures of achievement of the student learning objectives:

39. Has individual student records, including period of enrollment, financial, and educational program records, permanently maintained by the institution at the main campus;

40. Is identically described in appropriate catalogs, brochures, and/or other promotional materials and include tuition/fee charges, refund policies, admissions and academic requirements, and information technology requirements; and,

41. Provides for timely and meaningful interaction among faculty and students.

Occupational programs are approved by the Florida Department of Education and supervised by the College Director and Assistant Director. The Program Director provides supervision for the Early Childhood Education program.

The Early Childhood Education program is administered and approved by the policies and procedures set forth by the Florida Department of Education, the Charlotte County Public School Board as well as the written policies and procedures of the Technical College. DOE approval is requested followed by COE approval through the established procedures and forms.
Campus administrators and faculty are actively involved in the planning and supervising the Early Childhood Education Program and evaluate the program annually. The Program Director acts as a resource to ensure compliance with the directives issued by the Department of Children and Families, the Florida Department of Education and the laboratory classrooms. Final decisions are made through a facilitative and collaborated process with “student success” driving all decision-making processes. The size of Charlotte Technical College (CTC) permits daily communication between the Early Childhood Education Director/Instructor and College Administration. These informal as well as formally planned meetings provide many opportunities for direct communication between the Early Childhood Education program director and the institutional administrators.

Input from the Early Childhood Education Program faculty is liberally solicited from the Director on decisions that directly affect the program and more specifically, courses they teach within the program.

Examples of faculty input include:

- Submission of technology plan for the program year
- Purchase requests for equipment, supplies, and instructor classroom needs
- Academic freedom as evidences by curriculum development and textbook selection
- Design of the teaching schedule each term that allows for appropriate experiences and practices
- Supporting all program policies and procedures and determined disciplinary action
- Input on admission interview sheets, rubric, and matrix
- Participation in development of recruitment and marketing
- Development of the Strategic plan
The Early Childhood Education Program uses multiple evaluations methodologies, which include traditional exams, lab exercises, competency demonstrations, and state testing from The Department of Children and Families (DCF) and the Council of Professional Recognition (Responsible for the CDA). Evaluation includes a competency check lists to validate mastery of the competencies, portfolios, and validation of 480 hours in the classroom with children.

The Early Childhood Education Program demonstrates qualitative and quantitative achievements through End of Course Assessments given at the end of each OCP and National Childhood Development Associate (CDA) Certification testing.

Paralleling the course syllabi with the FLDOE Curriculum Frameworks guarantees that all required course objectives are being taught.
The Student Services Department maintains permanent student and financial aid records and other pertinent information. Daily attendance, grades, and counseling notes are reported to Student Services via the computerized Student Information Management System (SIMS). The Charlotte County Public School System uses the FOCUS (SIMS) system for Post-Secondary collection of information.

The College Student Handbook describes training programs, tuition/fee charges, refund policies, admission policy, and the grading policy. The Early Childhood Elementary Education Program is clearly described and documented in the Technical College Student Handbook, program flyers, as well as on the CTC website (www.charlottetechcollege.net). Program information including tuition, fees, refund policy, admission requirements, and other requirements are all stated in the publications listed.
The faculty work week and student class schedule allow for ample time for students, faculty, and staff to interact. Full-time program instructors work from 7:00 to 3:00 which includes a 30-minute duty free lunch. Students attend from 7:45 – 3:00 (including a 30-minute lunch not included as program completion hours) for 6.45 hours per day or 32.25 hours/week. Full-time instructors have from 7:00 – 7:45 to provide support for students if not in a scheduled staff meeting or department meeting.

Exhibit P 41: Early Childhood Education Course Calendar for OCP A and B
Exhibit P 41: Early Childhood Education classroom Schedule
Exhibit P 41: Yearly CTC Meeting Calendar

| 42. | A credit hour is equivalent to a minimum of each of the following: one semester credit for 15 clock hours of lecture, 30 clock hours of laboratory, or 45 clock hours of work-based activities; or one quarter credit for 10 clock hours of lecture, 20 clock hours of laboratory, or 30 clock hours of work-based activities. |

Charlotte Technical College’s educational programs are based on a contact clock hour system. This criterion is not applicable.

Exhibit P 42: Not Applicable Statement

| 43. | For all coursework delivered via distance education: The institution ensures timeliness of its responses (synchronously or asynchronously) to students’ requests by placing a requirement on response time of no more than 24 hours within the institution’s published operational schedule of the program/course. |

Charlotte Technical College and Instructional Training Center do not offer programs via distance education. This criterion is not applicable.

Exhibit P 43: Not Applicable Statement
REQUIREMENT FOR CLOCK/CREDIT HOUR CONVERSION FOR FEDERAL
STUDENT FINANCIAL AID

If this program was used as a sample for course prep review, it meets the requirements on the Course Prep Review Worksheet. (If the program was not part of the sampling OR if the institution is not required to use the Federal Clock Hour Conversion for Student Financial Aid, indicate N/A).

The College is not required to use the Federal Clock Hour Conversion for Student Financial Aid. This criterion is not applicable.

Exhibit P Clock-Credit Hour Conversion: Not Applicable Statement

INSTRUCTION

1. Academic competencies and occupational skills are integrated into the instructional program for each occupational area.

The Early Childhood Program is designed so that each student progresses at his/her maximum level. Utilization of lectures, hands-on exercises, power-point presentations, audiovisuals, written materials and other instructional methodologies provide for different types of learners. The program’s curriculum is sequential, providing optimal learning by correlating theory with practice with the children in the early childhood classrooms. Written unit exams and quizzes are given to validate learning. Multiple choice exams with Department of Children and Families items are designed to prepare the student for the National CDA exam. Classroom practice allows students the opportunity to apply theory to real life situations. The classroom experience and student performance is evaluated daily with a summary at the end of each week. Each item on the student evaluation rubric is structured to evaluation the student’s performance as a whole. The evaluation looks at critical areas of teacher/child interaction, implementation of instruction, communication, safety, professional conduct and critical thinking.

Exhibit I 1: FLDOE Curriculum Frameworks
Exhibit I 1: Early Childhood Education Program Syllabi
Exhibit I 1: Early Childhood Education Student Exams
The instructional programs provide instruction in the competencies essential to success in the occupation, including job knowledge, job skills, work habits, and attitudes.

The course outline and description for each area of curriculum details adequate experiences to develop the skill proficiencies necessary for employment. The classroom lab provides students the opportunity to practice and develop skill proficiency under the direction of qualified faculty. The ability to perform is monitored by written tests and performance appraisals administered by the instructor(s). Performance is evaluated by the instructor(s) in the classroom area. The adult classroom areas are available to students both before and after regular class hours at the CTC site to assist those students who require assistance or need a place to study.

Work habits, attitudes, and interpersonal skills are integral parts of the Early Childhood Education curriculum. Beginning day one and extending throughout the entire year, instructors are actively involved in teaching and role modeling the skills needed for gainful employment. Students’ performance, which includes attitude and job knowledge as well as skill proficiency, is evaluated weekly beginning the first term to ensure training competencies are met. In the last term of the program, students learn specific skills to aid gaining entrance into the workplace. Cover letter and resume writing, completion of the job application, dressing for and conducting an interview as well as how to terminate employment are among some of the areas explored in the curriculum.
The sequence of instruction required for program completion (lecture, lab, and work-based activities) is determined by desired student learning outcomes.

The curriculum is structured in such a manner that the student is guided in a sequential approach through the theory and practical competencies for each subject area. The instructional sequence, which includes lecture, lab, and work-based activities, has been successful as demonstrated by positive student learning outcomes.

Early Childhood Education is one of 20 programs at the College. Students must adhere to an established timeline for completion with defined entry and exit points. Movement within the established timelines for the Early Childhood Education program is highly regimented.

The Early Childhood Education curriculum is structured with 480 hours of contact hours with the children and experienced early childhood teacher and 120 hours of classroom time.

The structure and sequence of the Early Childhood Education program for each term is outlined in detail in the Course Outline handout distributed to each student at the beginning of each term. All enrollment cycles are identical.

The sequence of instruction required for program completion is used to:

4. Organize the curriculum;
5. Guide the delivery of instruction;
6. Direct learning activities; and,
7. Evaluate student progress in order to maximize the learning of competencies essential to success in the occupation.
The didactic portion of the Early Childhood Education program is organized so that the student begins his/her education program with the basic concepts and advances to more difficult concepts of instruction and lesson planning.

The curriculum plan provides a breakdown for each OCP. Each OCP provides an established number of training hours which are designated by the FLDOE. Students are provided with a timeline of expectations in order to keep the student on track for program completion.

The Early Childhood Education program uses a systematic approach to student learning where a skill is introduced/studied/tested in theory in the classroom, practiced/processed in a corresponding classroom with children. Students must prove competency in a skill by passing theory content on exams and passing a skill process in the lab classroom with assistance of an experienced teacher and then plan and deliver content in the classroom.

Exhibit I 4, 5, 6, 7: Early Childhood Education Major Instruction Plan
Exhibit I 4, 5, 6, 7: Early Childhood Education Course Outlines
Exhibit I 4, 5, 6, 7: Early Childhood Education Course Calendars
Exhibit I 4, 5, 6, 7: Early Childhood Education Competencies (writing a VPK lesson plan for the week)
Exhibit I 4, 5, 6, 7: Early Childhood Education Competencies (writing a daily schedule)

8. The institution has appointed an occupational advisory committee for each program or program area offered.

The Early Childhood Education Program has established an advisory committee that plays a pivotal role in the College’s ability to offer Early Childhood Professional Certificates, Florida Childhood Care Professional Certificates, and National Child Development Associate certifications. The advisory committee allows the program to respond to both student and community needs in the service delivery area.
9. Occupational advisory committees appointed for each program or program areas are used to ensure that desirable, relevant, and current practices of each occupation are being taught.

The Early Childhood Education Committees evaluate the early childcare program to ensure that course content is current, to suggest appropriate changes, and to confirm that the program meets the workforce needs of area childcare businesses. The Early Childhood Education Advisory Board played a major role in having our students enter into local businesses to work with experienced teachers in the child care facilities around Charlotte County. The students can gain practical experience and interact with exceptional directors and teachers in the field.

Exhibit I 9: Early Childhood Education Program Advisory Agendas and Minutes
Each occupational advisory committee must:

10. Consist of a minimum of three members external to the institution;
11. Has at least three external members who represent the geographical service area covered by the programs taught by the institution.
12. Has at least three external members who have expertise in the occupational program;
13. Meet at least twice annually;
14. Have at least three external members who meet these criteria present at each meeting (with at least two members physically present and one virtually present); and for membership physically present at each meeting; and,
15. Keeps minutes to document their activities, recommendations, and meeting attendance.

The Early Childhood Education Advisory committee consists of a minimum of three childcare professional members who are external to the institution. These members represent local childcare industry within the service area. These committee members bring experience and expertise from the field of childcare. At least two (2) meetings are held each year with a minimum of two committee members attending the meeting. Minutes and a member roster of each meeting are kept to document activities, recommendations, and attendance.

Exhibit I 10: Early Childhood Education Advisory Committee Member Lists
Exhibit I 11, 12, 13, 14, 15: Early Childhood Education Advisory Committee Member Lists
Exhibit I 11, 12, 13, 14, 15: Early Childhood Education Advisory Committee Agendas and Minutes
16. Occupational advisory committees review, at least annually, the appropriateness of the type of instruction (such as lecture, laboratory, work-based instruction, and/or mode of delivery) offered within each program to assure that students gain competency with specific skills required for successful completion of the program.

At least once a year, the Early Childhood Education Committees reviews the appropriateness of the instructional methods in order to ensure that students master the competencies required in the field. The committee’s activities and recommendations are recorded in minutes of the meetings.

Exhibit I 16: Early Childhood Education Advisory Committee Minutes

17. Job-related health, safety, and fire-prevention are an integral part of instruction.

Health, Safety and Fire Prevention is introduced to the students in the first weeks of class by the instructor. First aid kits are available in each classroom of Building S and in the kitchen for minor emergencies. An evacuation plan is posted in each classroom. Students are subsequently instructed on safety in the classroom lab and in the classrooms outside the campus.

Students are required to participate in evacuation fire drills with the children each month and to obtain their First Aide/CPR certificate prior to graduation or in participating in child care at external facilities.

Exhibit I 17: Pics of First Aid Kits/Supplies
Exhibit I 17: CTC Health and Safety Plan
Exhibit I 17: Fire Drill Schedule
Exhibit I 17: Evacuation Route
Exhibit I 17: First Aid/CPR card
Exhibit I 17: Kitchen First Aid Kit
18. To develop skill proficiency, sufficient practice is provided with equipment and materials similar to those currently used in the occupation.

In order to develop skill proficiency, students are provided sufficient practice with equipment, programs, and curriculum similar to that currently used in the occupation. Skill proficiency tests and written exams are used as documentation to measure learning effectiveness and hands-on skills within the early childcare education program with the children in the classrooms. Provisions are made for classroom practice and training. The materials and curriculum are similar to supplies utilized in the program’s agencies.

Exhibit I 18: Pictures of materials used for instruction

19. All instruction is effectively organized as evidenced by course outlines, lessons, competency tests, and other instructional materials.

Instruction in the Early Childhood Education Program and classroom areas follows an organized curriculum plan utilizing current textbooks, course outlines, lesson plans and instructional materials. The course requires successful completion of four OCP’s with an average of 75% or better to remain in the program. Each OCP includes specific standards that are identified in the DOE Frameworks. The syllabi has all requirements expected in each OCP identified. The grading process is the same for each course and is described in the syllabus and student handbook.

Exhibit I 19: Early Childhood Education Course Outlines
Exhibit I 19: Early Childhood Education Curriculum Sequence
Exhibit I 19: Early Childhood Education Major Instruction Plan
Exhibit I 19: Early Childhood Education student work in calendar form
Exhibit I 19: Early Childhood Education Competencies
Exhibit I 19: Early Childhood Education Cost Sheet with Textbook List
20. The institution uses a systematic, objective, and equitable method of evaluating student achievement based on required competencies.

Progress in the Early Childhood Education Program utilizes written guidelines and procedures which is detailed in the Early Childhood Education Program Handbook. At the completion of each course or OCP, the instructor calculates a grade for the student using weekly grades, textbook assignments, industry certification tests, employability skills, and portfolio writings. The grading scale is established and approved by the Charlotte County School Board.

Exhibit I 20: Student Catalog/Handbook (Grading Policy Screenshot)
Exhibit I 20: Early Childhood Education Course Syllabi/Grading Policy
Exhibit I 20: Early Childhood Education Handbook/Grading Policy Pages 2-3

21. For all coursework delivered via distance education: The institution directly verifies the currency and quality of all contracted courseware on an annual basis, is directly responsible for such currency and quality, and maintains curriculum oversight responsibility within all contracts.

Charlotte Technical College and Instructional Training Center do not offer courses via distance learning. This criterion does not apply.

Exhibit I 21: Not applicable Statement

22. For all coursework delivered via distance education: The institution has in place a standardized course template, course descriptions, learning objectives, course requirements (i.e. standard syllabus, outcomes, grading, resources, etc.), and learning outcomes of its programs in order to facilitate quality assurance and the assessment of student learning.

Charlotte Technical College and Instructional Training Center do not offer courses via distance learning. This criterion does not apply.

Exhibit I 22: Not Applicable Statement
23. For all coursework delivered via distance education:
The institution monitors student progress and participation by means such as course
management systems that provide student time online, frequency of logins, electronic
footprints, electronic grade book, and percentage of course completed.

Charlotte Technical College and Instructional Training Center do not offer courses
via distance learning. This criterion does not apply.

Exhibit I 23: Not Applicable Statement

Written agreements with work-based activity agencies, if any:

24. Are current;
25. Specify expectations for all parties; and,
26. Ensure the protection of students.

The Early Childhood Education program is in the process of obtaining current, signed
agreements with several facilities specifying the experiences or activities that are required of
the Affiliate and the Institution Each clinical agreement must be approved by both the College
and the facility prior to students participating in childcare facility experience These contracts
ensure the protection of students and specify the expectations of both parties.

Exhibit I 24, 25, 26 Early Childhood Education Affiliation Agreement

27. Each work-based activity has a written instructional plan for students.

The Early Childhood Education Program utilizes an Instructional Plan for the core areas
to guide the student’s learning process and detail expectations of all parties. Students have a
specific number of requirements that must be met while assisting at a child care facility. Each
childcare facility has a designated teacher who monitors student contact with children and the
procedures and curriculum they must assist with in the classroom.

Exhibit I 27: Instructional Plan
28. The written instructional plan for each work-based activity specifies the particular objectives, experiences, competencies, and evaluations that are required.

The instructional plan for core curriculum areas specifies the objectives, experiences, competencies, and evaluations associated with the activity. Students have specific activities that must be performed in the classroom with the supervision of the classroom teacher. Most of the activities are based in classroom performance with the children. After the presentation, an evaluation is performed to assist students in improving their ability to work with children. The classroom teacher or the instructor records each structured interaction in the classroom to record completion of the requirements.

Exhibit I 28: Instructional Plan
Exhibit I 28: ECE Frameworks
Exhibit I 28: Student work in calendar form
Exhibit I 28: Student’s 2nd year assignments

29. The written instructional plan for each work-based activity designates the on-site employer representative responsible for guiding and overseeing the students’ learning experiences and participating in the students’ written evaluations.

The director/teacher at the childcare facilities in cooperation with the Program Director and/or instructors are responsible for guiding and overseeing the students’ learning experiences. The classroom agreement approved by the College’s governing body, (Charlotte County School Board) specify the classroom instructor shall have the responsibility for directly supervising and evaluating the students’ hands-on practice at the site.

Exhibit I 29: Early Childhood Education Affiliation Agreement

30. All work-based activities conducted by the institution are supervised by a designated employee possessing appropriate qualifications.
All classroom activities conducted by the Charlotte Technical College’s Early Childhood Education program are supervised by instructors who are early childcare certified. Each instructor has a transcript of college courses leading to either a Bachelor, Master, Specialist, or Doctoral degree in Elementary Education with an endorsement of Early Childcare.

**Exhibit I 30: Director/Instructor Qualifications**

**Exhibit I 30: Transcripts of Program instructor**

**Exhibit I 30: Education License Credentials of instructor**

**CHALLENGES AND PROPOSED SOLUTIONS**

As with any publically funded institution, Charlotte Technical College experiences challenges improving the quality of the instruction provided to their students. The program is fortunate to have an exceptional working relationship with the childcare facilities who provide students clinical experiences. The Advisory Committee and area employers are often sources of current changes in laws, curriculum, and supplies to provide the skilled training required in the service delivery area. The Advisory Committee for Early Childhood Education is improving with the addition of more local childcare directors and center owners as members of the committee.

The challenges for the program at time is limited earning potential for graduated students and more students not choosing to pursue a career in Early Childhood Education or teaching in general. To improve the number of students, the instructor has planned visits to the local childcare facilities and the local high schools. While the director cannot change the salary at individual centers, the program has expanded to provide National CDA certification. This action will improve the starting salary by .50 to $1.00 an hour for each student who earns the certification.

Another challenge is the changing early childhood face in the Charlotte County. In the past many of our students worked in a Laboratory Classroom with a degree holding Early Childhood Teacher experienced in the training of students in the program. The laboratory classroom has closed and the students are working with a different teaching group. The instructor
of the program is working with the Early Childhood Department to improve the quality of education that the students receive from the lead teacher in the 3-5 year old room.

**SUMMARY**

The greatest strengths exhibited by the Early Childhood Education Program revolve around program flexibility, the ability to update curricula to meet the needs of the changing childcare industry and the strong relationship with its childcare facilities. The Early Childhood Education program offers area employers graduates who possess a combination of sound academics and high quality hands-on experience which can transition immediately into the workplace.

Support from local childcare facilities is reflected in the active role they take on the Advisory Committees and the willingness to provide interns opportunities for classroom experiences. The communities often call to ask for applications from the pool of students that have graduated or will be graduating. The Director/teacher of the facility is requested to assist in the local childcare facilities to talk with the teachers about current education topics and curriculum in-services.

Graduates of the Early Childhood Education Program are regularly offered jobs at the facilities where they interned. Colleges and universities rely on the program to give valuable feedback to the admissions counselors to assist in enrollment for college.
STANDARD 2

EARLY CHILDHOOD EDUCATION

EXHIBIT LIST

Exhibit AR 1, 2, 3, 4, 5:  CTC Admissions Policy
Exhibit AR 1, 2, 3, 4, 5:  CTC Student Catalog/Handbook Screenshot/Admissions
Exhibit AR 1, 2, 3, 4, 5:  On-line Application/Website
Exhibit AR 1, 2, 3, 4, 5:  Early Childhood Education Admissions Criteria with Forms
Exhibit AR 1, 2, 3, 4, 5:  Screenshot of Early Childhood Education Enrollment
                             Timeline/Checklist
Exhibit AR 1, 2, 3, 4, 5:  CTC Student Catalog/Handbook Pages 2 & 3
Exhibit AR 1, 2, 3, 4, 5:  Exemption for Basic Skills Application
Exhibit AR 1, 2, 3, 4, 5:  Students with Disabilities TABE Exemption Policy Update
Exhibit AR 1, 2, 3, 4, 5:  2017-2018 Basic Skills
Exhibit AR 6:              Not Applicable Statement
Exhibit AR 7:              CTC Transfer Policy
Exhibit AR 7:              CTC Student Catalog/Handbook (Transfer of Credit
                             Screenshot)
Exhibit AR 7:              CTC Student Catalog/Handbook/Transfer of Credit Page 15
Exhibit AR 8:              CTC Transfer Policy
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Exhibit AR 8:              CTC Student Catalog/Handbook Transfer of Credit Page 15
Exhibit AR 9:              CTC Admissions Policy
Exhibit AR 9:              CTC Student Catalog/Handbook (Admissions Screenshot)
Exhibit AR 10:             Not Applicable Statement
Exhibit AR 11:             Not applicable statement
Exhibit AR 12:             Not applicable statement
Exhibit AR 13:             Not applicable statement
Exhibit AR 14:             Not applicable statement
Exhibit AR 15:             Not applicable statement
Exhibit AR 16: CTC Student Catalog/Handbook Page 32
Exhibit AR 16: Early Childhood Education Rack Card
Exhibit AR-16: Job Fair Flyer
Exhibit AR 16: Early Childhood Education Website Screenshot
Exhibit AR 16: Early Childhood Education Course Syllabi
Exhibit AR 17: Early Childhood Education Cost Sheet 2017-18
Exhibit AR 17: Early Childhood Education Cost Sheet Screenshot 2017-18
Exhibit AR 18: Early Childhood Education Acceptance Letter with Orientation Information
Exhibit AR 18: CCPS Technology Plan
Exhibit AR 19: Non-applicable
Exhibit P 1, 2, 3: CCPS Website
Exhibit P 1, 2, 3: CTC Website
Exhibit P 1, 2, 3: Early Childhood Education Mission, Purpose, and Goals
Exhibit P 1, 2, 3: Early Childhood Education Handbook
Exhibit P 4, 5, 6: CTC Student Catalog/Handbook/Non-Discrimination Statement
Exhibit P 7, 8: Early Childhood Program Completion and Placement Report
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Exhibit P 11: Early Childhood Education Student Practice Exams
Exhibit P 11: Early Childhood Education Instructor Classroom Evaluation
Exhibit P 11: CTC Employability Skills Rubric
Exhibit P 12: Early Childhood Education Advisory Committee Minutes/Objectives
Exhibit P 12: Early Childhood Education Advisory Member Roster
Exhibit P 13: COE Annual Reports
Exhibit P 13: FLDOE Curriculum Frameworks
Exhibit P 13: Early Childhood Education Course Syllabi
Exhibit P 13: Early Childhood Education Curriculum Sequence
Exhibit P 13: Early Childhood Education Major Instruction Plan
Exhibit P 14: Early Childhood Education Advisory Committee Minutes
Exhibit P 15: Early Childhood Education Employer Verification Forms
Exhibit P 15: Early Childhood Education Employer Surveys
Exhibit P 16-26: Early Childhood Education Advisory Committee Agenda
Exhibit P 16-26: Early Childhood Education Advisory Committee Minutes
Exhibit P 16-26: Early Childhood Education Employer Surveys
Exhibit P 27: Regional Demand Occupations List
Exhibit P 27: Early Childhood Education Employer Surveys
Exhibit P 27: Early Childhood Education Employer Verifications Forms
Exhibit P 28: Early Childhood Education Curriculum Sequence
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Exhibit P 28: Early Childhood Education Program Syllabi
Exhibit P 28: Early Childhood Education Course Calendars
Exhibit P 29-32: Not Applicable Statement
Exhibit P 33: Not Applicable Statement
Exhibit P 34: COE Approved Programs
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Exhibit P 35: Early Childhood Education Teaching Certificates
Exhibit P 35: Yearly schedule of meetings identifying department meeting dates
Exhibit P 35: CDA Certificates
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Exhibit P 38: Early Childhood Education Student Sample Exams
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Exhibit I 1: Early Childhood Education Program Syllabi
Exhibit I 1: Early Childhood Education Student Exams
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Exhibit I 1: Early Childhood Education Portfolio Criteria
Exhibit I 1: Early Childhood Education Attendance Log
Exhibit I 1: Early Childhood Education Major Instruction Plan
Exhibit I 2: FLDOE Curriculum Frameworks
Exhibit I 2: Early Childhood Education Course Syllabi
Exhibit I 2: Early Childhood Education Skill/Lab Competencies
Exhibit I 2: CTC Employability Skills Rubric
Exhibit I 3: Early Childhood Education Course Outlines
Exhibit I 3: Early Childhood Education Curriculum Sequence
Exhibit I 3: Early Childhood Education Major Instruction Plan
Exhibit I 4, 5, 6, 7: Early Childhood Education Major Instruction Plan
Exhibit I 4, 5, 6, 7: Early Childhood Education Course Outlines
Exhibit I 4, 5, 6, 7: Early Childhood Education Course Calendars
Exhibit I 4, 5, 6, 7: Early Childhood Education Skill/Lab Competencies
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Exhibit I 17: Pics of First Aid Kits/Supplies
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Exhibit I 19: Early Childhood Education Major Instruction Plan
Exhibit I 19: Early Childhood Education Course Calendars
Exhibit I 19: Early Childhood Education Skill/Lab Competencies
Exhibit I 19: Early Childhood Education Cost Sheet with Textbook List
Exhibit I 20: Student Catalog/Handbook (Grading Policy Screenshot)
Exhibit I 20: Early Childhood Education Course Syllabi/Grading Policy
Exhibit I 21: Not applicable Statement
Exhibit I 22: Not Applicable Statement
Exhibit I 23: Not Applicable Statement
Exhibit I 24, 25, 26 Early Childhood Education Clinical Affiliation Agreement
Exhibit I 27: Instructional Plan
Exhibit I 28: Instructional Plan
Exhibit I 28: Clinical Agreement (draft)
Exhibit I 30: Director/Instructor Qualifications
Exhibit I 30: Transcripts of Program instructor
Exhibit I 30: Education License Credentials of instructor
Program:
Emergency Medical Technician
Applied Technology Diploma (ATD)

Program Planner:
Jennifer Truman, B.S., A.S., EMT-P

Part-Time Instructors:
O’Neal Cunanan, A.S., EMT-P
Michael Davis, B.S., EMT-P
Christopher Hunt, B.S., A.S., EMT-B
Matthew McElroy, A.S., EMT-P
Nathan McManus, A.S., EMT-P
Raymond Wiegand, A.S., EMT-P
Alejandro Valdes, A.S., EMT-P
STANDARD 2

EMERGENCY MEDICAL TECHNICIAN -ATD

INTRODUCTION

Charlotte Technical College currently offers 20 full-time training programs. Each program is an “in demand” program for the service delivery area. All programs are designed to meet students’ needs by providing students with the opportunity to acquire skills and knowledge necessary for performing successfully in business, industry, and entrepreneurship. Strong work ethic and technical skills are integrated in every subject in every class.

This program operates within the frameworks of the Florida Department of Education, Florida Department of Health, Bureau of Emergency Medical Services legislative guidelines, and under the policies and procedures of Charlotte Technical College (CTC). In addition, this program is accredited by the Council on Occupational Education (COE).

The Emergency Medical Technician Applied Technology Diploma (ATD) Program is 300 hours. The purpose of the Emergency Medical Technician ATD program is to offer a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Health Science career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of Health Science career cluster.

Purpose of the Emergency Medical Technician ATD program is designed to prepare students for employment as an Emergency Medical Technician. The Florida Department of Health, Bureau of EMS, must approve the program so the graduate may apply to take the examination to practice as an EMT.

Emergency Medical Technician ATD curriculum content includes, but is not limited to, theoretical instruction and clinical experience in medical, obstetric, trauma, pediatric, and geriatric
emergencies; theoretical instruction and clinical experience in hospital and pre-hospital emergency medical care.

Students who complete the EMT ATD program, and successfully earn their Florida EMT License, can gain employment with local hospitals, doctor’s offices, fire departments, and other EMS agencies. Positions with these agencies vary from part-time to full-time, depending on the needs of the specific employer.

There are two enrollment periods for Emergency Medical Technician ATD Program Students in August and January.

ANALYSIS

ADMISSIONS/RECRUITING

<table>
<thead>
<tr>
<th>The institution’s admissions policies and processes are:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Published;</td>
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<tr>
<td>2. Clearly stated;</td>
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<tr>
<td>3. Consistently communicated to students;</td>
</tr>
<tr>
<td>4. Made available to students prior to enrollment;</td>
</tr>
<tr>
<td>5. Any changes to these publications are communicated in a timely manner.</td>
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</tbody>
</table>

The admission policies for the Charlotte Technical College are published in various locations: the College’s website www.charlottetechcollege.net, the College Student Handbook and visual publications. The admissions policies and processes are clearly stated so Prospective student can easily understand enrollment requirements and complete the enrollment process in a timely manner. Admissions policies are consistently communicated to students through the College’s website, College Student Handbook, and face-to-face interaction with faculty and staff. Prior to enrollment, potential students are provided admissions requirements along with a requirements check sheet listing each item/action required for admission to College. A timeline is established on the website to assist students in completing all requirements. The timeline takes students from the application process through the orientation and start of class. All steps are thoroughly explained, and hard copy packets are available at Student Services. All admissions are clearly stated and provided for students prior to enrollment in the admissions packet.
All changes and/or updates to the admission policies and processes are made available to students and the public through the College’s website, the College Student Handbook, and interaction with faculty and staff.

The Emergency Medical Technician ATD Program has specific admissions requirements that include:

- High School Diploma or GED (does not apply for secondary students)
- All Post-Secondary Emergency Medical Technician ATD candidates must take the ATI Allied Heath entrance examination and score at or above the Basic Skill range 50-60. The ATI Allied Health entrance examination is used to identify problem areas for students.
- Emergency Medical Technician ATD candidates must be interviewed by EMS program director.

Exhibit AR.1-5a: CTC Admissions Policy
Exhibit AR.1-5b: CTC Student Catalog/Handbook Screenshot/Admissions
Exhibit AR.1-5c: Emergency Medical Technician Checklist
Exhibit AR.1-5d1: Online Application/Website
Exhibit AR.1-5d2: Online application
Exhibit AR.1-5e: CTC Student Catalog/EMT Catalog Entry

VOCATIONAL ENGLISH-AS-SECOND-LANGUAGE PROGRAM

6. For all students admitted to a Vocational English-As-A-Second-Language Program, the institution utilizes written admission procedures that comply with policies established by the Commission.

Charlotte Technical College and the off-site instructional service center do not have an “English-As-A-Second Language” program. This criterion does not apply.

Exhibit AR.6: Not Applicable Statement
Charlotte Technical College’s policy on the transfer of students between institutional programs, as well as the transfer from other institutions, is clearly defined and published. The policy is published on the College’s website at (charlottetechnicalcollege.net) and the CTC Student Handbook, page 15. The published policy includes the following relevant criteria:

- CTC students requesting to transfer to another program within the college must first discuss the request with the current instructor and then meet with the Post-Secondary Occupational Specialist. The Occupational Specialist can approve the transfer request, if space is available in the program.

- Acceptance of hours completed at another institution will be in compliance with Florida Statute 1007.24(7). Students with previous technical training from other institutions may receive credit for that training. A transcript from a public accredited institution documenting student performance standards and/or occupational completion points achieved for a specific technical program will be accepted in transfer at Charlotte Technical College for the same technical program. CTC reserves the right to require a competency test to validate the competencies learned/earned at another (non-CTC) institution. The student will then be enrolled in training at the student’s proficiency level.

- Training from a non-public institution that is fully accredited by a regional or national accrediting agency recognized by the United States Department of Education, and that participates in the common course numbering system, will be accepted in transfer for the same course/program.
Transcripts will be accepted, evaluated and relevant clock hours will be applied to the student’s CTC training program and the student’s transcript.

Exhibit AR.7a: CTC Transfer Policy, page 22
Exhibit AR.7b: Student Handbook/Catalog Transfer of Credit Screenshot

| 8. | The institution clearly defines and publishes a policy on the transfer of credits that includes a statement of the criteria established by the institution regarding the transfer of credit earned at another institution. |

Charlotte Technical College clearly defines its policy on the transfer of credits and publishes the policy on both the College website (www.charlottetechncollege.net) and the CTC Student Handbook, page 15. The published policy includes the following relevant criteria regarding the transfer of credit earned at another institution:

- Acceptance of hours completed at another institution will be in compliance with Florida Statute 1007.24(7). Students with previous technical training from other institutions may receive credit for that training. A transcript from a public accredited institution documenting student performance standards and/or occupational completion points achieved for a specific technical program will be accepted in transfer at Charlotte Technical College for the same technical program. CTC reserves the right to require a competency test to validate the competencies learned/earned at another (non-CTC) institution. The student will then be enrolled in training at the student’s proficiency level.

- Training from a non-public institution that is fully accredited by a regional or national accrediting agency recognized by the United States Department of Education, and that participates in the common course numbering system will be accepted in transfer for the same course/program. Transcripts will
be accepted, evaluated and relevant clock hours will be applied to the student’s CTC training program and the student’s transcript.

Exhibit AR.8a: Student Handbook/Transfer Policy
Exhibit AR.8b: CTC Transfer Policy

PROGRAM COMPLETION

9. Admission requirements offer reasonable expectations for successful completion of the occupational programs offered by the institution regardless of the delivery mode.

The Emergency Medical Technician ATD program follows the U.S. DOT EMT-Basic National Standard Curriculum. These regulations mandate that students who enroll in a program of 450 hours or more “may not receive a career and technical certificate of completion without first demonstrating the basic skills required in the state curriculum frameworks for the career education program.” CTC provides opportunity for students to demonstrate basic skill requirement through the Test of Adult Basic Education (TABE). The Florida Department of Education has placed basic skill levels on all programs in the curriculum frameworks. Only advanced and difficult level of the TABE meets requirements. The purpose of assessment is to determine whether or not the student has the basic skills necessary to be successful in the chosen career program.

Emergency Medical Technician ATD program completers are required to take a written and practical comprehensive predictor examination through the EMS program at the end of the program and obtain a score of 75%. Should a student score below a 75%, he or she will not be eligible to be a program completer, and will not be eligible to sit for the National Registry of Emergency Medical Technicians exam.

Exhibit AR.9a: EMT Completion Requirements
Exhibit AR.9b: Program Handbook

10. Students admitted into Associate Degree programs have a high school diploma or its equivalent.
Charlotte Technical College and the Instructional Service Center do not offer Associate Degrees. This criterion does not apply.

Exhibit AR.10: Not Applicable Statement

ABILITY TO BENEFIT

An institution that admits students by exception to its standard admissions policies must:

11. Have written admissions policies and procedures for these exceptions;
12. Apply them uniformly;
13. Provide documented evidence on how they are used;
14. Maintain records on student progress; and,
15. Regularly evaluate the effectiveness of the procedures used in admitting students by exception.

Charlotte Technical College and the off-site instructional service center do not admit students by exception to its Emergency Medical Technician ATD program. This criterion does not apply.

Exhibit AR.11: Not applicable statement
Exhibit AR.12: Not applicable statement
Exhibit AR.13: Not applicable statement
Exhibit AR.14: Not applicable statement
Exhibit AR.15: Not applicable statement

RECRUITING ACTIVITIES

16. The institution ensures that recruiting activities are ethical and that all materials used in recruiting accurately describe the mission, instructional outcomes, student performance expectations, and completion requirements of each program.
Recruitment is an ongoing priority at the College. Charlotte Technical College has post-secondary and secondary occupational counselors to lead recruitment activities. The College is actively involved in a number of recruiting activities, including career days sponsored by local high schools, college job fairs, classroom presentations in local middle and high schools, campus tours for secondary students, chamber and community groups. Instructors also play a pivotal role in recruitment activities for the College. Many different mediums, such as printed materials, newspaper advertising, social media, student and alumni recruitment, employees, and the College website (www.charlottetechcollege.net) are used in recruitment.

The institution ensures recruiting activities are ethical and all mediums used in recruiting accurately describe the College mission, program outcomes, student performance expectations, and completion requirements of each program.

Exhibit AR.16a: Program Flyer
Exhibit AR.16b: CTC Student Catalog
Exhibit AR.16c: Job Fair Flyer
Exhibit AR.16d: Website page for EMT Screenshot
Exhibit AR.16e: Emergency Medical Technician Rack Card
Exhibit AR.16f: Emergency Medical Technician Rack Card

PROGRAM COSTS

17. Prior to admission, students are informed of the costs, equipment, services, time, and technical competencies, if any, required by the program, including if applicable, personal data collection and processes, and charges associated with verification of student identity.

Prior to admission, students are informed of the costs of the Emergency Medical Technician ATD program and any equipment and services required. Fees charged to students are in accordance with Florida Department of Education guidelines with all fees and tuition approved by the Charlotte County School Board. Emergency Medical Technician ATD Program cost sheets are available to students prior to admission. Student Services maintains a cost sheet for each program, including costs of registration, tuition, books, clinical admission
requirements, licensure and industry certification examination, and instructional supplies. Cost sheets for Emergency Medical Technician ATD Program are updated prior to enrollment of each EMT cohort. Cost sheets are available upon request, available in Student Services, School store and on the College’s website. Emergency Medical Technician ATD students meet with the Emergency Medical Services Program Manager prior to admission. The Program Director can best inform the student of the technical competencies and time needed to complete the program.

Exhibit AR.17: Emergency Medical Technician Cost Sheet 2017-2018

ORIENTATION TO TECHNOLOGY

18. Orientation to technology is provided and technical support is available to students.

Prior to enrolling, Emergency Medical Technician ATD students attend a program orientation. An overview of the technology used in the training area is covered during the program orientation session. In addition, the college employs a part-time Network Administrator who works at the site a minimum of two days per week and a Technology Facilitator who is available to assist students and program instructors with technical support daily.

Exhibit AR.18a: Emergency Medical Technician Acceptance Letter with Orientation Information
Exhibit AR.18b: CCPS Technology Plan/internet usage policy

DISTANCE EDUCATION

19. For all coursework delivered via distance education: The institution has processes in place to establish that the student who registers for a distance education course or program is the same student who participates in and completes the program and receives the academic credit.
The Charlotte Technical College and the Instructional Service Center do not deliver coursework via distance education. This criterion does not apply.

Exhibit AR.19: Not applicable statement

PROGRAMS

MISSION STATEMENT

<table>
<thead>
<tr>
<th>Occupational education program policies are congruent with:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The governing organization;</td>
</tr>
<tr>
<td>2. The mission of the institution; and,</td>
</tr>
<tr>
<td>3. The occupational needs of the people served by the institution.</td>
</tr>
</tbody>
</table>

The policies established for the Emergency Medical Technician ATD Program is congruent with the policies of Charlotte Technical College and Charlotte County Public Schools.

The Emergency Medical Technician ATD Program is congruent with the Charlotte Technical College mission to provide an effective, innovative technical education preparing students to enter, advance and succeed in the workplace. The College meets its objectives by providing cost effective, competency-based training that prepares persons for entry-level jobs, enhances the skills of persons holding a job, and/or retrains those who may be displaced workers.

The Emergency Medical Technician ATD faculty support the Charlotte Technical College mission and goals; the Emergency Medical Technician ATD Program mission includes preparation of individuals to be competent and caring health care professionals.

Exhibit P.1-3a EMS DOH Website
Exhibit P.1-3b: NREMT Website
Exhibit P.1-3c: CCPS Website
Exhibit P1-3.d: CTC Website
Emergency Medical Technician ATD program policies are publicly accessible through the College Student Handbook and the Website. Policies are written and administered in a non-discriminatory manner. Policies are consistently applied to all occupational programs.

**Exhibit P.4-6a: CCPS Non-Discrimination Statement Screenshot**

**Exhibit P.4-6b: CTC Student Catalog/Handbook/Non-Discrimination Statement P 18**

**Occupational education program policies are:**

4. Publicly accessible;
5. Non-discriminatory; and,
6. Consistently applied

**Differences, if any, in occupational education program policies are justified by:**

7. Student learning outcomes; and/or,
8. Program outcomes.

Charlotte Technical College and the Instructional Service Center has occupational education program policies that are uniform and consistent.

**Exhibit P.7-8: NREMT Pass Rate Reports**
PROGRAM OBJECTIVES, CONTENT, AND STUDENT EVALUATION

<table>
<thead>
<tr>
<th>Each occupational education program has:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Clearly stated objectives</td>
</tr>
<tr>
<td>10. Defined content relevant to these objectives and the current needs of business and industry, and,</td>
</tr>
<tr>
<td>11. Assessment of student achievement based on the program objectives and content.</td>
</tr>
<tr>
<td>12. The objectives for each educational program are evaluated annually.</td>
</tr>
</tbody>
</table>

The Emergency Medical Technician ATD Program has a statewide curriculum committee that assists with the development of program objectives and course content. The curriculum committees meet periodically to review objectives and content. While statewide input determines the broad parameters of a curriculum, the Colleges are allowed to establish objectives and competencies deemed critical for the successful operation in the healthcare industry.

The Emergency Medical Technician ATD Program has clearly stated objectives, defined content relevant to these objectives and the current needs of business and industry, and assessment of student achievements are based on the program objectives and content which is included in the course syllabi given to each student at the beginning of each course.

CTC grading policy is detailed in the CTC Student Catalog/Handbook.

Exhibit P.9-10a: Emergency Medical Technician Course Syllabi
Exhibit P.9-10b: FLDOE Curriculum Frameworks

Student evaluation is based on program objectives and content. Instructors use a variety of methods to determine student mastery of subject matter. Such methods include traditional exams following NREMT format, lab exercises, competency demonstrations, and clinical activities. Grades are assigned and determine a student’s movement through the curriculum. The Emergency Medical Technician ATD grading policy is detailed in the Program Handbook.
Instructors gain valuable employer input through program advisory meetings. During these meetings, instructors talk with peers and learn more about new technologies, current equipment, and processes utilized by the healthcare industry. Information obtained is used to evaluate and improve program effectiveness. The Emergency Medical Technician ATD Program Advisory Committee meets a minimum of twice a year. During these advisory meetings, Advisory Committee members evaluate program objectives and rate the objectives accordingly. Advisory Committee evaluations and meeting minutes are kept for documentation. All Emergency Medical Services instructors are actively working as Emergency Medical Technicians or Paramedics in Charlotte County; keeping abreast of current trends in the industry.

A systematic process has been implemented to document:

13. That the objectives and content of programs are current; and,
14. That coursework is qualitatively and quantitatively relevant.
A systematic process has been implemented to document the objectives and that content of the Emergency Medical Technician ADT program is current. The Florida Department of Education reviews the curriculum frameworks on a cyclical schedule to maintain their current status. These reviews are through committees and include department staff, educators, and business people from across the state. A “Change Document Summary” issued in the spring of each year highlights changes in programs and any added or deleted programs. They also publish a “Basic Skills Document” showing any changes in the basic skill exit requirements. Based on the information form FLDOE, CTC program managers provide each instructor with updated FLDOE curriculum frameworks in order to establish appropriate planning for the upcoming year. As instructors review curriculum frameworks, adjustments are made to update instructional material. The program syllabus is updated annually to meet changes and requirements.

Exhibit P.13a: Emergency Medical Technician Course Syllabus
Exhibit P.13b: Annual Approval Letter
Exhibit P.13c: FLDOE Curriculum Frameworks
Exhibit P.13d: NREMT Pass Rates

Annually, the Advisory Committee, EMS Program Manager, and faculty review program content and objectives to ensure they remain current. The Advisory Committee provides input on the qualitative and quantitative aspects of the coursework ensuring students are provided the necessary instruction and hands-on experience to progress in their career path. The program receives confirmation of continued approval from the Florida Department of Health, Bureau of EMS every two years.

Exhibit P.14a: Emergency Medical Technician Advisory Committee Agenda
Exhibit P.14b: Emergency Medical Technician Advisory Committee Members
Exhibit P.14c: Emergency Medical Technician Advisory Committee Minutes
EMPLOYER VERIFICATION

15. Three bona fide potential employers review each educational program annually and recommend:
16. Admission requirements;
17. Program content that is consistent with desired student learning outcomes;
18. Program length;
19. Program objectives
20. Competency tests;
21. Learning activities;
22. Instructional materials;
23. Equipment;
24. Methods of program evaluation;
25. Level of skills and/or proficiency required for completion; and,
26. Appropriate delivery formats for the subject matter being taught.

The Emergency Medical Technician ATD program undergoes a comprehensive program review by three bona fide potential employers using the Employer Program Verification form. These employers provide suggestions for program modifications. This review include admissions requirements, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, and levels of skills and/or proficiency required for completion and appropriateness of the delivery mode for the program. Evaluation forms are kept for documentation.

Exhibit P.16-26a: Emergency Medical Technician Employer Surveys
Exhibit P.16-26b: Emergency Medical Technician Advisory Committee Members
Exhibit P.16-26c: Emergency Medical Technician Advisory Committee Agenda
Exhibit P.16-26d: Emergency Medical Technician Advisory Committee Minutes
PROGRAM CONSIDERATION

27. The institution considers the length and the tuition of each program in relation to the documented entry level earnings of completers.

The State Board of Education establishes tuition and length of programs with input from the Florida Department of Health, Bureau of EMS. The tuition cost is approved by the Charlotte County School Board. CTC, in conjunction with the Emergency Medical Technician Advisory Board and CareerSource of Southwest Florida, evaluates the relationship between these two factors and the documented entry level earnings of completers. Program costs and length are reviewed annually by employers completing Employer Verification Statements to ensure time and costs are reasonable for entry-level emergency medical technicians. The Regional Demand Occupations List illustrates mean and entry level hourly rates along with expected growth and annual job openings. When analyzing new program offerings, this information is also utilized.

Exhibit P.27a: Regional Demand Occupations List
Exhibit P.27b: Emergency Medical Technician Employer Surveys

28. Courses required for each program are offered with sufficient frequency for the student to complete the program within the publicized time frame.

Charlotte Technical College enrolls post-secondary Emergency Medical Technician ATD students twice a year. These enrollment times give prospective students options to choose from. The 300 clock hour program, requires 16 weeks to complete as a post-secondary student. Students following the curriculum plan complete the program within the publicized time frame. Students who withdraw and meet the eligibility criteria may re-enter when a cohort reaches the course the student needs. Re-admission is subject to school/program policies and clinical space availability.

Exhibit P.28a: Emergency Medical Technician Curriculum Sequence
Exhibit P.28b: Health Science Handbook/Re-admission P 19
The EMT instructor acts as a coach/facilitator for the training as the student progresses. Timetables outlined in the FLDOE Emergency Medical Technician ATD Curriculum Frameworks, conveys the length of time needed to satisfactorily complete the course as communicated to all students, in each course syllabus.

Exhibit P.28: Emergency Medical Technician Program Syllabus

<table>
<thead>
<tr>
<th><strong>Associate Degree programs offered must meet the following requirements:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>29. The program is designed to lead graduates directly to employment in a specific career.</td>
</tr>
<tr>
<td>30. The appropriate applied degree title, such as Associate of Applied Technology, Associate of Applied Science, Associate of Occupational Studies, Associate of Science, or Associate of Occupational Technology, is used and includes the specific career and technical education field (i.e. Associate of Applied Science in Veterinary Technology)</td>
</tr>
<tr>
<td>31. The program has a minimum of 60 semester hours or 90 quarter hours.</td>
</tr>
<tr>
<td>32. The program includes a minimum of 15 semester hours or 23 quarter hours of general education courses, with a minimum of one course from each of the following areas: humanities, behavioral sciences, natural or applied sciences, and mathematics.</td>
</tr>
</tbody>
</table>

Charlotte Technical College and the off-site instructional service center do not offer associate degrees; these criteria are not applicable.

Exhibit P.29-32: Not Applicable Statement
The Charlotte Technical College and the off-site instructional services center do not offer programs via distance learning education. The criterion does not apply.

Exhibit P.33: Not Applicable Statement

PROGRAM APPROVAL

Each program offered by the institution:

34. Is approved and administered under established institutional policies and procedures and supervised by an administrator who is part of the institutional organization;

35. Has appropriate and continuous involvement of on-campus administrators and faculty in planning, and approval;

36. Has varied evaluation methodologies that reflect established professional and practice competencies;

37. Is qualitatively and quantitatively consistent at each campus where it is offered;

38. Has measures of achievement of the student learning objectives:

39. Has individual student records, including period of enrollment, financial, and educational program records, permanently maintained by the institution at the main campus;

40. Is identically described in appropriate catalogs, brochures, and/or other promotional materials and include tuition/fee charges, refund policies, admissions and academic requirements, and information technology requirements; and,

41. Provides for timely and meaningful interaction among faculty and students.
The CTC Emergency Medical Technician ATD program is approved by the Florida Department of Education, Florida Department of Health, Bureau of EMS and supervised by the EMS Program Manager.

The College utilizes the services of the EMS Program Manager to provide technical expertise germane to the healthcare industry. The Emergency Medical Services Program Manager acts as a resource to ensure compliance with the directives issued by the Florida Department of Health’s Bureau of EMS, Florida Department of Education, and clinical facilities. The EMS Program Manager is employed by Charlotte County Public Schools as an instructional unit; however, the job description for the duties and responsibilities of the position is managerial. The EMS Program Manager schedules regular meetings with the department and with administration to discuss program updates and future growth. Final decisions are made through a facilitative and collaborative process with “student success” driving all decision making processes. The Emergency Medical Technician ATD Program demonstrates qualitative and quantitative achievements through End of Course Assessments (EOCA), given at the end of the program.

Exhibit P.34a: COE Approved Programs
Exhibit P.34b: Organizational Chart
Exhibit P.34c: Job Description of Program Manager
Exhibit P.35a: Yearly schedule of meetings identifying department meeting dates
Exhibit P.35b: Meeting agenda/Minutes of Dept. Meeting
Exhibit P.35c: Faculty Licenses
Exhibit P.36a: Emergency Medical Technician Industry Certification Spreadsheet

The Emergency Medical Services Program Manager serves as the supervisor over EMS instructional areas and performs annual goal setting with the department. Faculty performance appraisal sessions for personnel within the department are not completed as the instructors for the program are all part-time instructors. The EMS Program Manager collects and reviews student evaluations of programs. Each cohort instructor serves as the supervisor of his or her class and is responsible for administering EMS policies and guidelines as related to assigned
students. During the training week, students are exposed to a combination of lectures, lab exercises, clinical practice, and one-on-one sessions with the instructor.

**Exhibit P.36b: Student Evaluations of Programs**

Emergency Medical Services Program Manager reviews the NREMT Test Plan provided by the National Registry of Emergency Medical Technicians to validate the program meets professional and practice competencies. The Emergency Medical Technician program has learning objectives for various competency-based assessments and lab exercises utilized in the program. Clinical competency, reflected by the clinical evaluation, is utilized to measure student mastery of those learning objectives.

**Exhibit P.37a: NREMT Test Plan**  
**Exhibit P.37b: Emergency Medical Technician Student Exams**  
**Exhibit P.37c: Emergency Medical Technician Clinical Evaluation**

The Student Services Department maintains permanent student and financial aid records and other pertinent information. Daily attendance, grades, and counseling notes are reported to Student Services via the computerized Student Information Management System (SIMS). The Charlotte County Public School System uses the FOCUS (SIMS) system for Post-Secondary collection of information.

**Exhibit P.38a: Dynamic Cardiology**  
**Exhibit P.38b: Integrated Out of Hospital Scenario**  
**Exhibit P.38c: Oral Scenario**  
**Exhibit P.38d: Oral Station Template**  
**Exhibit P.38e: Oral Station**  
**Exhibit P.38f: Paramedic Drug Quiz**  
**Exhibit P.38g: Static Cardiology**  
**Exhibit P.38h: Trauma**

**Exhibit P.39: Emergency Medical Technician Student Record Gradebook (attendance, grades, teacher documentation, standards based assessments)**
The College Student Handbook describes training programs, tuition/fee charges, refund policies, admission policy, and the grading policy.

The Emergency Medical Technician ATD Program is clearly described and documented in the CTC Student Catalog/Handbook, program flyers, as well as on the CTC website (www.charlottetechnicalcollege.net). Program information including tuition, fees, refund policy, admissions requirements and other requirements are all stated in the publication listed.

**Exhibit P.40a: CTC Admissions Policy**

**Exhibit P.40b: CTC Refund Policy**

**Exhibit P.40c: Emergency Medical Technician Program Website Screenshot**

**Exhibit P.40d: CTC Student Catalog/Handbook**

The faculty workweek and student class schedule allows for ample time for students, faculty, and staff to interact. Secondary part-time program instructors work from 12:30 to 2:30. Post-secondary instructors work from 4:00 to 9:30. Post-secondary EMT students attend class from 4:00-9:00 for a total 5 hours per day or 15 hours per week. Students complete clinical hours on assigned days and times, with the length of each clinical lasting from 12 hours to 24 hours.

**Exhibit P.41a: Emergency Medical Technician Lecture Calendar**

**Exhibit P.41b: Emergency Medical Technician Clinical Schedule**

<table>
<thead>
<tr>
<th>42. A credit hour is equivalent to a minimum of each of the following: one semester credit for 15 clock hours of lecture, 30 clock hours of laboratory, or 45 clock hours of work-based activities; or one quarter credit for 10 clock hours of lecture, 20 clock hours of laboratory, or 30 clock hours of work-based activities.</th>
</tr>
</thead>
</table>

Charlotte Technical College’s educational programs are based on a contact clock hour system. This criterion is not applicable.

**Exhibit P.42: Not Applicable Statement**
DISTANCE EDUCATION

43. For all coursework delivered via distance education: The institution ensures timeliness of its responses (synchronously or asynchronously) to students’ requests by placing a requirement on response time of no more than 24 hours within the institution’s published operational schedule of the program/course.

Charlotte Technical College’s does not offer programs via distance education. This criterion is not applicable.

Exhibit P.43: Not Applicable Statement

REQUIREMENT FOR CLOCK/CREDIT HOUR CONVERSION FOR FEDERAL STUDENT FINANCIAL AID

If this program was used as a sample for course prep review, it meets the requirements on the Course Prep Review Worksheet. (If the program was not part of the sampling OR if the institution is not required to use the Federal Clock Hour Conversion for Student Financial Aid, indicate N/A).

The College is not required to use the Federal Clock Hour Conversion for Student Financial Aid. This criterion is not applicable.

Exhibit P Clock-Credit Hours Conversion: Not Applicable Statement
### INSTRUCTION

#### ACADEMIC COMPETENCIES AND OCCUPATIONAL SKILLS

1. **Academic competencies and occupational skills are integrated into the instructional program for each occupational area.**

   The Emergency Medical Technician ATD program is designed so that each student progresses at his or her maximum level. Utilization of lectures, hands-on exercises, PowerPoint presentations, audiovisuals, written materials, and other instructional methodologies provide for different types of learners. The Emergency Medical Technician ATD program’s curriculum is sequential, providing optimal learning by correlating theory with clinical practice. Written unit exams and quizzes are given to validate learning. Multiple choice exams with innovative NREMT style items are designed to prepare the student for the licensure exam. Clinical practice allows students the opportunity to apply classroom theory to real life situations. The clinical experience and student performance is evaluated after each clinical shift. Each item on the clinical evaluation is structured to evaluation the student’s performance as a whole. The evaluation looks at critical areas of patient assessment, implementation of care, communication, medication administration, patient safety, professional conduct, and critical thinking.

   - **Exhibit I.1a: FLDOE Curriculum Frameworks**
   - **Exhibit I.1b: Emergency Medical Technician Syllabus**
   - **Exhibit I.1c: Emergency Medical Technician Student Exams**
   - **Exhibit I.1d: Emergency Medical Technician Skill/Lab Competencies Checklists**
   - **Exhibit I.1e: Emergency Medical Technician Competency Checklist**
   - **Exhibit I.1f: Emergency Medical Technician Clinical Instructional Plan**

2. **The instructional programs provide instruction in the competencies essential to success in the occupation, including job knowledge, job skills, work habits, and attitudes.**
The course outline and description for each area of curriculum details adequate experiences to develop the skill proficiencies necessary for employment. The classroom lab provides students the opportunity to practice and develop skill proficiency in a control environment under the direction of qualified faculty. The ability to perform is monitored by written tests and performance appraisals administered by the instructor(s). Clinical performance is evaluated by the instructor(s) in lab and simulation settings. The classroom and lab are available to students both before and after regular class hours to assist those students who require assistance or need a place to study. Students are also evaluated during clinical rotations by the individual that they are shadowing.

Employability skills to include; work habits, attitudes, and interpersonal skills are integral parts of the EMS curriculum. Beginning day one and extending throughout the entire program, instructors are actively involved in teaching and role modeling the skills needed for gainful employment. Students’ clinical performance, which includes attitude and job knowledge as well as skill proficiency, is evaluated monthly beginning the first term to ensure training competencies are met. In the last term of the program, students learn specific skills to aid gaining entrance into the workplace. Cover letter and resume writing, completion of the job application, dressing for and conducting an interview as well as how to terminate employment are among some of the areas explored in the curriculum.

Exhibit I.2a: FLDOE Curriculum Frameworks

Exhibit I.2b: Emergency Medical Technician Course Syllabi

Exhibit I.2c: Emergency Medical Technician Clinical Competencies

Exhibit I.2d: Emergency Medical Technician Lab Evaluations

Exhibit I.2e: CTC Employability Rubric

3. The sequence of instruction required for program completion (lecture, lab, and work- based activities) is determined by desired student learning outcomes.
The curriculum, both didactic and clinical, is structured in such a manner that the student is guided in a sequential approach through the theory and practical competencies for each subject area. The instructional sequence, which includes lecture, lab, and work-based activities, has been successful as demonstrated by positive student learning outcomes.

Emergency Medical Technician ATD Program is one of 20 programs at the College. Students must adhere to an established timeline for completion with defined entry and exit points. Movement within the established timelines for the Emergency Medical Technician ATD program is highly regimented.

Exhibit I.3a: Emergency Medical Technician Curriculum Outline

<table>
<thead>
<tr>
<th>The sequence of instruction required for program completion is used to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Organize the curriculum;</td>
</tr>
<tr>
<td>5. Guide the delivery of instruction;</td>
</tr>
<tr>
<td>6. Direct learning activities; and,</td>
</tr>
<tr>
<td>7. Evaluate student progress in order to maximize the learning of competencies essential to success in the occupation.</td>
</tr>
</tbody>
</table>

The didactic portion of the Emergency Medical Technician ATD program is organized so that the student begins his or her educational program with the basic concepts and advances to more difficult concepts of health care dynamics.

The curriculum plan provides a breakdown for each week. The curriculum plan also includes clinical hours completed during the program. Students are provided with a timeline of expectations in order to keep the student on track for program completion.

Each curriculum area incorporates theory, lab, and clinical experiences with worker ethics integrated in the curriculum. Student evaluation is based on the competencies required to be successful in the chosen occupation. Instructors use a variety of methods to determine student mastery of subject matter. Such methods include, but are not limited to, exams patterned after the NREMT format, lab / clinical experience, presentations, and competency demonstrations.
OCCUPATIONAL ADVISORY COMMITTEES

8. The institution has appointed an occupational advisory committee for each program or program area offered.

The Emergency Medical Technician ATD Program has established an advisory committees that plays a pivotal role in the College’s ability to offer Emergency Medical Technician which responds to both student and community needs in the service delivery area.

Exhibit I.8: Emergency Medical Technician Advisory Committee Roster

9. Occupational advisory committees appointed for each program or program areas are used to ensure that desirable, relevant, and current practices of each occupation are being taught.

The Emergency Medical Technician Advisory Committees evaluate the EMT ATD program to ensure that course content is current, to suggest appropriate changes, and to confirm that the program meets the workforce needs of area healthcare businesses. The Emergency Medical Technician Committee played a major role in identifying the need to expand clinical affiliations to include; more community based settings and hospice.

Exhibit I.9a: Emergency Medical Technician Program Advisory Agenda
Exhibit 1.9b: Emergency Medical Technician Program Advisory Minutes
Each occupational advisory committee must:

10. Consist of a minimum of three members external to the institution;
11. Has at least three external members who represent the geographical service area covered by the programs taught by the institution.
12. Has at least three external members who have expertise in the occupational program;
13. Meet at least twice annually;
14. Have at least three external members who meet these criteria present at each meeting (with at least two members physically present and one virtually present); and for membership physically present at each meeting; and,
15. Keeps minutes to document their activities, recommendations, and meeting attendance.

The Emergency Medical Technician Advisory committee consists of a minimum of three health care professional members who are external to the institution. These members represent local healthcare industry within the service area of their respective EMS program. These committee members bring experience and expertise from the field of emergency medicine. At least two (2) meetings are held each year with a minimum two committee members attending the meeting. Minutes and a member roster of each meeting are kept to document activities, recommendations, and attendance.

**Exhibit I.11-15a: Emergency Medical Technician Advisory Committee Members**  
**Exhibit I.11-15b: Emergency Medical Technician Advisory Committee Agendas**  
**Exhibit I.11-15c: Emergency Medical Technician Advisory Committee Minutes**
At least once a year, the Emergency Medical Technician Advisory Committees review the appropriateness of the instructional methods in order to ensure that students master the competencies required in the field. The committee’s activities and recommendations are recorded in minutes of the meetings. The Emergency Medical Technician Advisory Committee advises program instructors and Leadership Team regarding technical programs for the Emergency Medical Technician occupation. Its function includes making recommendations on the following matters:

- Community Surveys
- Course Planning
- Recruitment/Retention of faculty and students
- Affiliations suggestions
- Program Evaluation
- Legislation
- Public Relations

Exhibit I.16: Emergency Medical Technician Program Advisory Committee Minutes
HEALTH, SAFETY, AND FIRE-PREVENTION

17. Job-related health, safety, and fire-prevention are an integral part of instruction.

Health, safety and fire prevention is introduced to the students in the first weeks of class by the instructor. A first aid kit is available on the first floor of Building A at both reception areas for minor emergencies, as well as in the Emergency Medical Service’s lab. An evacuation plan is posted in each classroom/lab/clinic area. Students are subsequently instructed on safety in the dental assisting lab and clinical settings.

During pre-school in-service days each school year, district policies concerning internal and external emergencies and potential disasters are reviewed and given to each staff member. All Emergency Medical Technician faculty members are American Heart Association CPR certified. A copy of the current BLS card is kept in each teacher’s file.

The Emergency Medical Technician ATD Program follows the CDC Guidelines for blood borne and infectious diseases. The Student Handbook also contains the link.

All Health Science faculty are required annually to view a training video posted by the Florida Department of Health. This self-training video familiarizes employees with procedures for proper handling of biomedical waste. The video teaches Florida’s regulations for the handling, packaging, labeling, and transportation of biomedical, bio-hazardous, and infectious medical waste.

Emergency procedures are included in the student handbook and during CPR training. Office Emergencies scenarios help students apply this knowledge and skill to the office setting. Formal instruction is presented during the office emergencies section of the curriculum and during other material dealing with administration of medications and medical emergencies.
Certification in cardiopulmonary resuscitation for students is a prerequisite prior to the first day of class. Certification is for a two-year period so students have a valid card for their entire program and one year following graduation. Emergency Medical Technician ATD student files are checked at enrollment and prior to all clinical hours starting to ensure current certification. Emergency Medical Technician ATD faculty files are checked annually to ensure current certification.

All policies and procedures are included in the instructional content of the relevant course. In addition, policies may be included in the student handbook, posted on bulletin boards, doors or walls, and made available on reference shelves in the classroom and the Health Science Resource Center.

Exhibit I.17a: CTC Health and Safety Plan
Exhibit I.17b: Pics of First Aid Kits/Supplies

EQUIPMENT AND MATERIALS

18. To develop skill proficiency, sufficient practice is provided with equipment and materials similar to those currently used in the occupation.

In order to develop skill proficiency, students are provided sufficient practice with equipment similar to that currently used in the occupation. Skill proficiency checklist and written exams are used as documentation to measure learning effectiveness and hands-on skills within the Emergency Medical Technician ATD program. Provisions are made for classroom lab practice and clinical training. The program strives to have equitable equipment and supplies. Students purchase an emergency medical service tote, which contains materials utilized in the clinical lab for skills demonstrations. These materials are similar to supplies utilized in the program’s clinical agencies.
The Emergency Medical Technician ATD Program uses a systematic approach to student learning where a skill is introduced/studied/tested in theory in the classroom, practiced/processed in a corresponding lab, then reinforced while on clinical rotations. Students must prove competency in a skill by passing theory content on exams and passing a skill process in lab before being allowed to perform on a live patient during clinical rotations.

All of the lab procedures are practiced repetitively and processed in the lab courses and, on occasion, in clinic on each other. When lab activities call for students to practice in clinic, they are monitored to follow infection control protocol and maintain equipment and treatment area upon completion of procedures.

Charlotte Technical College made a commitment to provide the Emergency Medical Technician program with equipment necessary to meet the objectives of the curriculum. The Emergency Medical Technician Advisory Committee played a major role in identifying the need to purchase a birthing simulator to meet the objectives of the curriculum that cannot be taught in a clinical environment.

Exhibit I.18a: Emergency Medical Technician Competency Skills Assessments.
Exhibit I.18b: Emergency Medical Technician Equipment List

LESSON PLANS, COMPETENCY TESTS, AND INSTRUCTIONAL MATERIALS

19. All instruction is effectively organized as evidenced by course outlines, lessons, competency tests, and other instructional materials.

Instruction in the Emergency Medical Technician ATD Program and clinical areas follows an organized curriculum plan utilizing current textbooks, course outlines, lesson plans, and instructional materials.
Progress in the Emergency Medical Technician ATD Program utilizes written guidelines and is detailed in the Emergency Medical Technician ATD Program Handbook. Standards of achievement are clearly outlined and explained in the Health Science Handbook. These standards are introduced and discussed at the information session, pre-admission interview, reviewed at the Program Orientation and reinforced throughout the program. Each course outline includes specific standards of achievement identified for that course. Each student must maintain at least a C average (75%) in the course in order to be eligible for clinical rotations. In addition, each student must complete the course with at least a C average (75%), and earn at least a C average (75%) on each portion of the final exam.

20. The institution uses a systematic, objective, and equitable method of evaluating student achievement based on required competencies.

21. For all coursework delivered via distance education: The institution directly verifies the currency and quality of all contracted courseware on an annual basis, is directly responsible for such currency and quality, and maintains curriculum oversight responsibility within all contracts.
Charlotte Technical College and the off-site instructional service center do not offer courses via distance learning. This criterion does not apply.

**Exhibit I.21: Not applicable Statement**

22. For all coursework delivered via distance education: The institution has in place a standardized course template, course descriptions, learning objectives, course requirements (i.e. standard syllabus, outcomes, grading, resources, etc.), and learning outcomes of its programs in order to facilitate quality assurance and the assessment of student learning.

Charlotte Technical College and the Instructional Service Center do offer courses via distance learning. This criterion does not apply.

**Exhibit I.22: Not Applicable Statement**

23. For all coursework delivered via distance education:
   The institution monitors student progress and participation by means such as course management systems that provide student time online, frequency of logins, electronic footprints, electronic grade book, and percentage of course completed.

Charlotte Technical College and the Instructional Service Center do offer courses via distance learning. This criterion does not apply.

**Exhibit I.23: Not Applicable Statement**

WORK-BASED ACTIVITY

Written agreements with work-based activity agencies, if any:

24. Are current;
25. Specify expectations for all parties; and,
26. Ensure the protection of students.
The Emergency Medical Technician ATD program maintains current, signed clinical agreements with several clinical facilities specifying the experiences or activities that are required of the Affiliate and the Institution. Each clinical agreement must be Approved by the Charlotte County Public School Board/administration, and the clinical agency prior to students participating in clinical experience. These contracts ensure the protection of students and specify the expectations of both parties.

**Exhibit I.24-26: Emergency Medical Technician Clinical Affiliation Agreement**

27. **Each work-based activity has a written instructional plan for students.**

   The Emergency Medical Technician ATD Program utilizes a Clinical Instructional Plan for the core clinical areas to guide the student’s learning process and detail expectations of all parties.
   
   **Exhibit I.27a: Emergency Medical Technician Weekly Schedule**
   **Exhibit I.27b: Emergency Medical Technician Course Syllabi**
   **Exhibit I.27c: CTC Employability Rubric**
   **Exhibit I.27d: Emergency Medical Technician Clinical Evaluation**

28. **The written instructional plan for each work-based activity specifies the particular objectives, experiences, competencies, and evaluations that are required.**

   The Clinical Instructional Plan for core clinical areas specifies the objectives, experiences, competencies, and evaluations associated with the activity.
   
   **Exhibit I.28a: Emergency Medical Technician Weekly Schedule**
   **Exhibit I.28b: Emergency Medical Technician Competency Checklist**
   **Exhibit I.28c: Emergency Medical Technician Lab/Skill checklists**
ON-SITE EMPLOYER REPRESENTATIVE

29. The written instructional plan for each work-based activity designates the on-site employer representative responsible for guiding and overseeing the students’ learning experiences and participating in the students’ written evaluations.

The Education Department at the major clinical facilities in cooperation with the Program Director and/or instructors are responsible for guiding and overseeing the students’ learning experiences. The clinical agreement approved by the College’s governing body, (Charlotte County School Board) specify the clinical instructor shall have the responsibility for directly supervising and evaluating the students’ hands-on clinical practice at the clinical site.

Exhibit I.29: Clinical Agreement, Fawcett Memorial Hospital

30. All work-based activities conducted by the institution are supervised by a designated employee possessing appropriate qualifications.

All clinical activities conducted by the Charlotte Technical College’s Emergency Medical Technician program are supervised by instructors who are Emergency Medical Technicians and/or Paramedics, each possessing an unencumbered license valid in the State of Florida. Each instructor has a transcript of college courses leading to either an Associate, Bachelor degree. Lead instructors of the emergency medical technician program will also possess Level A and Level B EMS instructor certifications. Adjunct instructors of the EMT ATD program will possess at least a Level A EMS instructor certification. Verification of unencumbered, valid license to practice as an Emergency Medical Technician and/or Paramedic is performed upon initial employment and then annually by the Program Director.

Exhibit I.30a: Emergency Medical Technician Teaching Certificates
Exhibit I.30b: Emergency Medical Technician / Paramedic Licenses
CHALLENGES AND PROPOSED SOLUTIONS

As with any publically funded institution, The Charlotte Technical College experiences challenges when funding upgrades and purchases of equipment for the Emergency Medical Technician program. The program is fortunate to have an exceptional working relationship with the health care facilities who provide students clinical experiences. The Advisory Committee and area employers are often sources of equipment and supplies to provide the skilled training required in our service delivery area.

SUMMARY

The greatest strengths exhibited by the Emergency Medical Technician ATD program revolves around program flexibility, the ability to update curricula to meet the needs of the ever changing healthcare industry and the strong relationship with its clinical agencies. The Emergency Medical Technician ATD program offers area employers graduates that possess a combination of sound academics and high quality hands-on clinical experience which can transition immediately into the healthcare workplace.

Graduates of the Emergency Medical Technician ATD program are recruited by local hospital, ambulance transport services, and local fire departments due to the program history of excellence and previous graduate’s success.

Support from local emergency medicine providers is reflected in the active role they take on the Advisory Committees and the willingness to provide clinical training and equipment. The job market for Emergency Medical Technicians remains stable as reflected in the program’s high job placement rate.
Commission of the Council on Occupational Education
EMPLOYER PROGRAM VERIFICATION FORM
for Postsecondary Programs

INSTRUCTIONS:
- Complete three of these forms for each program at each campus.
- This form must be signed by a bona fide potential employer who is in a position to make hiring decisions.

Name of Institution
Charlotte Technical College

Address
18100 Murdock Circle

City/State/Zip
Port Charlotte, Florida 33948

Name of Program
Emergency Medical Services

Model(s) of Delivery of Program (check ALL that apply):

☐ 100% Traditional ☐ Hybrid ☐ Distance Education

The length of this program is (Indicate the number of hours in all boxes that apply):

☐ 300 Clock Hours ☐ Semester Credit Hours ☐ Quarter Credit Hours

The amount of tuition and fees charged for the total program is: $3,554.27

EMPLOYER'S VERIFICATION STATEMENT

I have reviewed the (name of program): EMT
program and recommended requirements for admissions, program content, program length, program objectives, competency tests, learning activities, instructional materials, equipment, method of evaluation, the skills and/or proficiency required for completion, and appropriateness of the instructional delivery method(s) for the program.

EMPLOYER

Name: Karen Cox
Title: Director, HR
Company Name: Ambittrans Medical Transport
Phone Number/Extension: 941-643-6426
Address: 4351 Pinnacle St
City/State/Zip: Punta Gorda, Fl 33980

Variable range of remuneration based on years of full-time employment for those who enter this field upon completion of the program is from $22,500.00 to $24,000.00 annually.

Signature: ____________________________ Date: 8-24-17

(October 2016)
STANDARD 2
EMERGENCY MEDICAL TECHNICIAN/ATD

EXHIBIT LIST
Exhibit AR.1-5a: CTC Admissions Policy
Exhibit AR.1-5b: CTC Student Catalog/Handbook Screenshot/Admissions
Exhibit AR.1-5c: Emergency Medical Technician Checklist
Exhibit AR.1-5d1: Online Application/Website
Exhibit AR.1-5d2: Online application
Exhibit AR.1-5e: CTC Student Catalog/EMT Catalog Entry
Exhibit AR.6: Not Applicable Statement
Exhibit AR.7a: CTC Transfer Policy, page 22
Exhibit AR.7b: Student Handbook/Catalog Transfer of Credit Screenshot
Exhibit AR.8a: Student Handbook/Transfer Policy
Exhibit AR.8b: CTC Transfer Policy
Exhibit AR.9a: EMT Completion Requirements
Exhibit AR.9b: Program Handbook
Exhibit AR.10: Not Applicable Statement
Exhibit AR.11: Not applicable statement
Exhibit AR.12: Not applicable statement
Exhibit AR.13: Not applicable statement
Exhibit AR.14: Not applicable statement
Exhibit AR.15: Not applicable statement
Exhibit AR.16b: CTC Student Catalog
Exhibit AR.16c: Job Fair Flyer
Exhibit AR.16d: Website page for EMT Screenshot
Exhibit AR.16e: Emergency Medical Technician Rack Card
Exhibit AR.16f: Emergency Medical Technician Rack Card
Exhibit AR.17: Emergency Medical Technician Cost Sheet 2017-2018
Exhibit AR.18a: Emergency Medical Technician Acceptance Letter with Orientation Information
Exhibit P.14b: Emergency Medical Technician Advisory Committee Members
Exhibit P.14c: Emergency Medical Technician Advisory Committee Minutes
Exhibit P.16-26a: Emergency Medical Technician Employer Surveys
Exhibit P.16-26b: Emergency Medical Technician Advisory Committee Members
Exhibit P.16-26c: Emergency Medical Technician Advisory Committee Agenda
Exhibit P.16-26d: Emergency Medical Technician Advisory Committee Minutes
Exhibit P.27a: Regional Demand Occupations List
Exhibit P.27b: Emergency Medical Technician Employer Surveys
Exhibit P.28a: Emergency Medical Technician Curriculum Sequence
Exhibit P.28b: Health Science Handbook/Re-admission P 19
Exhibit P.28: Emergency Medical Technician Program Syllabus
Exhibit P.29-32: Not Applicable Statement
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Exhibit P.34a: COE Approved Programs
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Exhibit P.34c: Job Description of Program Manager
Exhibit P.35a: Yearly schedule of meetings identifying department meeting dates
Exhibit P.35b: Meeting agenda/Minutes of Dept. Meeting
Exhibit P.35c: Faculty Licenses
Exhibit P.36a: Emergency Medical Technician Industry Certification Spreadsheet
Exhibit P.36b: Student Evaluations of Programs
Exhibit P.37a: NREMT Test Plan
Exhibit P.37b: Emergency Medical Technician Student Exams
Exhibit P.37c: Emergency Medical Technician Clinical Evaluation
Exhibit P.38a: Dynamic Cardiology
Exhibit P.38b: Integrated Out of Hospital Scenario
Exhibit P.38c: Oral Scenario
Exhibit P.38d: Oral Station Template
Exhibit P.38e: Oral Station
Exhibit P.38f: Paramedic Drug Quiz
Exhibit P.38g: Static Cardiology
Exhibit P.38h: Trauma
Exhibit P.39: Emergency Medical Technician Student Record Gradebook
(attendance, grades, teacher documentation, standards based assessments)
Exhibit P.40a: CTC Admissions Policy
Exhibit P.40b: CTC Refund Policy
Exhibit P.40c: Emergency Medical Technician Program Website Screenshot
Exhibit P.40d: CTC Student Catalog/Handbook
Exhibit P.41a: Emergency Medical Technician Lecture Calendar
Exhibit P.41b: Emergency Medical Technician Clinical Schedule
Exhibit P.42: Not Applicable Statement
Exhibit P.43: Not Applicable Statement
Exhibit P Clock-Credit Hours Conversion: Not Applicable Statement
Exhibit I.1a: FLDOE Curriculum Frameworks
Exhibit I.1b: Emergency Medical Technician Syllabus
Exhibit I.1c: Emergency Medical Technician Student Exams
Exhibit I.1d: Emergency Medical Technician Skill/Lab Competencies Checklists
Exhibit I.1e: Emergency Medical Technician Competency Checklist
Exhibit I.1f: Emergency Medical Technician Clinical Instructional Plan
Exhibit I.2a: FLDOE Curriculum Frameworks
Exhibit I.2b: Emergency Medical Technician Course Syllabi
Exhibit I.2c: Emergency Medical Technician Clinical Competencies
Exhibit I.2d: Emergency Medical Technician Lab Evaluations
Exhibit I.2e: CTC Employability Rubric
Exhibit I.3a: Emergency Medical Technician Curriculum Outline
Exhibit I.4-7a: Emergency Medical Technician Curriculum Framework
Exhibit I.4-7b: Emergency Medical Technician Syllabi
Exhibit I.4-7c: Emergency Medical Technician Course Calendar
Exhibit I.4-7d: Emergency Medical Technician Skill/Lab Competencies
Exhibit I.8: Emergency Medical Technician Advisory Committee Roster
Exhibit I.9a: Emergency Medical Technician Program Advisory Agenda
Exhibit 1.9b: Emergency Medical Technician Program Advisory Minutes
Exhibit I.11-15a: Emergency Medical Technician Advisory Committee Members
Exhibit I.11-15b: Emergency Medical Technician Advisory Committee Agendas
Exhibit I.11-15c: Emergency Medical Technician Advisory Committee Minutes
Exhibit I.16: Emergency Medical Technician Program Advisory Committee Minutes
Exhibit I.17a: CTC Health and Safety Plan
Exhibit I.17b: Pictures of First Aid Kits/Supplies
Exhibit I.18a: Emergency Medical Technician Competency Skills Assessments.
Exhibit I.18b: Emergency Medical Technician Equipment List
Exhibit I.19a: Emergency Medical Technician Curriculum Sequence
Exhibit I.19a: Emergency Medical Technician Clinical Instructional Plan
Exhibit I.19a: Emergency Medical Technician Course Calendars
Exhibit I.19b: Emergency Medical Technician Skill/Lab Competencies
Exhibit I.19c: Emergency Medical Technician Cost Sheet with Textbook List
Exhibit I.19d: Emergency Medical Technician Course Syllabi
Exhibit I.20a: CTC Student Catalog/Handbook (Grading Policy Screenshot) pg 11
Exhibit I.20b: Emergency Medical Technician Course Syllabi/Grading Policy
Exhibit I.20c: Health Science Handbook/Grading Policy P 32
Exhibit I.21: Not applicable Statement
Exhibit I.22: Not Applicable Statement
Exhibit I.23: Not Applicable Statement
Exhibit I.24-26: Emergency Medical Technician Clinical Affiliation Agreement
Exhibit I.28a: Emergency Medical Technician Weekly Schedule
Exhibit I.28b: Emergency Medical Technician Competency Checklist
Exhibit I.28c: Emergency Medical Technician Lab/Skill checklists
Exhibit I.29: Clinical Agreement, Fawcett Memorial Hospital
Exhibit I.30a: Emergency Medical Technician Teaching Certificates
Exhibit I.30b: Emergency Medical Technician / Paramedic Licenses
Program:
Firefighter I/II

Program Director:
Scott Lane

Full-Time Instructor:
John Stubbs
STANDARD 2

FIREFIGHTER I/II

INTRODUCTION

The Englewood Fire Training Center is an Instructional Service Center for Charlotte Technical College. The college currently offers 20 instructional programs. Each program is an “in demand” program for our service delivery area. All programs are designed to meet students’ needs by providing students with the opportunity to acquire skills and knowledge necessary for performing successfully in the industry for which they are trained. Strong work ethic and technical skills are integrated into all programs.

This program operates within the frameworks of the Florida Department of Education and in accordance with the Bureau of Fire Standards and Training (BFST) as required by Rule 69A-37.055, Florida Administrative Code. This program falls under the policies and procedures of CTC. In addition, this program is accredited by the Florida State Fire College Fire Bureau of Fire Standards and Training.

The required program hours for the Firefighter I/II is 398 hours.

Purpose of the program:

This career preparatory program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security career cluster. It provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security career cluster. This program offers a broad foundation of knowledge and skills to prepare students for employment in the fire science realm that ranges from a frontline fire fighter to entry level fire inspectors and investigators.

The program is designed to prepare students for employment as Fire Fighters (SOC code 33-2011). The Fire Fighter program content includes, but is not limited to, orientation to the fire service,
fire alarms and communication, vehicles, apparatus and equipment, fire behavior, portable extinguishers, fire streams, fundamentals of extinguishment, ladders, hoses, tools and equipment, forcible entry, salvage, overhaul, ventilation, rescue, protective breathing equipment, first responder emergency medical techniques, water supplies, principles of in-service inspections, safety, controlled burning, and employability skills.

The Bureau of Fire Standards and Training (BFST) is responsible for establishing uniform minimum standards for the employment and training of firefighters and volunteer firefighters and for establishing and maintaining firefighting training programs, curricula requirements, and certification of training schools and training school instructors.

There are two enrollment periods for Firefighter I/II in January and July. The Firefighter I/II is a full time course with adult only enrollment.

ANALYSIS

ADMISSIONS/RECRUITING

The institution’s admissions policies and processes are:
1. Published;
2. Clearly stated;
3. Consistently communicated to students;
4. Made available to students prior to enrollment; and,
5. Any changes to these publications are communicated in a timely manner.

The admission policies for the Charlotte Technical College are published in various locations: the College’s website www.charlottetechcollege.net, the College Student Handbook and visual publications. The admissions policies and processes are clearly stated so prospective students can easily understand enrollment requirements and complete the enrollment process in a timely manner. Admissions policies are consistently communicated to students through the College’s website, College Student Handbook, and face-to-face interaction with faculty and staff. Prior to enrollment, potential students are provided admissions requirements along with a check
sheet listing each item/action required for admission to the program. A timeline is established on the website to assist students in completing all requirements. The timeline takes students from the application process through the orientation and start of class. All steps are thoroughly explained, and hard copy packets are available at Student Services. All admissions are clearly stated and provided for students prior to enrollment in the admissions packet.

All changes and/or updates to the admission policies and processes are made available to students and the public through the College’s website, the College Student Handbook, and interaction with faculty and staff. The program follows the general admissions policies of Charlotte Technical College. The Firefighter I/II Program has specific admissions requirements that include a High School Diploma or GED, background check, valid driver’s license and the American Heart Association BLS for Health Care Providers Certification.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3) (a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed on the Basic Skills and Licensure Exemption List which may be accessed from the CTE Program Resources page.
VOCATIONAL ENGLISH-AS-SECOND-LANGUAGE PROGRAM

6. For all students admitted to a Vocational English-As-A-Second-Language Program, the institution utilizes written admission procedures that comply with policies established by the Commission.

Charlotte Technical College and the off-site instructional service center do not have an “English-As-A-Second Language” program. This criterion does not apply.

Exhibit AR 6: Not Applicable Statement

7. The institution clearly defines and publishes a policy on the transfer of students between programs within the institution and the transfer of students from other institutions.

Charlotte Technical College’s policy on the transfer of students between institutional programs, as well as the transfer from other institutions, is clearly defined and published. The policy is published on the College’s website at www.charlottetechcollege.net and the CTC Student Handbook, page 15. The published policy includes the following relevant criteria:

- CTC students requesting to transfer to another program within the college must first discuss the request with the current instructor and then meet with the Post-Secondary Occupational Specialist. The Occupational Specialist can approve the transfer request, if space is available in the program.
Acceptance of hours completed at another institution will be in compliance with Florida Statute 1007.24(7). Students with previous technical training from other institutions may receive credit for that training. A transcript from a public accredited institution documenting student performance standards and/or occupational completion points achieved for a specific technical program will be accepted in transfer at Charlotte Technical College for the same technical program. CTC reserves the right to require a competency test to validate the competencies learned/earned at another (non-CTC) institution. The student will then be enrolled in training at the student’s proficiency level.

Training from a non-public institution that is fully accredited by a regional or national accrediting agency recognized by the United States Department of Education, and that participates in the common course numbering system, will be accepted in transfer for the same course/program. Transcripts will be accepted, evaluated and relevant clock hours will be applied to the student’s CTC training program and the student’s transcript.

Exhibit AR 7: CTC Transfer Policy
Exhibit AR 7: CTC Student Catalog/Handbook (Transfer of Credit Screenshot)
Exhibit AR 7: CTC Student Catalog/Handbook/Transfer of Credit Page 15

TRANSFER OF CREDIT

8. The institution clearly defines and publishes a policy on the transfer of credits that includes a statement of the criteria established by the institution regarding the transfer of credit earned at another institution.

Charlotte Technical College clearly defines its policy on the transfer of credits and publishes the policy on both the College website (http://charlottetechcollege.net/) and the CTC
Student Handbook, page 15. The published policy includes the following relevant criteria regarding the transfer of credit earned at another institution:

- Acceptance of hours completed at another institution will be in compliance with Florida Statute 1007.24(7). Students with previous technical training from other institutions may receive credit for that training. A transcript from a public accredited institution documenting student performance standards and/or occupational completion points achieved for a specific technical program will be accepted in transfer at Charlotte Technical College for the same technical program. CTC reserves the right to require a competency test to validate the competencies learned/earned at another (non-CTC) institution. The student will then be enrolled in training at the student’s proficiency level.

- Training from a non-public institution that is fully accredited by a regional or national accrediting agency recognized by the United States Department of Education, and that participates in the common course numbering system, will be accepted in transfer for the same course/program. Transcripts will be accepted, evaluated and relevant clock hours will be applied to the student’s CTC training program and the student’s transcript.

Exhibit AR 8: CTC Transfer Policy
Exhibit AR 8: CTC Student Catalog/Handbook (Transfer Credit Screenshot)
Exhibit AR 8: CTC Student Catalog/Handbook Transfer of Credit Page 15

PROGRAM COMPLETION

9. Admission requirements offer reasonable expectations for successful completion of the occupational programs offered by the institution regardless of the delivery mode.

The Firefighter I/II program follows the Florida Department of Education’s basic skill exit requirements for students, and the requirements can be found in the CTC catalog/Handbook and
Section 1004.91, Florida Statute (F.S.) and the State Board of Education Rule 6A-10.040. These regulations mandate that students who enroll in a program of 450 hours or more “may not receive a career and technical certificate of completion without first demonstrating the basic skills required in the state curriculum frameworks for the career education program.” CTC provides opportunity for students to demonstrate basic skill requirement through the Test of Adult Basic Education (TABE). The Florida Department of Education has placed basic skill levels on all programs in the curriculum frameworks. Only advanced and difficult level of the TABE meets requirements. The purpose of assessment is to determine whether or not the student as the basic skills necessary to be successful in the chosen career program.

A student enrolled in a career education program that does not meet the basic skills requirements, but passes an identified certification exam, should be recorded as “incomplete” until the Technical College receives documentation of the certification/licensure and then reports the student as a completer from the career and technical education program. If the student does not meet the basic skills requirements for completion or is not exempt, the student cannot be reported as a program completer from the final OCP and cannot earn a Career Certificate of Completion.

Exhibit AR 9: CTC Student Catalog-Handbook 2016-17, Pages 2 & 3
Exhibit AR 9: F.S. 1004.91
Exhibit AR 9: Charlotte Technical College Admissions Policy
Exhibit AR 9: CTC Student Catalog/Handbook (Admissions Screenshot)

ASSOCIATE DEGREE

10. Students admitted into Associate Degree programs have a high school diploma or its equivalent.

Charlotte Technical College and the instructional service center do not offer Associate Degrees. This criterion does not apply.

Exhibit AR 10: Not Applicable Statement
ABILITY TO BENEFIT

An institution that admits students by exception to its standard admissions policies must:

11. Have written admissions policies and procedures for these exceptions;
12. Apply them uniformly;
13. Provide documented evidence on how they are used;
14. Maintain records on student progress; and,
15. Regularly evaluate the effectiveness of the procedures used in admitting students by exception.

Charlotte Technical College and its Instructional Training Center do not admit students by exception to its Firefighter I/II program. This criterion does not apply.

Exhibit AR 11: Not applicable statement
Exhibit AR 12: Not applicable statement
Exhibit AR 13: Not applicable statement
Exhibit AR 14: Not applicable statement
Exhibit AR 15: Not applicable statement

RECRUITING ACTIVITIES

16. The institution ensures that recruiting activities are ethical and that all materials used in recruiting accurately describe the mission, instructional outcomes, student performance expectations, and completion requirements of each program.

Recruitment is an ongoing priority at the College. Charlotte Technical College has a postsecondary occupational counselor to lead recruitment activities. The College is actively involved in a number of recruiting activities, including career days sponsored by local high schools, college job fairs, classroom presentations in local middle and high schools, campus tours for secondary students, chamber and community groups. Instructors also play a pivotal role in recruitment activities for the College. Many different mediums, such as printed materials, newspaper advertising, social media, student and alumni recruitment, employees, and the College website www.charlottetechcollege.net are used in recruitment.
The institution ensures recruiting activities are ethical and all mediums used in recruiting accurately describe the College mission, program outcomes, student performance expectations, and completion requirements of each program.

Exhibit AR 16: CTC Student Catalog-Handbook 2016-17, Page 43 (Adobe 52)
Exhibit AR 16: Job Fair Flyer
Exhibit AR 16: Firefighter I & II Website Screenshot
Exhibit AR 16: Firefighter I & II Rack Card
Exhibit AR 16: Kaleidoscipe-2015-oct

PROGRAM COSTS

17. Prior to admission, students are informed of the costs, equipment, services, time, and technical competencies, if any, required by the program, including if applicable, personal data collection and processes, and charges associated with verification of student identity.

Prior to admission, students are informed of the costs of the program and any equipment and services required. Fees charged to students are in accordance with Florida Department of Education guidelines with all fees and tuition approved by the Charlotte County School Board. Program cost sheets are available to students prior to admission. Student Services maintains a cost sheet for each program, including costs of registration, tuition, books, and instructional supplies. Cost sheets for Fire Fighting I & II are updated prior to enrollment. Cost sheets are available upon request, available in Student Services, school book store and on the College’s website. Firefighter I/II students meet with the Program Director and Instructor for orientation prior to admission. The Program Director and instructor can best inform the student of the technical competencies and time needed to complete the program. Further program costs unique to the Firefighter I/II program are provided to the student through Student Services staff and directly by the instructor or program director as part of program orientation and intake. This information includes books, uniforms, materials and supplies, as applicable.

Exhibit AR 17: Fire Fighter I & II Cost Sheet 17-18
ORIENTATION TO TECHNOLOGY

18. Orientation to technology is provided and technical support is available to students.

Prior to enrolling, Firefighter I/II students attend a program orientation. An overview of the technology used in the training area is covered during the program orientation session. In addition, the College employs a part-time Network Administrator who works at the college site a minimum of two days per week and a Technology Facilitator who is available to assist students and program instructors with technical support daily at the college.

DISTANCE EDUCATION

19. For all coursework delivered via distance education: The institution has processes in place to establish that the student who registers for a distance education course or program is the same student who participates in and completes the program and receives the academic credit.

Charlotte Technical College and its Instructional Training Center do not deliver coursework via distance education. This criterion does not apply.
Exhibit AR 19: Non-applicable

PROGRAMS

MISSION STATEMENT

<table>
<thead>
<tr>
<th>Occupational education program policies are congruent with:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The governing organization;</td>
</tr>
<tr>
<td>2. The mission of the institution; and,</td>
</tr>
<tr>
<td>3. The occupational needs of the people served by the institution.</td>
</tr>
</tbody>
</table>

The policies established for each occupational program are congruent with the policies of Charlotte Technical College and Charlotte County Public Schools.

Occupational programs are congruent with the College mission to provide an effective, innovative technical education preparing students to enter, advance and succeed in the workplace. The College meets its objectives by providing cost effective, competency-based training that prepares persons for entry-level jobs, enhances the skills of persons holding a job, and/or retrains those who may be displaced workers.

The Firefighter I/II faculty supports the Charlotte Technical College mission and goals as reflected in the Program’s mission statement and philosophy.

The mission and purpose of the Firefighter I/II program is to prepare the students to function effectively as an integral member of the fire department team. Students are encouraged to remain involved in continuing education and in related Firefighter I/II programs in order to advance in the firefighting profession and to continue to grow as individuals.

Exhibit

Exhibit P 1, 2, 3: CCPS Mission (Website Screenshot)
Exhibit P 1, 2, 3: CTC Mission (Website Screenshot)
Exhibit P 1, 2, 3: TOL Workforce Region 24
Exhibit P 1, 2, 3: Screenshot of CTC Fire Application on Englewood Website
Occupational education program policies are:

4. Publicly accessible;
5. Non-discriminatory; and,
6. Consistently applied

Occupational education program policies are publicly accessible through the College Student Handbook and the Website. Policies are written and administered in a non-discriminatory manner. Policies are consistently applied to all occupational programs. Students must sign an acknowledgement document at the start of the program to confirm their notification of where all College policies and procedures are located.

Firefighter I/II student rules and regulations are distributed, reviewed, and signed, as representation of their understanding, on the first day of class per session.

Exhibit P 4, 5, 6: CTC Student Catalog/Handbook 2016-17, P. 18 & 19 (Adobe P.26)
Exhibit P 4, 5, 6: CTC Student Catalog/Handbook 2017-18, Screenshot of Discrimination Policy
Exhibit P 4, 5, 6: Fire Training Rules & Regulations Handbook
Exhibit P 4, 5, 6: Student Handbook Acknowledgement Page (Adobe P. 77)

Differences, if any, in occupational education program policies are justified by:

7. Student learning outcomes; and/or,
8. Program outcomes.

There are no differences in occupational program policies. All students must complete their program’s required curriculum and related activities; therefore, these two criteria are not applicable. Charlotte Technical College and its Instructional Training Center have occupational education program policies that are uniform and consistent.
PROGRAM OBJECTIVES, CONTENT, AND STUDENT EVALUATION

<table>
<thead>
<tr>
<th>Each occupational education program has:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Clearly stated objectives</td>
</tr>
<tr>
<td>10. Defined content relevant to these objectives and the current needs of business and industry, and,</td>
</tr>
<tr>
<td>11. Assessment of student achievement based on the program objectives and content.</td>
</tr>
<tr>
<td>12. The objectives for each educational program are evaluated annually.</td>
</tr>
</tbody>
</table>

The Firefighter I/II Program has clearly stated objectives, defined content relevant to these objectives and the current needs of business and industry, and assessment of student achievements are based on the program objectives and content which is included in the course syllabi given to each student during orientation.

Each framework has skills and competencies called occupation completion points (OCPs) that are grouped to correspond with potential occupations. OCPs are related to current needs of business and industry and are earned at the completion of courses. Each student works through the OCPs and is evaluated for mastery of skills and competencies. Instructors use a variety of methods to determine student mastery of subject matter. Such methods can include traditional exams, lab exercises, and competency demonstrations. Grades are assigned for all methods and determine a student’s movement through the curriculum. The College’s grading scale is detailed in the CTC Student Handbook. The Firefighter I/II grading policy is detailed in the Program Handbook.

Exhibit P 9, 10, 11: Class Testing Sheet
Exhibit P 9, 10, 11: Course Syllabi for Firefighting I & II
Exhibit P 9, 10, 11: Fire Training Rules & Regulations Handbook
Exhibit P 9, 10, 11: Firefighter Competency Checklist
Pursuant to 633.128, Florida Statutes, the Department of Financial Service, Division of State Fire Marshall, has established training requirements for firefighters and volunteer firefighters. These requirements are implemented by Rule 69A-37,055, Florida Administrative Code. This program is a planned sequence of instruction consisting of two occupation completion points. (The curriculum frameworks are subject to change by the Bureau of Fire Standards and Training (BFST) as IAW statutory or Florida Administrative Code (F.A.C.) rule changes.) Annually, the objectives and requirements for the Firefighter I/II program are evaluated and revisions to the frameworks are discussed. The calendar for instruction is developed using the master course syllabus as a guide. The objectives of the program are evaluated annually as evidenced by Program Advisory Committee minutes.

Instructors gain valuable employer input through program advisory meetings. Information obtained is used to evaluate and improve program effectiveness.
A systematic process has been implemented to document:

13. That the objectives and content of programs are current; and,
14. That coursework is qualitatively and quantitatively relevant.

The Florida Department of Education reviews the curriculum frameworks on a cyclical schedule to maintain their current status against the Bureau of Fire Standards. These reviews are through committees and include department staff, educators, and business people from across the state. A “change document summary” issued in the spring of each year highlights changes in programs and any added or deleted programs. Pursuant to 633.128, Florida Statutes, the Department of Financial Service, Division of State Fire Marshall, has established training requirements for firefighters and volunteer firefighters. These requirements are implemented by Rule 69A-37.055, Florida Administrative Code. This program is a planned sequence of instruction consisting of two occupation completion points. (The curriculum frameworks are subject to change by the Bureau of Fire Standards and Training (BFST) as IAW statutory or Florida Administrative Code (F.A.C.) rule changes.) The Department of Education publishes a “Basic Skills Document” showing any changes in the basic skill exit requirements. As instructor’s review curriculum frameworks and the Bureau Fire Standards, adjustments are made to update curriculum materials. The program syllabus is updated annually to meet changes and requirements.

Exhibit P 13: FL DOE Curriculum Frameworks
Exhibit P 13: Firefighters Standards and Training
Exhibit P 13: Example change document Summary
Exhibit P 13: Calendar of Planned Instruction

Annually, the Advisory Committee reviews program content and objectives to ensure they remain current. The Program Advisory Committee provides input on the qualitative and quantitative aspects of the coursework ensuring students are provided the necessary instruction and hands-on experience to progress in their career path through the Employer Verification Form.
EMPLOYER VERIFICATION DATA

15. Three bona fide potential employers review each educational program annually and recommend:

16. Admission requirements;
17. Program content that is consistent with desired student learning outcomes;
18. Program length;
19. Program objectives
20. Competency tests;
21. Learning activities;
22. Instructional materials;
23. Equipment;
24. Methods of program evaluation;
25. Level of skills and/or proficiency required for completion; and,
26. Appropriate delivery formats for the subject matter being taught.

Each program formally surveys area business and industry annually, utilizing the COE developed Employer Verification Report Form. Administration maintains these responses on file.

Exhibit P 15: Employer Verification Forms

The Firefighter I/II program undergoes a comprehensive program review by three bona fide potential employers using the Employer Program Verification form. The committee evaluates all aspects of the program within the guidelines of the Department of Education and COE. These employers provide suggestions for program modifications. This review includes admissions requirements, program content, program length, program objectives, competency...
tests, instructional materials, equipment, method of evaluation, and levels of skills and/or proficiency required for completion and appropriateness of the delivery mode for the program. Evaluation forms are kept for documentation.

Exhibit P 16 – 26: Firefighter I & II advisory rosters, minutes and agendas

Exhibit P 16 – 26: Employer Verification Form

**PROGRAM CONSIDERATION**

27. The institution considers the length and the tuition of each program in relation to the documented entry level earnings of completers.

The State Board of Education establishes tuition and length of programs. The tuition cost is approved by the Charlotte County School Board. CTC, in conjunction with the Program Advisory Committee and CareerSource of Southwest Florida, evaluates the relationship between these two factors and the documented entry-level earnings of completers. Program costs and length are reviewed annually by employers completing Employer Verification Forms and average wage information provided by CareerSource Florida. When analyzing new program offerings, this information is also utilized.

Exhibit P 27: Demand Occupation List, Workforce 24

Exhibit P 27: 2016-17 District Fees Survey

Exhibit P 27: Tuition and Fees Memo from Dept. of Education

Exhibit P 27: Employer Verification Form

28. Courses required for each program are offered with sufficient frequency for the student to complete the program within the publicized time frame.

The Firefighter I/II Program is offered twice yearly and enrolls at the Semester. Two enrollment times give prospective students options from which to choose. The 398-clock hour program requires 4 months to complete. Students who complete the 398 hour program enroll in a continuing education class as the capstone course to Firefighter I & II. Students following the
curriculum plan complete the program within the publicized time frame. A program calendar is structured and given to each student upon enrollment.

**Exhibit P 28: CTC Firefighter I & II Calendar**  
**Exhibit P 28: Firefighter Capstone Calendar**  
**Exhibit P 28: Calendar of planned instruction**  
**Exhibit P 28: Continuing Education Cost Sheet**

The Firefighter I/II instructor acts as a coach/facilitator for the training as the student progresses. All courses needed for completion are offered during the 4 month period. The calendar given to the students at the beginning of the program illustrates the timeline for OCP completion.

**Exhibit P. 28: Firefighting I & II in CTC Student Handbook**

**ASSOCIATE DEGREES**

<table>
<thead>
<tr>
<th>Associate Degree programs offered must meet the following requirements:</th>
</tr>
</thead>
<tbody>
<tr>
<td>29. The program is designed to lead graduates directly to employment in a specific career.</td>
</tr>
<tr>
<td>30. The appropriate applied degree title, such as Associate of Applied Technology, Associate of Applied Science, Associate of Occupational Studies, Associate of Science, or Associate of Occupational Technology, is used and includes the specific career and technical education field (i.e. Associate of Applied Science in Veterinary Technology)</td>
</tr>
<tr>
<td>31. The program has a minimum of 60 semester hours or 90 quarter hours.</td>
</tr>
<tr>
<td>32. The program includes a minimum of 15 semester hours or 23 quarter hours of general education courses, with a minimum of one course from each of the following areas: humanities, behavioral sciences, natural or applied sciences, and mathematics</td>
</tr>
</tbody>
</table>

Charlotte Technical College and its Instructional Service Center do not offer associate degrees; these criteria are not applicable.

**Exhibit P 29-32: Not Applicable Statement**
For all coursework delivered via distance education: The institution’s distance education courses and programs are identical to those on campus in terms of the quality, rigor, breadth of academic and technical standards, completion requirements, and the credential awarded.

Charlotte Technical College and its Instructional Training Center do not offer programs via distance learning education. The criterion does not apply.

Exhibit P 33: Not Applicable Statement

PROGRAM APPROVAL

Each program offered by the institution:

34. Is approved and administered under established institutional policies and procedures and supervised by an administrator who is part of the institutional organization;

35. Has appropriate and continuous involvement of on-campus administrators and faculty in planning, and approval;

36. Has varied evaluation methodologies that reflect established professional and practice competencies;

37. Is qualitatively and quantitatively consistent at each campus where it is offered;

38. Has measures of achievement of the student learning objectives;

39. Has individual student records, including period of enrollment, financial, and educational program records, permanently maintained by the institution at the main campus;

40. Is identically described in appropriate catalogs, brochures, and/or other promotional materials and include tuition/fee charges, refund policies, admissions and academic requirements, and information technology requirements; and,

41. Provides for timely and meaningful interaction among faculty and students.
The Firefighter I/II Program is administered and approved by the policies and procedures set forth by the Florida Department of Education, the Charlotte County Public School Board and the Bureau of Fire Standards and Training as well as the written policies and procedures of the Technical College. The Firefighter I/II Program is supervised by the Fire Chief and the CTC Director. The Firefighter I/II Program is accredited by the Florida State Fire College Fire Standards Bureau and Training.

Exhibit P 34: COE Approved Program List
Exhibit P 34: CTC Organization Chart
Exhibit P 34: ISC Organization Chart
Exhibit P 34: Englewood Fire Certification
Exhibit P 34: COE Program List ISC

Campus administrators and faculty are actively involved in the planning and supervising of the Firefighter I/II program. The College Directors acts as a resource to ensure compliance with the directives issued by COE and the Florida Department of Education. Final decisions are made through a facilitative and collaborative process with “student success” driving all decision-making processes. Input from Firefighter I/II faculty is liberally solicited from the Fire Chief on decisions that directly affect the program. The Fire Chief and the College Director meet during advisory meetings to discuss the program and the progress of the cadets in the program. The College Director visits the ISC to check on cadets and talk with instructors.

Examples of faculty input include:

- Acquisition of equipment, student lab supplies, and instructor classroom and software needs
- Selection and planning of preventive maintenance of equipment and equipment replacement
- Arrangement of teaching schedule
- Progress of firefighter cadets
- Graduation
The Firefighter I/II Program uses multiple evaluation methodologies which include traditional exams, physical exercises, and competency demonstrations. Evaluation includes a competency check list to validate mastery of the competencies that students need to know to become program completers.

The Firefighting I/II program demonstrates qualitative and quantitative achievements through the state licensure test administered at the end of the course, completion rate and the placement rate. Placement rate is not available now as the first cohort group graduated in May of 2017.

Paralleling the course syllabi and training calendar with the Bureau of Firefighting Standards guarantees that all required course objectives are being taught. The Firefighter I/II program measures the achievement of the student learning objectives using written exams and practical lab competencies. Evaluation includes a competency check list to validate mastery of the competencies that students need to know to become program completers.
The Student Services Department maintains permanent student and financial aid records and other pertinent information. Daily attendance, grades, and counseling notes are reported to Student Services via the computerized Student Information Management System (SIMS). The Charlotte County Public School System uses the FOCUS (SIMS) system for Post-Secondary collection of information.

Exhibit P 39: Moore MIS Information
Exhibit P39: Sample Student Record

The Firefighter I/II Program is clearly described and documented in the Technical College Student Handbook, program flyers, as well as on the CTC website (www.charlottetechcollege.net). Program information including tuition, fees, refund policy, admission requirements and other requirements are all stated in the CTC Student Handbook.

Exhibit P 40: Student Handbook Highlighted Table of Contents
Exhibit P 40: Screenshot of fees and tuition from catalog
Exhibit P 40: Marketing flyer
Exhibit P 40: Firefighter I/II Rack Card

The faculty work week and student class schedule allow for ample time for students, faculty, and staff to interact. Full-time program instructors work from 8:00 to 5:00. Students attend from 8:00 – 5:00. Instructors are flexible to meet with students before or after class and during class as needed to provide support to students.

Exhibit P 41: Student Services Memo

42. A credit hour is equivalent to a minimum of each of the following: one semester credit for 15 clock hours of lecture, 30 clock hours of laboratory, or 45 clock hours of work-based activities; or one quarter credit for 10 clock hours of lecture, 20 clock hours of laboratory, or 30 clock hours of work-based activities.
Charlotte Technical College’s and its Instructional Service Center operate educational programs on a clock hour system. This criterion is not applicable.

**Exhibit P 42: Not Applicable Statement**

**DISTANCE EDUCATION**

43. For all coursework delivered via distance education: The institution ensures timeliness of its responses (synchronously or asynchronously) to students’ requests by placing a requirement on response time of no more than 24 hours within the institution’s published operational schedule of the program/course.

Charlotte Technical College and its Instructional Service Center do not offer programs via distance education. This criterion is not applicable.

**Exhibit P 43: Not Applicable Statement**

**CLOCK/CREDIT HOUR CONVERSION**

**REQUIREMENT FOR CLOCK/CREDIT HOUR CONVERSION FOR FEDERAL STUDENT FINANCIAL AID**

If this program was used as a sample for course prep review, it meets the requirements on the Course Prep Review Worksheet. (If the program was not part of the sampling OR if the institution is not required to use the Federal Clock Hour Conversion for Student Financial Aid, indicate N/A).

The College is not required to use the Federal Clock Hour Conversion for Student Financial Aid. This criterion is not applicable.

**Exhibit P Clock-Credit Hour Conversion: Not Applicable Statement**
INSTRUCTION

ACADEMIC COMPETENCIES AND OCCUPATIONAL SKILLS

1. Academic competencies and occupational skills are integrated into the instructional program for each occupational area.

   The Firefighter I/II program is designed so that each student progresses at his/her maximum level. Utilization of lectures, hands-on exercises, powerpoint presentations, audiovisuals, written materials, and other instructional methodologies provide for different types of learners. Appropriate levels of Firefighter I/II occupational skills are determined by the instructors. The program’s curriculum is sequential, providing optimal learning by correlating theory with practice. Written unit exams and quizzes are given to validate learning. Practical experiences allow students the opportunity to apply classroom theory to real life situations. The instructional program is designated by the Firefighter Training and Standards.

Exhibit I 1: Firefighter Standards and Training
Exhibit I 1: Essentials of Firefighting Manual
Exhibit I 1: Instructor Resources
Exhibit I 1: Class Testing Score Sheet
Exhibit I 1: Verification of Training Hours

2. The instructional programs provide instruction in the competencies essential to success in the occupation, including job knowledge, job skills, work habits, and attitudes.

   The FLDOE curriculum frameworks designate the Bureau of Firefighter Standards and Training to be the program of instruction. The firefighter state standards provide consistency, programmatic quality and integrity to assure that all students receive the necessary and specific training to be successful in the industry. Students have ample opportunities to practice job skills and competencies. Employability skills are an integral part of the training and are included in this
program. The course calendar and description for each area of curriculum details adequate experiences to develop the skill proficiencies necessary for employment. The practical “real life” practice provides students the opportunity to develop skill proficiency under the direction of qualified faculty. The ability to perform is monitored by written tests and competency appraisals administered by the instructor(s).

Exhibit I 2: Firefighter Competency Checklist
Exhibit I 2: Student Ability Test Assessments
Exhibit I 2: Verification of Training Hours
Exhibit I 2: Faculty Certifications
Exhibit I 2: Student Rules and Regulations

**JOB KNOWLEDGE, JOB SKILLS, WORK HABITS AND ATTITUDES**

| 3. The sequence of instruction required for program completion (lecture, lab, and work-based activities) is determined by desired student learning outcomes. |

The Firefighter I/II curriculum is structured in such a manner that the student is guided in a sequential approach through the theory and practical competencies for each competency area. The instructional sequence, which includes lecture, and practical experiences has been successful as demonstrated by positive student learning outcomes.

Firefighter I/II is one of 20 programs at the College. Students must adhere to an established timeline for completion with defined entry and exit points. Movement within the established timelines for the Firefighter I/II program is highly regimented.

The structure and sequence of the Firefighter I/II curriculum is outlined in the calendar provided to each student.

Exhibit I 3: Calendar of planned instruction
The sequence of instruction required for program completion is used to:

4. Organize the curriculum;
5. Guide the delivery of instruction;
6. Direct learning activities; and,
7. Evaluate student progress in order to maximize the learning of competencies essential to success in the occupation.

The didactic portion of the Firefighter I/II program is organized so that the student begins his/her educational program with the basic concepts and advances to more difficult concepts of firefighting.

The Firefighter I/II Program uses a systematic approach to student learning where a skill is introduced/studied/tested in theory in the classroom and then practiced in the practical environment. Students must prove competency in a skill by passing theory content on exams and passing a skill competencies before being allowed to perform on a live patient during clinical rotations.

Exhibit I 4, 5, 6, 7: Calendar of Planned Instruction
Exhibit I 4, 5, 6, 7: Student Rules and Regulations
Exhibit I 4, 5, 6, 7: Verification of Training Hours
Exhibit I 4, 5, 6, 7: Firefighter Competency Check List

OCCUPATIONAL ADVISORY COMMITTEES

8. The institution has appointed an occupational advisory committee for each program or program area offered.

The Firefigher I/II program has established an advisory committee that plays a pivotal role in the College’s ability to offer Firefighting which responds to both student and community needs in the service delivery area.

Exhibit I 8: Firefighter I/II Member List
9. Occupational advisory committees appointed for each program or program areas are used to ensure that desirable, relevant, and current practices of each occupation are being taught.

The Firefighter I/II advisory committee discusses and evaluates the program to ensure that the course content, costs, and registration processes are appropriate and aligned to the Bureau of Firetraining standards. The committee makes recommended changes to confirm that the program meets the workforce needs of firefighters.

Exhibit I 9: 2.21 Roster, Agenda and Minutes
Exhibit I 9: 4.13 Roster, Agenda and Minutes

Each occupational advisory committee must:

10. Consist of a minimum of three members external to the institution;

11. Has at least three external members who represent the geographical service area covered by the programs taught by the institution.

12. Has at least three external members who have expertise in the occupational program;

13. Meet at least twice annually;

14. Have at least three external members who meet these criteria present at each meeting (with at least two members physically present and one virtually present); and for membership physically present at each meeting; and,

15. Keeps minutes to document their activities, recommendations, and meeting attendance.

The Firefighter I/II committee consists of a minimum of three firefighter or paramedic care professional members who are external to the institution. These members represent local agencies within the service area of the Firefighter Program. These committee members bring experience and expertise from the industry. At least two (2) meetings are held each year with a minimum of three members attending the meeting. Minutes and a member roster of each meeting are kept to document activities, recommendations, and attendance.
16. Occupational advisory committees review, at least annually, the appropriateness of the type of instruction (such as lecture, laboratory, work-based instruction, and/or mode of delivery) offered within each program to assure that students gain competency with specific skills required for successful completion of the program.

At least once a year, the Firefighter Advisory Committee reviews the appropriateness of the instructional methods in order to ensure that students master the competencies required in the field. The committee’s activities and recommendations are recorded in minutes of the meetings.

HEALTH, SAFETY AND FIRE-PREVENTION

17. Job-related health, safety, and fire-prevention are an integral part of instruction.

Health, safety and fire prevention is introduced to the students and part of the instructional plan. A first aid kit is available on site. An evacuation plan is posted in each classroom/lab/clinic area. Students are subsequently instructed on proper safety procedures for all practical experiences.

Safety procedures are included in the Student Rules and Regulations Guide and outlined in the Live Fire Procedures handbook.

All policies and procedures are included in the instructional content of the relevant course. In addition, safety policies are posted on bulletin boards, doors or walls, and made available to the students.
To develop skill proficiency, sufficient practice is provided with equipment and materials similar to those currently used in the occupation. In order to develop skill proficiency, students are provided sufficient practice with equipment similar to that currently used in the occupation. Skill proficiency tests and written exams are used as documentation to measure learning effectiveness and hands-on skills within the firefighter program. The facility contains all apparatus and structure for students to acquire live burn competencies and replicate the job skills required for licensure. Instructors must authorize that students have received the training to meet the performance objectives associated with live burns for firefighter I of the NFAP 1001, Standard for Fire Fighter Professional Qualifications which includes safety, fire behavior, portable extinguishers, personal protective equipment, ladders, fire hose, appliances, and streams, overhaul, water supply, ventilation and forcible entry.

The Firefighter I/II program uses a systematic approach to student learning where a skill is introduced/studied/tested in theory in the classroom and then practiced. Students must spend a required amount of time learning the firefighting skills and then demonstrate with proficiency before being signed off as complete. Mandatory skill days include smoke day, high rise day, rescue day, LPG burns, hose day, ladder day, SCBA Day, live Fire days and survival week.
LESSON PLANS, COMPETENCY TESTS, AND INSTRUCTIONAL MATERIALS

19. All instruction is effectively organized as evidenced by course outlines, lessons, competency tests, and other instructional materials.

Instruction in the Firefighter I/II follows an organized curriculum plan outlined by the Bureau of Fire Standards & Training.

Exhibit I 19: Firefighter Standards and Training Part 1 & 2,
Exhibit I 19: DOE Curriculum Frameworks for Firefighter 1 & 2
Exhibit I 19: Syllabus Firefighter Part 1
Exhibit I 19: Syllabus Firefighter Part II
Exhibit I 19: Class Calendar

EVALUATION OF STUDENT ACHIEVEMENT

20. The institution uses a systematic, objective, and equitable method of evaluating student achievement based on required competencies.

Progress in the Firefighter I/II Program utilizes written guidelines detailed in the Fire Training Center Student Handbook.

Standards of achievement are clearly outlined and explained in the Firefighter I/II Student Handbook. These standards are introduced and discussed at the information session, pre-admission interview, reviewed at the Program Orientation and reinforced throughout the program. The course calendar outlines specific content identified for the course. Each student must maintain at least a C average (70%) in each course in order to remain in the Firefighter I/II Program.

Exhibit I 20: Fire Training Center Student Handbook, Student Evaluation P. 11
Exhibit I 20: Class Calendar
Exhibit I 20: Verification of Training Hours
Exhibit I 20: Competency Check Sheet
Exhibit I 20: Course Syllabus
21. For all coursework delivered via distance education: The institution directly verifies the currency and quality of all contracted courseware on an annual basis, is directly responsible for such currency and quality, and maintains curriculum oversight responsibility within all contracts.

Charlotte Technical College and the instructional service center do not offer courses via distance learning. This criterion does not apply.

Exhibit I 21: Not applicable Statement

22. For all coursework delivered via distance education: The institution has in place a standardized course template, course descriptions, learning objectives, course requirements (i.e. standard syllabus, outcomes, grading, resources, etc.), and learning outcomes of its programs in order to facilitate quality assurance and the assessment of student learning.

Charlotte Technical College and the instructional service center do not offer courses via distance learning. This criterion does not apply.

Exhibit I 22: Not Applicable Statement

23. For all coursework delivered via distance education:
The institution monitors student progress and participation by means such as course management systems that provide student time online, frequency of logins, electronic footprints, electronic grade book, and percentage of course completed.

Charlotte Technical College and the instructional service center do not offer courses via distance learning. This criterion does not apply.

Exhibit I 23: Not Applicable Statement
**WORK-BASED ACTIVITY**

<table>
<thead>
<tr>
<th>Written agreements with work-based activity agencies, if any:</th>
</tr>
</thead>
<tbody>
<tr>
<td>24. Are current;</td>
</tr>
<tr>
<td>25. Specify expectations for all parties; and,</td>
</tr>
<tr>
<td>26. Ensure the protection of students.</td>
</tr>
</tbody>
</table>

Charlotte Technical College maintains an affiliation agreement with the Instructional Service Center. The agreement is approved by the Charlotte County School Board and signed by the Superintendent and the Fire Chief. This agreement ensures the protection of students and specifies the expectations of both parties.

**Exhibit I 24 – 26: Affiliation Agreement**

| 27. Each work-based activity has a written instructional plan for students. |

All competencies associated with the clock hour requirements of this program are taught at the Instructional Training Center; therefore, there are no work based activities associated with the requirements of this program.

**Exhibit I 27: Not Applicable Statement**

| 28. The written instructional plan for each work-based activity specifies the particular objectives, experiences, competencies, and evaluations that are required. |

All competencies associated with the clock hour requirements of this program are taught at the Instructional Training Center; therefore, there are no work based activities associated with the requirements of this program.

**Exhibit I 28: Not Applicable Statement**
ON-SITE EMPLOYER REPRESENTATIVE

29. The written instructional plan for each work-based activity designates the on-site employer representative responsible for guiding and overseeing the students’ learning experiences and participating in the students’ written evaluations.

The Fire Chief at the facility in cooperation with the program instructors are responsible for guiding and overseeing the students’ learning experiences at the Instructional Service Center to assure that all competencies and requirements of the program have been met. There is no work based activity associated with this program.

Exhibit I 29: Not Applicable Statement

30. All work-based activities conducted by the institution are supervised by a designated employee possessing appropriate qualifications.

All competencies associated with the clock hour requirements of this program are taught at the Instructional Training Center by qualified instructors; however, there are no work based activities associated with the requirements of this program.

Exhibit I 30: Instructor Credentials
CHALLENGES AND PROPOSED SOLUTIONS

This program is still in the infancy stages of implementation. The required entrance requirements from the Bureau of Fire Standards and Training make this program more challenging for admissions as dates for admissions must align with dates provided by the Instructional Training Center. To provide CTC students with ample time to obtain all requirements, CTC will work with the training center to acquire dates a minimum of one year in advance to assure that CTC calendars, cost sheets, timelines and additional admissions requirements are published in a timely manner to increase enrollment and provide students with timely information. The program is fortunate to have an exceptional working relationship with the Public Services community, specifically with the Englewood Fire Training Fire Chief and instructional staff.

SUMMARY

The greatest strengths exhibited by the Firefighter I/II Program revolve around program flexibility, the ability to update curricula to meet the needs of the ever-changing Firefighter I/II Program industry. The Firefighter I/II Program offers area employers graduates that possess a combination of sound academics and high quality hands-on experience which can transition immediately into the fire department workplace. Graduates of the Firefighter I/II Program are recruited by area fire departments.
Commission of the Council on Occupational Education
EMPLOYER PROGRAM VERIFICATION FORM
for Postsecondary Programs

INSTRUCTIONS:
- Complete three of these forms for each program at each campus.
- This form must be signed by a bona fide potential employer who is in a position to make hiring decisions.

<table>
<thead>
<tr>
<th>Name of Institution</th>
<th>City/State/Zip</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charlotte Technical College</td>
<td>Port Charlotte, FL 33940</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of Program</th>
<th>Mode(s) of Delivery of Program (check ALL that apply):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Firefighter III</td>
<td>☒ 100% Traditional</td>
</tr>
</tbody>
</table>

The length of this program is [indicate the number of hours in all boxes that apply]:

- [ ] Clock Hours
- [ ] Semester Credit Hours
- [ ] Quarter Credit Hours

The amount of tuition and fees charged for the total program is: $2039.95

EMPLOYER’S VERIFICATION STATEMENT
I have reviewed the [name of program]: Firefighter III
program and recommended requirements for admissions, program content, program length, program objectives, competency tests, learning activities, instructional materials, equipment, method of evaluation, the skills and/or proficiency required for completion, and appropriateness of the instructional delivery method(s) for the program.

EMPLOYER

<table>
<thead>
<tr>
<th>Name:</th>
<th>Title:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Karl Bennett</td>
<td>Division Chief</td>
</tr>
</tbody>
</table>

Company Name: North Port Fire Rescue

Address: 4960 City Center Blvd.

City/State/Zip: North Port, FL 34289

Verifiable range of remuneration based on yearly, full-time employment for those who enter this field upon completion of the program is from $38,646.00 to $61,565.00 annually.

Signature: [Signature]

Date: 8/29/2017

(October 2016)
Commission of the Council on Occupational Education
EMPLOYER PROGRAM VERIFICATION FORM
for Postsecondary Programs

INSTRUCTIONS:
- Complete three of these forms for each program at each campus.
- This form must be signed by a bona fide potential employer who is in a position to make hiring decisions.

<table>
<thead>
<tr>
<th>Name of Institution</th>
<th>Charlotte Technical College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>18150 Murdock Circle</td>
</tr>
<tr>
<td></td>
<td>Port Charlotte, FL 33948</td>
</tr>
<tr>
<td>Name of Program</td>
<td>Fire Fighter III</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Mode(s) of Delivery of Program (check ALL that apply):</th>
<th>100% Traditional</th>
<th>Hybrid</th>
<th>Distance Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The length of this program is (indicate the number of hours in all boxes that apply):
- 398 Clock Hours
- Semester Credit Hours
- Quarter Credit Hours

The amount of tuition and fees charged for the total program is: $2038.95

EMPLOYER'S VERIFICATION STATEMENT
I have reviewed the [name of program]: Firefighter III program and recommended requirements for admissions, program content, program length, program objectives, competency tests, learning activities, instructional materials, equipment, method of evaluation, the skills and/or proficiency required for completion, and appropriateness of the instructional delivery method(s) for the program.

<table>
<thead>
<tr>
<th>EMPLOYER</th>
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<tbody>
<tr>
<td>Name:</td>
</tr>
<tr>
<td>Title:</td>
</tr>
<tr>
<td>Company Name:</td>
</tr>
<tr>
<td>Address:</td>
</tr>
<tr>
<td>Phone Number/Extension:</td>
</tr>
<tr>
<td>City/State/Zip:</td>
</tr>
</tbody>
</table>

Verifiable range of remuneration based on yearly, full-time employment for those who enter this field upon completion of the program is from $39,000 to $65,000 annually.

Signature: [Signature]
Date: 8/09/17

(October 2016)
Commission of the Council on Occupational Education
EMPLOYER PROGRAM VERIFICATION FORM
for Postsecondary Programs

INSTRUCTIONS:
- Complete three of these forms for each program at each campus.
- This form must be signed by a bona fide potential employer who is in a position to make hiring decisions.

<table>
<thead>
<tr>
<th>Name of Institution</th>
<th>Charlotte Technical College</th>
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</thead>
<tbody>
<tr>
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</tr>
<tr>
<td></td>
<td>Port Charlotte, FL 33948</td>
</tr>
<tr>
<td>Name of Program</td>
<td>Firefighter III</td>
</tr>
<tr>
<td>Mode(s) of Delivery</td>
<td>100% Traditional</td>
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<tr>
<td></td>
<td>Hybrid</td>
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<td></td>
<td>Distance Education</td>
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The length of this program is (indicate the number of hours in all boxes that apply):

- [ ] 908 Clock Hours
- [ ] Semester Credit Hours
- [ ] Quarter Credit Hours

The amount of tuition and fees charged for the total program is: $2,939.06

EMPLOYER'S VERIFICATION STATEMENT

I have reviewed the (name of program): Firefighter III program and recommended requirements for admissions, program content, program length, program objectives, competency tests, learning activities, instructional materials, equipment, evaluation, the skills and/or proficiency required for completion, and appropriateness of the instructional delivery method(s) for the program.

<table>
<thead>
<tr>
<th>Name:</th>
<th>Holden Gibson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title:</td>
<td>Operations Chief</td>
</tr>
<tr>
<td>Company Name:</td>
<td>Punta Gorda Fire Department</td>
</tr>
<tr>
<td>Address:</td>
<td>1410 Tamiami Trl.</td>
</tr>
<tr>
<td>City/State/Zip</td>
<td>Punta Gorda, FL 33950</td>
</tr>
</tbody>
</table>

Verifiable range of compensation based on yearly, full-time employment for those who enter this field upon completion of the program is from $30,751.52 to $80,855.81 annually.

Signature: [Signature]
Date: 8/30/2017 (October 2019)
STANDARD 2

FIREFIGHTER I & II

EXHIBIT LIST

Exhibit AR 1, 2, 3, 4, 5: CTC Admissions Policy
Exhibit AR 1, 2, 3, 4, 5: CTC Student Catalog/Handbook Screenshot/Admissions
Exhibit AR 1, 2, 3, 4, 5: CTC Student Catalog/Handbook 2016-17, P. 9
Exhibit AR 1, 2, 3, 4, 5: FF Timeline – Checklist
Exhibit AR 1, 2, 3, 4, 5: Students with Disabilities TABE exemption Policy update
Exhibit AR 1, 2, 3, 4, 5: Exemption for Basic Skills Application
Exhibit AR 1, 2, 3, 4, 5: 2017-18 Basic Skills
Exhibit AR 1, 2, 3, 4, 5: Firefighter Application Example
Exhibit AR 1, 2, 3, 4, 5: Firefighter Training Rules & Regulations
Exhibit AR 6: Not Applicable Statement
Exhibit AR 7: CTC Transfer Policy
Exhibit AR 7: CTC Student Catalog/Handbook (Transfer of Credit Screenshot)
Exhibit AR 7: CTC Student Catalog/Handbook/Transfer of Credit Page 15 (Adobe 23)
Exhibit AR 8: CTC Transfer Policy
Exhibit AR 8: CTC Student Catalog/Handbook (Transfer Credit Screenshot)
Exhibit AR 8: CTC Student Catalog/Handbook Transfer of Credit Page 15 (Adobe 23)
Exhibit AR 9: CTC Student Catalog-Handbook 2016-17, Pages 2 & 3 (Adobe 10-11)
Exhibit AR 9: F.S. 1004.91
Exhibit AR 9: Charlotte Technical College Admissions Policy
Exhibit AR 9: CTC Student Catalog/Handbook (Admissions Screenshot)
<table>
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<th>Exhibit AR 10:</th>
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<td>CTC Student Catalog-Handbook 2016-17, Page 43 (Adobe 52)</td>
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<td>Exhibit AR 16:</td>
<td>Firefighter I &amp; II Website Screenshot</td>
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<td>Exhibit AR 16:</td>
<td>Firefighter I &amp; II Rack Card</td>
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<td>Exhibit AR 16:</td>
<td>Kaleidoscope-2015-oct</td>
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<td>Exhibit AR 17:</td>
<td>Fire Fighter I &amp; II Cost Sheet 17-18</td>
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<td>Exhibit AR 17:</td>
<td>Firefighter I &amp; II Website Screenshot</td>
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<td>Memo to School Board Approval for Tuition and Fees</td>
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<td>Exhibit AR 18:</td>
<td>Network Technician Job Description</td>
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<td>Student Handbook Computer Use P.25 (Adobe 31)</td>
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<tr>
<td>Exhibit AR 19:</td>
<td>Non-applicable</td>
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<tr>
<td>Exhibit P 1, 2, 3:</td>
<td>CCPS Mission (Website Screenshot)</td>
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<td>Exhibit P 1, 2, 3:</td>
<td>CTC Mission (Website Screenshot)</td>
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<td>Exhibit P 1, 2, 3:</td>
<td>TOL Workforce Region 24</td>
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<td>Exhibit P 1, 2, 3:</td>
<td>Screenshot of CTC Fire Application on Englewood Website</td>
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</table>
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(Adobe P.26)
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Exhibit P 9, 10, 11: Master Course Syllabi Firefighter I Bureau of Fire Standards & Training
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Exhibit P 12: 2016-17 CTC Firefighter Calendar
Exhibit P 12: Calendar of Planned Instruction
Exhibit P 12: 2/21 Roster, Agenda & Minutes
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Exhibit P 36: Student Ability Test Assessments
Exhibit P 37: State Licensure Pass/fail Documentation
Exhibit P 37: Completion certificates
Exhibit P 38: Class Testing Score Sheet
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Exhibit P 43: Not Applicable Statement
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Exhibit I 1: Essentials of Firefighting Manual
Exhibit I 1: Instructor Resources
Exhibit I 1: Class Testing Score Sheet
Exhibit I 1: Verification of Training Hours
Exhibit I 2: Firefighter Competency Checklist
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Exhibit I 4, 5, 6, 7: Calendar of Planned Instruction
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Exhibit I 16: 2.21 Roster, Agenda and Minutes
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Exhibit I 30: Instructor Credentials
Program:
Firefighter /Emergency Medical Technician
Combined

Program Directors: Scott Lane & Jennifer Truman

Firefighter I & II Full-Time Instructor:
John Stubbs

EMT Part-Time Instructors:
O’Neal Cunanan, A.S., EMT-P
Michael Davis, B.S., EMT-P
Christopher Hunt, B.S., A.S., EMT-B
Matthew McElroy, A.S., EMT-P
Nathan McManus, A.S., EMT-P
Raymond Wiegand, A.S., EMT-P
Alejandro Valdes, A.S., EMT-P
STANDARD 2

FIREFIGHTER/EMERGENCY MEDICAL TECHNICIAN-COMBINED

INTRODUCTION

Charlotte Technical College currently offers 20 full time training programs. Each program is an “in demand” program for our service delivery area. All programs are designed to meet students’ needs by providing students with the opportunity to acquire skills and knowledge necessary for performing successfully in the industry for which they are trained. Strong work ethic and technical skills are integrated into all programs.

The program operates within the frameworks of the Florida Department of Education, Florida Department of Health, Bureau of Emergency Medical Services legislative guidelines, and in accordance with the Bureau of Fire Standards and Training (BFST) as required by Rule 69A-37.055, Florida Administrative Code. The Englewood Fire Training Center is an Instructional Service Center for Charlotte Technical College for the Firefighter I & II portion of this program. The program falls under the policies and procedures of CTC. In addition, the Firefighter I & II portion of this program is accredited by the Florida State Fire College Fire Bureau of Fire Standards and Training. The Florida Department of Health, Bureau of EMS, must approve the program so the graduate may apply to take the EMT examination to practice as a certified EMT.

The required program hours for the Firefighter/Emergency Medical Technician program is 698 hours. The purpose of this program is to provide the necessary training required for students to become certified Fire Fighters as well as licensed Emergency Medical Technicians. It is not intended for those who are currently certified/licensed as either Fire Fighters or EMTs. Students wishing to add an additional certification to an existing credential must enroll in either the Fire Fighter I/II program or the Emergency Medical Technician program. This career preparatory program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security and Health Science career clusters. The program provides technical skill proficiency, and includes competency-based applied learning that contributes
to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security and Health Science career clusters. This program offers a broad foundation of knowledge and skills to prepare students for employment as Fire Fighters, Emergency Medical Technicians and Paramedics and Healthcare Support Workers.

The Fire Fighter program content includes, but is not limited to, orientation to the fire service, fire alarms and communication, vehicles, apparatus and equipment, fire behavior, portable extinguishers, fire streams, fundamentals of extinguishment, ladders, hoses, tools and equipment, forcible entry, salvage, overhaul, ventilation, rescue, protective breathing equipment, first responder emergency medical techniques, water supplies, principles of in-service inspections, safety, controlled burning, and employability skills. The Emergency Medical Technician curriculum content includes but is not limited to theoretical instruction and clinical experience in medical, obstetric, trauma, pediatric, and geriatric emergencies; theoretical instruction and clinical experience in hospital and pre-hospital emergency medical care.

The Bureau of Fire Standards and Training (BFST) is responsible for establishing uniform minimum standards for the employment and training of firefighters and volunteer firefighters and for establishing and maintaining firefighting training programs, curricula requirements, and certification of training schools and training school instructors.

There is one enrollment period for Fire Fighter/EMT in August. The Fire Fighter /EMT is a full time course with adult only enrollment.
ANALYSIS

ADMISSIONS/RECRUITING

<table>
<thead>
<tr>
<th>The institution’s admissions policies and processes are:</th>
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<tbody>
<tr>
<td>1. Published;</td>
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<tr>
<td>2. Clearly stated;</td>
</tr>
<tr>
<td>3. Consistently communicated to students;</td>
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<tr>
<td>4. Made available to students prior to enrollment; and,</td>
</tr>
<tr>
<td>5. Any changes to these publications are communicated in a timely manner.</td>
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The admission policies for the Charlotte Technical College are published in various locations: the College’s website [www.charlottetechcollege.net](http://www.charlottetechcollege.net), the College Student Handbook, and visual publications. The admissions policies and processes are clearly stated so prospective students can easily understand enrollment requirements and complete the enrollment process in a timely manner. Admissions policies are consistently communicated to students through the College’s website, College Student Handbook, and face-to-face interaction with faculty and staff. Prior to enrollment, potential students are provided admissions requirements along with a check sheet listing each item/action required for admission to the program. A timeline is established on the website to assist students in completing all requirements. The timeline takes students from the application process through the orientation and start of class. All steps are thoroughly explained, and hard copy packets are available at Student Services. All admissions are clearly stated and provided for students prior to enrollment in the admissions packet.

All changes and/or updates to the admission policies and processes are made available to students and the public through the College’s website, the College Student Handbook, and interaction with faculty and staff. The program follows the general admissions policies of Charlotte Technical College. The Fire fighter/EMT combined program has specific admissions requirements that include a High School Diploma or GED, background check, valid driver’s license and the American Heart Association BLS for Health Care Providers Certification. In
addition, the candidates must take the ATI Allied Health entrance examination and score at or above the Basic Skill range 50-60 for EMT and candidates must take the Firefighter physical ability test to qualify for entrance into the Fire Fighter I & II. Students are given an opportunity in advance of registration deadlines to take the practice ability test for Fire Fighter and the ATI allied health exam for EMT.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3) (a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed on the Basic Skills and Licensure Exemption List which may be accessed from the CTE Program Resources page.
VOCA TIONAL ENGLISH-AS-SECOND-LANGUAGE PROGRAM

6. For all students admitted to a Vocational English-As-A-Second-Language Program, the institution utilizes written admission procedures that comply with policies established by the Commission.

Charlotte Technical College and its Instructional Training Center do not have an “English-As-A-Second Language” program. This criterion does not apply.

Exhibit AR 6: Not Applicable Statement

7. The institution clearly defines and publishes a policy on the transfer of students between programs within the institution and the transfer of students from other institutions.

Charlotte Technical College’s policy on the transfer of students between institutional programs, as well as the transfer from other institutions, is clearly defined and published. The policy is published on the College’s website at www.charlottetechcollege.net and the CTC Student Handbook, page 15. The published policy includes the following relevant criteria:

- CTC students requesting to transfer to another program within the college must first discuss the request with the current instructor and then meet with the Post-Secondary Occupational Specialist. The Occupational Specialist can approve the transfer request, if space is available in the program.

- Acceptance of hours completed at another institution will be in compliance with Florida Statute 1007.24(7). Students with previous technical training from other institutions may receive credit for that training. A transcript from a public accredited institution documenting student performance standards and/or occupational completion points achieved for a specific technical program will be accepted in transfer at Charlotte Technical
College for the same technical program. CTC reserves the right to require a competency test to validate the competencies learned/earned at another (non-CTC) institution. The student will then be enrolled in training at the student’s proficiency level.

- Training from a non-public institution that is fully accredited by a regional or national accrediting agency recognized by the United States Department of Education, and that participates in the common course numbering system, will be accepted in transfer for the same course/program.
  Transcripts will be accepted, evaluated and relevant clock hours will be applied to the student’s CTC training program and the student’s transcript.

Exhibit AR 7: CTC Transfer Policy
Exhibit AR 7: CTC Student Catalog/Handbook (Transfer of Credit Screenshot)
Exhibit AR 7: CTC Student Catalog/Handbook/Transfer of Credit Page 15 (Adobe 23)

TRANSFER OF CREDIT

8. The institution clearly defines and publishes a policy on the transfer of credits that includes a statement of the criteria established by the institution regarding the transfer of credit earned at another institution.

Charlotte Technical College clearly defines its policy on the transfer of credits and publishes the policy on both the College website at [http://charlottetechcollege.net](http://charlottetechcollege.net) and the CTC Student Handbook, page 15. The published policy includes the following relevant criteria regarding the transfer of credit earned at another institution:

- Acceptance of hours completed at another institution will be in compliance with Florida Statute 1007.24(7). Students with previous technical training
from other institutions may receive credit for that training. A transcript from a public accredited institution documenting student performance standards and/or occupational completion points achieved for a specific technical program will be accepted in transfer at Charlotte Technical College for the same technical program. CTC reserves the right to require a competency test to validate the competencies learned/earned at another (non-CTC) institution. The student will then be enrolled in training at the student’s proficiency level.

- Training from a non-public institution that is fully accredited by a regional or national accrediting agency recognized by the United States Department of Education, and that participates in the common course numbering system, will be accepted in transfer for the same course/program. Transcripts will be accepted, evaluated and relevant clock hours will be applied to the student’s CTC training program and the student’s transcript.

Exhibit AR 8: CTC Transfer Policy
Exhibit AR 8: CTC Student Catalog/Handbook (Transfer Credit Screenshot)
Exhibit AR 8: CTC Student Catalog/Handbook Transfer of Credit Page 15 (Adobe 23)

PROGRAM COMPLETION

9. Admission requirements offer reasonable expectations for successful completion of the occupational programs offered by the institution regardless of the delivery mode.

The Firefighter/EMT program follows the Florida Department of Education’s basic skill exit requirements for students, and the requirements can be found in the CTC catalog/Handbook and Section 1004.91, Florida Statute (F.S.) and the State Board of Education Rule 6A-10.040. These regulations mandate that students who enroll in a program of 450 hours or more “may not receive a career and technical certificate of completion without first demonstrating the basic skills required in the state curriculum frameworks for the career education program.” CTC provides opportunity for students to demonstrate basic skill requirement through the Test of Adult Basic
Education (TABE). The Florida Department of Education has placed basic skill levels on all programs in the curriculum frameworks. Only advanced and difficult level of the TABE meets requirements. The purpose of assessment is to determine whether or not the student as the basic skills necessary to be successful in the chosen career program.

A student enrolled in a career education program that does not meet the basic skills requirements, but passes an identified certification exam, should be recorded as “incomplete” until the Technical College receives documentation of the certification/licensure and then reports the student as a completer from the career and technical education program. If the student does not meet the basic skills requirements for completion or is not exempt, the student cannot be reported as a program completer from the final OCP and cannot earn a Career Certificate of Completion. In addition, EMT students are required to take a practical comprehensive predictor examination at the end of the EMT component and obtain a score of 75%. If the student does not earn a 75% in EMT, the student can continue in the program to the Fire Fighter I/II sections; however, will not be considered a full program completer (Successful completion of all three (3) OCP’s in the program).

Exhibit AR 9: CTC Student Catalog-Handbook 2016-17, Pages 2 & 3 (Adobe 10-11)
Exhibit AR 9: F.S. 1004.91
Exhibit AR 9: Charlotte Technical College Admissions Policy
Exhibit AR 9: CTC Student Catalog/Handbook (Admissions Screenshot)
Exhibit AR 9: EMT Completion Requirements
Exhibit AR 9: Health Science Handbook

ASSOCIATE DEGREE

10. Students admitted into Associate Degree programs have a high school diploma or its

Charlotte Technical College and its Instructional Training Center do not offer Associate Degrees. This criterion does not apply.

Exhibit AR 10: Not Applicable Statement
ABILITY TO BENEFIT

An institution that admits students by exception to its standard admissions policies must:

11. Have written admissions policies and procedures for these exceptions;
12. Apply them uniformly;
13. Provide documented evidence on how they are used;
14. Maintain records on student progress; and,
15. Regularly evaluate the effectiveness of the procedures used in admitting students by exception.

Charlotte Technical College and its Instructional Training Center do not admit students by exception to its Firefighter I/II program. This criterion does not apply.

Exhibit AR 11: Not applicable statement
Exhibit AR 12: Not applicable statement
Exhibit AR 13: Not applicable statement
Exhibit AR 14: Not applicable statement
Exhibit AR 15: Not applicable statement

RECRUITING ACTIVITIES

16. The institution ensures that recruiting activities are ethical and that all materials used in recruiting accurately describe the mission, instructional outcomes, student performance expectations, and completion requirements of each program.

Recruitment is an ongoing priority at the College. Charlotte Technical College has a postsecondary occupational counselor to lead recruitment activities. The College is actively involved in a number of recruiting activities, including career days sponsored by local high schools, college job fairs, classroom presentations in local middle and high schools, campus tours for secondary students, chamber and community groups. Instructors also play a pivotal role in
recruitment activities for the College. Many different mediums, such as printed materials, newspaper advertising, social media, student and alumni recruitment, employees, and the College website www.charlottetechcollege.net are used in recruitment.

The institution ensures recruiting activities are ethical and all mediums used in recruiting accurately describe the College mission, program outcomes, student performance expectations, and completion requirements of each program.

Exhibit AR 16: CTC Student Catalog-Handbook 2016-17, Page 43 (Adobe 52)
Exhibit AR 16: Job Fair Flyer
Exhibit AR 16: Firefighter/EMT Website Screenshot
Exhibit AR 16: Firefighter/EMT Rack Card
Exhibit AR 16: Kaleidoscope-2015-oct
Exhibit AR 16: Program Flyer

PROGRAM COSTS

17. Prior to admission, students are informed of the costs, equipment, services, time, and technical competencies, if any, required by the program, including if applicable, personal data collection and processes, and charges associated with verification of student identity.

Prior to admission, students are informed of the costs of the program and any equipment and services required. Fees charged to students are in accordance with Florida Department of Education guidelines with all fees and tuition approved by the Charlotte County School Board. Program cost sheets are available to students prior to admission. Student Services maintains a cost sheet for each program, including costs of registration, tuition, books, and instructional supplies. Cost sheets for Fire Fighting/EMT are updated prior to enrollment. Cost sheets are available upon request, available in Student Services, school book store and on the College’s website. Firefighter/EMT students meet with the Program Director(s) and Instructor(s) for orientation prior to admission. The Program Director(s) and instructor(s) can best inform the student of the technical competencies and time needed to
complete the program. Further program costs unique to the Firefighter/EMT program are provided to the student through Student Services staff and directly by the instructor or program director as part of program orientation and intake. This information includes books, uniforms, materials and supplies, as applicable.

Exhibit AR 17: Fire Fighter/EMT Cost Sheet 17-18
Exhibit AR 17: Memo to School Board Approval for Tuition and Fees

ORIENTATION TO TECHNOLOGY

18. Orientation to technology is provided and technical support is available to students.

Prior to enrolling, Fire Fighter/EMT students attend a program orientation. An overview of the technology used in the training area is covered during the program orientation session. In addition, the College employs a part-time Network Administrator who works at the college site a minimum of two days per week and a Technology Facilitator who is available to assist students and program instructors with technical support daily at the college.

Exhibit AR 18: Network Technician Job Description
Exhibit AR 18: Student Handbook Computer Use P.25 (Adobe 31)
Exhibit AR 18: Student Handbook Acknowledgement P. 69 (Adobe 77)
Exhibit AR 18: CTC Technology Plan
Exhibit AR 18: Student Internet Usage Agreement (Adobe P. 39)
Exhibit AR 18: Registration Checklist
DISTANCE EDUCATION

19. For all coursework delivered via distance education: The institution has processes in place to establish that the student who registers for a distance education course or program is the same student who participates in and completes the program and receives the academic credit.

Charlotte Technical College and its Instructional Training Center do not deliver coursework via distance education. This criterion does not apply.

Exhibit AR 19: Non-applicable

PROGRAMS

MISSION STATEMENT

Occupational education program policies are congruent with:

1. The governing organization;
2. The mission of the institution; and,
3. The occupational needs of the people served by the institution.

The policies established for each occupational program are congruent with the policies of Charlotte Technical College and Charlotte County Public Schools.

Occupational programs are congruent with the College mission to provide an effective, innovative technical education preparing students to enter, advance and succeed in the workplace. The College meets its objectives by providing cost effective, competency-based training that prepares persons for entry-level jobs, enhances the skills of persons holding a job, and/or retrains those who may be displaced workers.

The Fire Fighter/EMT faculty supports the Charlotte Technical College mission and goals as reflected in the Program’s mission statement and philosophy.

The mission and purpose of the Fire Fighter/EMT program is to prepare the students to function effectively as an integral member of the public safety and health science industry.
Students are encouraged to remain involved in continuing education and in related Fire Fighter and EMT programs in order to advance in the industries and to continue to grow as individuals.

Exhibit P 1, 2, 3: CCPS Mission (Website Screenshot)
Exhibit P 1, 2, 3: CTC Mission (Website Screenshot)
Exhibit P 1, 2, 3: TOL Workforce Region 24
Exhibit P 1, 2, 3: NREMT Website
Exhibit P 1, 2, 3: EMS DOH Website

**Occupational education program policies are:**

4. Publicly accessible;
5. Non-discriminatory; and,
6. Consistently applied

Occupational education program policies are publicly accessible through the College Student Handbook and the Website. Policies are written and administered in a non-discriminatory manner. Policies are consistently applied to all occupational programs. Students must sign an acknowledgement document at the start of the program to confirm their notification of where all College policies and procedures are located.

Fire Fighter/EMT student rules and regulations are distributed, reviewed, and signed, as representation of their understanding, on the first day of class per session.

Exhibit P 4, 5, 6: CTC Student Catalog/Handbook 2016-17, P. 18 & 19 (Adobe P.26)
Exhibit P 4, 5, 6: CTC Student Catalog/Handbook 2017-18, Screenshot of Discrimination Policy
Exhibit P 4, 5, 6: Fire Training Rules & Regulations Handbook
Exhibit P 4, 5, 6: Health Science Handbook
Exhibit P 4, 5, 6: Student Handbook Acknowledgement Page (Adobe P. 77)
Differences, if any, in occupational education program policies are justified by:

1. Student learning outcomes; and/or,
2. Program outcomes.

There are no differences in occupational program policies. All students must complete their program’s required curriculum and related activities; therefore, these two criteria are not applicable. Charlotte Technical College and its Instructional Training Center have occupational education program policies that are uniform and consistent.

Exhibit P 7, 8: Non-Applicable Statement

PROGRAM OBJECTIVES, CONTENT, AND STUDENT EVALUATION

Each occupational education program has:

9. Clearly stated objectives
10. Defined content relevant to these objectives and the current needs of business and industry, and,
11. Assessment of student achievement based on the program objectives and content.
12. The objectives for each educational program are evaluated annually.

The Fire Fighter/EMT Program has clearly stated objectives, defined content relevant to these objectives and the current needs of business and industry, and assessment of student achievement is based on the program objectives and content which is included in the course syllabi given to each student during orientation.

Each framework has skills and competencies called occupation completion points (OCPs) that are grouped to correspond with potential occupations. OCPs are related to current needs of business and industry and are earned at the completion of courses. Each student works through the OCPs and is evaluated for mastery of skills and competencies. Instructors use a variety of methods to determine student mastery of subject matter. Such methods can include traditional exams, lab exercises, and competency demonstrations. Grades are assigned by the Fire Fighter Instructor for Firefighter I/II and grades are assigned
by the EMS program manager for the EMT portion of the program. The College’s grading scale is detailed in the CTC Student Handbook. The Fire Fighter/EMT grading policy is detailed in the Fire Fighter Handbook (Fire I/II) and the EMT grading policy is detailed in the Health Science Handbook and course syllabi.

Exhibit P 9, 10, 11: Class Testing Sheet
Exhibit P 9, 10, 11: Combined Fire Fighting EMT Curriculum Framework
Exhibit P 9, 10, 11: Fire Training Rules & Regulations Handbook
Exhibit P 9, 10, 11: Firefighter Competency Checklist
Exhibit P 9, 10, 11: Firefighter Standards and Training
Exhibit P 9, 10, 11: Health Science Program Handbook
Exhibit P 9, 10, 11: Live Burn Procedures
Exhibit P 9, 10, 11: Student Ability Test Assessments
Exhibit P 9, 10, 11: Master Course Syllabi Firefighter I Bureau of Fire Standards & Training
Exhibit P 9, 10, 11: Master Course Syllabi Firefighter II Bureau of Fire Standards & Training
Exhibit P 9, 10, 11: EMT Syllabus
Exhibit P 9, 10, 11: CTC Grading and Assessment P. 18 (Adobe P. 25)

Pursuant to 633.128, Florida Statutes, the Department of Financial Service, Division of State Fire Marshall, has established training requirements for Fire Fighters and volunteer Fire Fighters. These requirements are implemented by Rule 69A-37,055, Florida Administrative Code. This program is a planned sequence of instruction consisting of three occupation completion points. (The curriculum frameworks are subject to change by the Bureau of Fire Standards and Training (BFST) as IAW statutory or Florida Administrative Code (F.A.C.) rule changes.) The Division of Career and Adult Education in the Florida Department of Education is responsible for developing educational programs that prepare individuals for the occupations that are important to Florida’s economic development. Per F.S. 1004.92(2)(b)(4), each program is updated every three (3) years to reflect current business and industry needs specific
to the occupations for which it prepares. With the help of educators, business and industry representatives, and trade associations, career and adult education programs are aligned with the skill requirements needed in today’s workforce. The objectives of the program are evaluated annually as evidenced by Program Advisory Committee minutes.

Instructors gain valuable employer input through program advisory meetings. Information obtained is used to evaluate and improve program effectiveness.

Exhibit P 12: 2016-17 CTC Fire Fighter/EMT Calendar
Exhibit P 12: 4.13 Roster, Agenda & Minutes
Exhibit P 12: 12.2 Roster Agenda & Minutes
Exhibit P 12: Employer Verification Forms
Exhibit P 12: Programs of Work

A systematic process has been implemented to document:

13. That the objectives and content of programs are current; and,
14. That coursework is qualitatively and quantitatively relevant.

The Division of Career and Adult Education in the Florida Department of Education is responsible for developing educational programs that prepare individuals for the occupations that are important to Florida’s economic development. Per F.S. 1004.92(2)(b)(4), each program is updated every three (3) years to reflect current business and industry needs specific to the occupations for which it prepares. With the help of educators, business and industry representatives, and trade associations, career and adult education programs are aligned with the skill requirements needed in today’s workforce. A “change document summary” issued in the spring of each year highlights changes in programs and any added or deleted programs.

Pursuant to 633.128, Florida Statutes, the Department of Financial Service, Division of State Fire Marshall, has established training requirements for firefighters and volunteer firefighters. These requirements are implemented by Rule 69A-37.055, Florida Administrative Code. This program is a planned sequence of instruction consisting of two occupation completion points. (The curriculum frameworks are subject to change by the Bureau of Fire Standards and Training
(BFST) as IAW statutory or Florida Administrative Code (F.A.C.) rule changes.) The Department of Education publishes a “Basic Skills Document” showing any changes in the basic skill exit requirements. As instructor’s review curriculum frameworks, Bureau Fire Standards and Bureau of EMT standards, adjustments are made to update curriculum materials.

Exhibit P 13:  FL DOE Curriculum Frameworks
Exhibit P 13:  Firefighters Standards and Training
Exhibit P 13:  Example change document Summary
Exhibit P 13:  Programs of Work

Annually, the Advisory Committee reviews program content and objectives to ensure they remain current. The Program Advisory Committee provides input on the qualitative and quantitative aspects of the coursework ensuring students are provided the necessary instruction and hands-on experience to progress in their career path through the Employer Verification Form.

Exhibit P 14:  12/2 Roster, Agenda and Minutes
Exhibit P 14:  4/13 Roster Agenda and Minutes
Exhibit P 14:  Employer Verification Form
### EMPLOYER VERIFICATION DATA

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<table>
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<tr>
<td>15.</td>
<td>Three bona fide potential employers review each educational program annually and recommend:</td>
</tr>
<tr>
<td>16.</td>
<td>Admission requirements;</td>
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<td>17.</td>
<td>Program content that is consistent with desired student learning outcomes;</td>
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<td>18.</td>
<td>Program length;</td>
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<td>19.</td>
<td>Program objectives</td>
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<td>20.</td>
<td>Competency tests;</td>
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<td>21.</td>
<td>Learning activities;</td>
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<td>Instructional materials;</td>
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<td>23.</td>
<td>Equipment;</td>
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<td>24.</td>
<td>Methods of program evaluation;</td>
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<td>25.</td>
<td>Level of skills and/or proficiency required for completion; and,</td>
</tr>
<tr>
<td>26.</td>
<td>Appropriate delivery formats for the subject matter being taught.</td>
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</table>

Each program formally surveys area business and industry annually, utilizing the COE developed Employer Verification Report Form. Administration maintains these responses on file.

**Exhibit P 15: Employer Verification Forms**

The Fire Fighter/EMT program undergoes a comprehensive program review by three bona fide potential employers using the Employer Program Verification form. The committee evaluates all aspects of the program within the guidelines of the Department of Education and COE. These employers provide suggestions for program modifications. This review includes admissions requirements, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, and levels of skills and/or proficiency required for completion and appropriateness of the delivery mode for the program. Evaluation forms are kept for documentation.

**Exhibit P 16 – 26: Fire Fighter/EMT Combined advisory rosters, minutes and agendas**

**Exhibit P 16 – 26: Employer Verification Forms**
PROGRAM CONSIDERATION

27. The institution considers the length and the tuition of each program in relation to the documented entry level earnings of completers.

The State Board of Education establishes tuition and length of programs. The tuition cost is approved by the Charlotte County School Board. CTC, in conjunction with the Program Advisory Committee and CareerSource of Southwest Florida, evaluates the relationship between these two factors and the documented entry-level earnings of completers. Program costs and length are reviewed annually by employers completing Employer Verification Forms. The Regional Demand Occupations List illustrates mean and entry level hourly rates along with expected growth and annual job openings. When analyzing new and existing program offerings, this information is utilized.

Exhibit P 27: Demand Occupation List, Workforce 24
Exhibit P 27: 2016-17 District Fees Survey
Exhibit P 27: Tuition and Fees Memo from Dept. of Education
Exhibit P 27: Employer Verification Forms

28. Courses required for each program are offered with sufficient frequency for the student to complete the program within the publicized time frame.

The Fire Fighter/EMT Program is offered once yearly and enrolls in August. The 698-clock hour program requires 7.5 months or 129 days to complete. Students who complete the 698 hour program enroll in a continuing education class as the capstone course to Firefighter I & II. Students following the curriculum plan complete the program within the publicized time frame.

The Fire Fighter/EMT instructor(s) act as a coach/facilitator for the training as the student progresses. All courses needed for completion are offered during the 7.5-month period. The calendar and course syllabus given to the students at the beginning of each section of the program illustrates the timeline for OCP completion.
ASSOCIATE DEGREES

Associate Degree programs offered must meet the following requirements:

29. The program is designed to lead graduates directly to employment in a specific career.
30. The appropriate applied degree title, such as Associate of Applied Technology, Associate of Applied Science, Associate of Occupational Studies, Associate of Science, or Associate of Occupational Technology, is used and includes the specific career and technical education field (i.e. Associate of Applied Science in Veterinary Technology)
31. The program has a minimum of 60 semester hours or 90 quarter hours.
32. The program includes a minimum of 15 semester hours or 23 quarter hours of general education courses, with a minimum of one course from each of the following areas: humanities, behavioral sciences, natural or applied sciences, and mathematics

Charlotte Technical College and its Instructional Service Center do not offer associate degrees; these criteria are not applicable.

Exhibit P 29-32: Not Applicable Statement

33. For all coursework delivered via distance education: The institution’s distance education courses and programs are identical to those on campus in terms of the quality, rigor, breadth of academic and technical standards, completion requirements, and the credential awarded.

Charlotte Technical College and its Instructional Training Center do not offer programs via distance learning education. The criterion does not apply.

Exhibit P 33: Not Applicable Statement
PROGRAM APPROVAL

Each program offered by the institution:

34. Is approved and administered under established institutional policies and procedures and supervised by an administrator who is part of the institutional organization;

35. Has appropriate and continuous involvement of on-campus administrators and faculty in planning, and approval;

36. Has varied evaluation methodologies that reflect established professional and practice competencies;

37. Is qualitatively and quantitatively consistent at each campus where it is offered;

38. Has measures of achievement of the student learning objectives:

39. Has individual student records, including period of enrollment, financial, and educational program records, permanently maintained by the institution at the main campus;

40. Is identically described in appropriate catalogs, brochures, and/or other promotional materials and include tuition/fee charges, refund policies, admissions and academic requirements, and information technology requirements; and,

41. Provides for timely and meaningful interaction among faculty and students.

The Fire Fighter/EMT Program is administered and approved by the policies and procedures set forth by the Florida Department of Education, Charlotte County Public School Board, Florida Department of Health, Bureau of EMS and the Bureau of Fire Standards and Training as well as the written policies and procedures of the Technical College. The Fire Fighter/EMT Program is supervised by the Fire Chief, the EMS Program Manager and CTC Director. The Fire Fighter/EMT Program is accredited by the Florida State Fire College Fire Standards Bureau and Training.
Campus administrators and faculty are actively involved in the planning and supervising of the Fire Fighter/EMT program. The College Directors acts as a resource to ensure compliance with the directives issued by COE and the Florida Department of Education. Final decisions are made through a facilitative and collaborative process with “student success” driving all decision-making processes. Input from Fire Fighter/EMT faculty is liberally solicited from the Fire Chief and the EMS program director on decisions that directly affect the program. The Fire Chief, EMS program director and the College Director meet during advisory meetings to discuss the program and the progress of the cadets in the program. The College Director visits the ISC to check on cadets and talk with instructors.

Examples of faculty input include:
- Acquisition of equipment, student lab supplies, and instructor classroom and software needs
- Selection and planning of preventive maintenance of equipment and equipment replacement
- Arrangement of teaching schedule
- Progress of students
- Graduation

The Fire Fighter/EMT Program uses multiple evaluation methodologies which include traditional exams, physical exercises, and competency demonstrations. Evaluation includes a competency check list to validate mastery of the competencies that students need to know to become program completers.
The Fire Fighting/EMT program will demonstrate qualitative and quantitative achievements through the state licensure test, completion rate and the placement rate. Placement, Completion and Licensure rate is not available now as the first cohort group will not graduate until May of 2018.

Exhibit P 37: Non-Applicable Statement

Paralleling the course syllabi with the Bureau of Firefighting Standards and the National Registry of Emergency Medical Technicians guarantees that all required course objectives are being taught. The Fire Fighter/EMT program measures the achievement of the student learning objectives using written exams, clinical and practical lab competencies. Evaluation includes a competency check list to validate mastery of the competencies that students need to know to become program completers.

The Student Services Department maintains permanent student and financial aid records and other pertinent information. Daily attendance, grades, and counseling notes are reported to Student Services via the computerized Student Information Management System (SIMS). The
Charlotte County Public School System uses the FOCUS (SIMS) system for Post-Secondary collection of information.

Exhibit P 39: Fire Fighter/EMT Student Application
Exhibit P 39: SAMPLE Student Records gradebook

The Fire Fighter/EMT Program is clearly described and documented in the Technical College Student Handbook, program flyers, as well as on the CTC website (www.charlottetechcollege.net). Program information including tuition, fees, refund policy, admission requirements and other requirements are all stated in the CTC Student Handbook.

Exhibit P 40: Student Handbook Highlighted Table of Contents (Adobe P. 4)
Exhibit P 40: Screenshot of fees and tuition from catalog
Exhibit P 40: Marketing flyer
Exhibit P 40: EMT-Firefighter Rack Card

The Faculty and student class schedule allow for ample time for students, faculty, and staff to interact. Instructors work from 4:00 to 9:30 during the EMT portion of the program. Students complete clinical hours on assigned days and times, with the length of each clinical lasting from 12 hours to 24 hours. Fire Fighter students attend from 5:00 – 9:00 and on Saturdays as scheduled. Instructors are flexible to meet with students before or after class and during class as needed to provide support to students.

Exhibit P 41: Student Services Memo
Exhibit P 41: Combined Fire/EMT Calendar

42. A credit hour is equivalent to a minimum of each of the following: one semester credit for 15 clock hours of lecture, 30 clock hours of laboratory, or 45 clock hours of work-based activities; or one quarter credit for 10 clock hours of lecture, 20 clock hours of laboratory, or 30 clock hours of work-based activities.
Charlotte Technical College’s and its Instructional Service Center operate educational programs on a clock hour system. This criterion is not applicable.

Exhibit P 42: Not Applicable Statement

DISTANCE EDUCATION

43. For all coursework delivered via distance education: The institution ensures timeliness of its responses (synchronously or asynchronously) to students’ requests by placing a requirement on response time of no more than 24 hours within the institution’s published operational schedule of the program/course.

Charlotte Technical College and its Instructional Service Center do not offer programs via distance education. This criterion is not applicable.

Exhibit P 43: Not Applicable Statement

CLOCK/CREDIT HOUR CONVERSION

REQUIREMENT FOR CLOCK/CREDIT HOUR CONVERSION FOR FEDERAL STUDENT FINANCIAL AID

If this program was used as a sample for course prep review, it meets the requirements on the Course Prep Review Worksheet. (If the program was not part of the sampling OR if the institution is not required to use the Federal Clock Hour Conversion for Student Financial Aid, indicate N/A).

The College is not required to use the Federal Clock Hour Conversion for Student Financial Aid. This criterion is not applicable.

Exhibit P Clock-Credit Hour Conversion: Not Applicable Statement
INSTRUCTION

ACADEMIC COMPETENCIES AND OCCUPATIONAL SKILLS

1. Academic competencies and occupational skills are integrated into the instructional program for each occupational area.

The Fire Fighter/EMT program is designed so that each student progresses at his/her maximum level. Utilization of lectures, hands-on exercises, PowerPoint presentations, audiovisuals, written materials, and other instructional methodologies provide for different types of learners. Appropriate levels of Fire Fighter/EMT occupational skills are determined by the instructors. The program’s curriculum is sequential, providing optimal learning by correlating theory with practice. Written unit exams and quizzes are given to validate learning. Practical/clinical experiences allow students the opportunity to apply classroom theory to real life situations. The instructional program is designated by the Firefighter Training and Standards and the Bureau of EMS.

Exhibit I 1: Firefighter Standards and Training
Exhibit I 1: Essentials of Firefighting Manual
Exhibit I 1: Instructor Resources
Exhibit I 1: Class Testing Score Sheet
Exhibit I 1: Verification of Training Hours
Exhibit I 1: Emergency Medical Technician Skills Evaluation Part 1
Exhibit I 1: Adult EMT Syllabus

2. The instructional programs provide instruction in the competencies essential to success in the occupation, including job knowledge, job skills, work habits, and attitudes.

The FLDOE curriculum frameworks designate the Common Career Ready Practices that are included within the curriculum which cover work habits and attitudes. The curriculum
frameworks for the program provide consistency, programmatic quality and integrity to assure that all students receive the necessary and specific training to be successful in the industry. Students have ample opportunities to practice job skills and competencies. Employability skills are an integral part of the training and are included in this program. The course calendar and description for each area of curriculum details adequate experiences to develop the skill proficiencies necessary for employment. The practical “real life” practice provides students the opportunity to develop skill proficiency under the direction of qualified faculty. The ability to perform is monitored by written tests and competency appraisals administered by the instructor(s).

Exhibit I 2: Firefighter Competency Checklist
Exhibit I 2: Combined EMT Firefighter Calendar
Exhibit I 2: Fire Fighter/EMT Curriculum Frameworks
Exhibit I 2: Student Ability Test Assessments
Exhibit I 2: Student Rules and Regulations
Exhibit I 2: EMT Clinical Back Evaluation

**JOB KNOWLEDGE, JOB SKILLS, WORK HABITS AND ATTITUDES**

3. The sequence of instruction required for program completion (lecture, lab, and work-based activities) is determined by desired student learning outcomes.

The Fire Fighter/EMT curriculum is structured in such a manner that the student is guided in a sequential approach through the theory and practical competencies for each competency area for each OCP. The instructional sequence, which includes lecture, and practical experiences has been successful as demonstrated by positive student learning outcomes.

Fire Fighter/EMT is one of 20 programs at the College. Students must adhere to an established timeline for completion with defined entry and exit points. Movement within the established timelines for the Fire Fighter/EMT program is highly regimented.

The structure and sequence of the curriculum is outlined in the calendar or course syllabi provided to each student.
The sequence of instruction required for program completion is used to:

4. Organize the curriculum;
5. Guide the delivery of instruction;
6. Direct learning activities; and,
7. Evaluate student progress in order to maximize the learning of competencies essential to success in the occupation.

The didactic portion of the Fire Fighter/EMT program is organized so that the student begins his/her educational program with the EMT as the fire chief prefers them enter the Fire Fighter segment with EMT skills.

The curriculum plan provides a breakdown for each week. The curriculum plan also includes clinical hours completed during the EMT portion of the program. Students are provided with a timeline of expectations to keep the students on track for program completion. Each curriculum area incorporates theory, practical/clinical experiences with worker ethics integrated in the curriculum. Instructors use a variety of methods to determine student mastery of subject matter. Students must prove competency in a skill by passing theory content on exams and passing skill competencies associated with the frameworks.

Exhibit I 3: Calendar of planned instruction
Exhibit I 3: EMT Clinical Instruction Plan

Exhibit I 4, 5, 6, 7: Calendar of Planned Instruction
Exhibit I 4, 5, 6, 7: Student Rules and Regulations
Exhibit I 4, 5, 6, 7: Verification of Training Hours
Exhibit I 4, 5, 6, 7: Firefighter Competency Check List
Exhibit I 4, 5, 6, 7: EMT Syllabi
Exhibit I 4, 5, 6, 7: EMT Course Calendar
Exhibit I 4, 5, 6, 7: EMT Skills Evaluation Part 2
OCCUPATIONAL ADVISORY COMMITTEES

8. The institution has appointed an occupational advisory committee for each program or program area offered.

The Fire Fighter/EMT program has established an advisory committee that plays a pivotal role in the College’s ability to offer EMT and Fire Fighting which responds to both student and community needs in the service delivery area.

Exhibit I 8: Fire Fighter/EMT Member List

9. Occupational advisory committees appointed for each program or program areas are used to ensure that desirable, relevant, and current practices of each occupation are being taught.

The Firefighter I/II advisory committee discusses and evaluates the program to ensure that the course content, costs, and registration processes are appropriate and aligned to the Bureau of Firetraining standards. The committee makes recommended changes to confirm that the program meets the workforce needs of firefighters.

Exhibit I 9: EMT Firefighter 12.2.17
Exhibit I 9: EMT Firefighter 4.13.17

Each occupational advisory committee must:

10. Consist of a minimum of three members external to the institution;
11. Has at least three external members who represent the geographical service area covered by the programs taught by the institution.
12. Has at least three external members who have expertise in the occupational program;
13. Meet at least twice annually;
14. Have at least three external members who meet these criteria present at each meeting (with at least two members physically present and one virtually present); and for membership physically present at each meeting; and,
15. Keeps minutes to document their activities, recommendations, and meeting attendance.
The Firefighter/EMT Technical Advisory committee consists of a minimum of three firefighter or paramedic care professional members who are external to the institution. These members represent local agencies within the service area of EMS or Fire Fighter. These committee members bring experience and expertise from the industry. At least two (2) meetings are held each year with a minimum of three members attending the meeting. Minutes and a member roster of each meeting are kept to document activities, recommendations, and attendance.

Exhibit I 10, 11, 12, 13, 14, 15: EMT/Firefighter Roster, Agenda and Minutes 4.13.17
Exhibit I 10, 11, 12, 13, 14, 15: EMT/Firefighter Roster, Agenda and Minutes 12.2.16

16. Occupational advisory committees review, at least annually, the appropriateness of the type of instruction (such as lecture, laboratory, work-based instruction, and/or mode of delivery) offered within each program to assure that students gain competency with specific skills required for successful completion of the program.

At least once a year, the Firefighter Advisory Committee reviews the appropriateness of the instructional methods in order to ensure that students master the competencies required in the field. The committee’s activities and recommendations are recorded in minutes of the meetings.

Exhibit I 16: 12.2.16 Roster, Agenda and Minutes
Exhibit I 16: 4.13.17 Roster, Agenda and Minutes

HEALTH, SAFETY AND FIRE-PREVENTION

17. Job-related health, safety, and fire-prevention are an integral part of instruction.

Health, Safety and Fire Prevention is introduced to the students and part of the instructional plan. A first aid kit is available on site at the center and on the first floor of Building A at both reception areas. An evacuation plan is posted in each classroom/lab/clinic.
area. Students are subsequently instructed on proper safety procedures for all practical experiences. Safety procedures are included in the Student Rules and Regulations Guide and outlined in the Live Fire Procedures handbook.

All Emergency Medical Technician faculty members are American Heart Association CPR certified. The Emergency Medical Technician ATD Program follows the CDC Guidelines for blood borne and infectious diseases. The Student Handbook also contains the link.

All policies and procedures are included in the instructional content of the relevant course. In addition, safety policies are posted on bulletin boards, doors or walls, and made available to the students.

Exhibit I 17: Live Burn Procedures Handbook
Exhibit I 17: Student Rules and Regulations Guide
Exhibit I 17: Picture of First Aid Kit
Exhibit I 17: CTC Health and Safety Plan

EQUIPMENT AND MATERIALS

18. To develop skill proficiency, sufficient practice is provided with equipment and materials similar to those currently used in the occupation.

In order to develop skill proficiency, students are provided sufficient practice with equipment similar to that currently used in the occupation. Skill proficiency tests and written exams are used as documentation to measure learning effectiveness and hands-on skills within the combined Fire/EMT program. The training facility contains all apparatus and structure for students to acquire live burn competencies and replicate the job skills required for licensure. Instructors must authorize that students have received the training to meet the performance objectives associated with live burns for firefighter I of the NFAP 1001, Standard for Fire Fighter Professional Qualifications which includes safety, fire behavior, portable extinguishers,
personal protective equipment, ladders, fire hose, appliances, and streams, overhaul, water supply, ventilation and forcible entry.

The Fire/EMT program uses a systematic approach to student learning where a skill is introduced/studied and practiced in a lab setting within classroom/facility. Students must spend a required amount of time learning the fire fighting and EMT skills and then demonstrate with proficiency before being signed off as complete. Mandatory skill days for the fire component include smoke day, high rise day, rescue day, LPG burns, hose day, ladder day, SCBA Day, live Fire days and survival week.

Exhibit I 18: Firefighter Site Plan
Exhibit I 18: Firefighter I/II Textbook Resources
Exhibit I 18: Verification of Training Hours
Exhibit I 18: Firefighter Rules & Regulations Handbook, Skill Days
Exhibit I 18: Participant Training Verification Form for Live Burns (Adobe, P.6)
Exhibit I 18: Adult EMT Syllabus
Exhibit I 18: EMS Program Equipment Lists from 64j
Exhibit I 18: EMT/Fire Combined Cost Sheet
Exhibit I 18: Equip pic 1 – 4
Exhibit I 18: Skills Evaluation Part 1

LESSON PLANS, COMPETENCY TESTS, AND INSTRUCTIONAL MATERIALS

19. All instruction is effectively organized as evidenced by course outlines, lessons, competency tests, and other instructional materials.

Instruction in the Fire Fighter/EMT program follows an organized curriculum plan outlined by the Bureau of Fire Standards & Training and the Bureau of EMS.

Exhibit I 19: DOE Curriculum Framework for Fire Fighter/EMT Combined
Exhibit I 19: Syllabus Firefighter Part 1
EVALUATION OF STUDENT ACHIEVEMENT

20. The institution uses a systematic, objective, and equitable method of evaluating student achievement based on required competencies.

Progress in the Fire Fighter/EMT Program utilizes written guidelines detailed in the Fire Training Center Student Handbook, Health Science Handbook and CTC Student Handbook. Standards of achievement are clearly outlined and explained in the Fire Fighter and EMT Student Handbooks. These standards are introduced and discussed at the information session, pre-admission interview, reviewed at the Program Orientation and reinforced throughout the program. The course calendar outlines specific content identified for the course. Each student must maintain at least a (70%) in each course in order to remain in the Fire Fighter Program and students must have a (75%) in EMT and pass the final exam as a pre-requisite to taking the EMS National Registry exam.

Exhibit I 19: Syllabus Firefighter Part II
Exhibit I 19: Class Calendar
Exhibit I 19: EMT Weekly Schedule
Exhibit I 19: Adult EMT Syllabus

Exhibit I 20: Fire Training Center Student Handbook, Student Evaluation P. 11
Exhibit I 20: Class Calendar
Exhibit I 20: Verification of Training Hours
Exhibit I 20: Competency Check Sheet
Exhibit I 20: Fire Fighter Course Syllabus
Exhibit I 20: Health Science Handbook pg. 32
21. For all coursework delivered via distance education: The institution directly verifies the currency and quality of all contracted courseware on an annual basis, is directly responsible for such currency and quality, and maintains curriculum oversight responsibility within all contracts.

Charlotte Technical College and its Instructional Training Center do not offer courses via distance learning. This criterion does not apply.

Exhibit I 21: Not applicable Statement

22. For all coursework delivered via distance education: The institution has in place a standardized course template, course descriptions, learning objectives, course requirements (i.e. standard syllabus, outcomes, grading, resources, etc.), and learning outcomes of its programs in order to facilitate quality assurance and the assessment of student learning.

Charlotte Technical College and its Instructional Training Center do not offer courses via distance learning. This criterion does not apply.

Exhibit I 22: Not Applicable Statement

23. For all coursework delivered via distance education:
The institution monitors student progress and participation by means such as course management systems that provide student time online, frequency of logins, electronic footprints, electronic grade book, and percentage of course completed.

Charlotte Technical College and its Instructional Training Center do not offer courses via distance learning. This criterion does not apply.
WORK-BASED ACTIVITY

Written agreements with work-based activity agencies, if any:

24. Are current;
25. Specify expectations for all parties; and,
26. Ensure the protection of students.

Charlotte Technical College maintains an affiliation agreement with the Instructional Service Center. In addition, CTC maintains affiliation agreements for the clinical component of the EMT course specifying the experiences or activities that are required of the Affiliate and the Institution. Each agreement is approved by the Charlotte County School Board and signed by the Superintendent and the affiliate prior to any clinical experience. These agreements ensure the protection of students and specifies the expectations of both parties.

27. Each work-based activity has a written instructional plan for students.

All competencies associated with the clock hour requirements of the Fire Fighter portion of the program are taught at the Instructional Training Center; therefore, there are no work based activities associated with the requirements of the two OCP’s associated with the program. The EMT portion of the program utilizes a clinical instructional plan for the core clinical areas to guide the student’s learning process and detailed expectations.
28. The written instructional plan for each work-based activity specifies the particular objectives, experiences, competencies, and evaluations that are required.

All competencies associated with the clock hour requirements of the Fire Fighter courses are taught at the Instructional Training Center; therefore, there are no work based activities associated with this portion of the program. The EMT Clinical Instructional Plan for core clinical areas specifies the objectives, experiences, competencies, and evaluations associated with the activities for the EMT course.

Exhibit I 28: Airway Back
Exhibit I 28: EMT Comprehensive Airway Final
Exhibit I 28: Test Back
Exhibit I 28: Test Front
Exhibit I 28: Medical Final
Exhibit I 28: Skills Evaluation Part 1
Exhibit I 28: Skills Evaluation Part 2
Exhibit I 28: Team Member Final
Exhibit I 28: Trauma Final
Exhibit I 28: Adult EMT Weekly Lecture Schedule

ON-SITE EMPLOYER REPRESENTATIVE

29. The written instructional plan for each work-based activity designates the on-site employer representative responsible for guiding and overseeing the students’ learning experiences and participating in the students’ written evaluations.

The Fire Chief at the facility in cooperation with the program instructors are responsible for guiding and overseeing the students’ learning experiences at the Instructional
Service Center to assure that all competencies and requirements of the program have been met. There is no work based activities associated with the Fire Fighting component of this program.

The Education Department at the major clinical facilities in cooperation with the Program Director and/or instructors are responsible for guiding and overseeing the students’ EMT learning experiences. The clinical agreement approved by the College’s governing body, (Charlotte County School Board) specify the clinical instructor shall have the responsibility for directly supervising and evaluating the students’ hands-on clinical practice at the clinical site.

**Exhibit I 29: Clinical Agreement, Fawcett Memorial Hospital**

30. **All work-based activities conducted by the institution are supervised by a designated employee possessing appropriate qualifications.**

All competencies associated with the Fire Fighter clock hour requirements of this program are taught at the Instructional Training Center by qualified instructors. All clinical activities conducted by the Charlotte Technical College’s Emergency Medical Technician portion of this program are supervised by instructors who are Emergency Medical Technicians and/or Paramedics, each possessing an unencumbered license valid in the State of Florida. Each instructor has a transcript of college courses leading to either an Associate or Bachelor degree. Lead instructors of the emergency medical technician program will also possess Level A and Level B EMS instructor certifications. Adjunct instructors of the EMT ATD program will possess at least a Level A EMS instructor certification. Verification of unencumbered, valid license to practice as an Emergency Medical Technician and/or Paramedic is performed upon initial employment and then annually by the Program Director. All instructors must also apply for the state authorized District Vocational Educators Certificate.

**Exhibit I 30: EMT Instructor Certificates**

**Exhibit I 30: Fire Fighter Instructor Certifications**

**Exhibit I 30: Department of Health Paramedic/EMT Licensures**
CHALLENGES AND PROPOSED SOLUTIONS

This program is still in the infancy stages of implementation. The required entrance requirements from the Bureau of Fire Standards and Training and the Bureau of EMS make this program more challenging for admissions as there is only one enrollment period for this program and this program is dedicated to those students who are seeking licensure in both the Fire and EMT. Students who have one of the licensures must enter a different program that meets their licensure needs. By offering a 300 hour EMT/ATD program and a 398-hour Fire Fighting I/II program, allows for students to pursue their career pathway with flexible course offerings to fit their educational needs. In providing this variety of programs, CTC must hire several part-time instructors to provide this training and to meet the required student/teacher ratio when in a lab environment. The program is fortunate to have an exceptional working relationship with the part time staff and the Public Services industry to be able to offer this program in our community.

SUMMARY

The greatest strengths exhibited by this program revolve around program flexibility, industry qualified instructors and the ability to update curricula to meet the needs of the ever-changing healthcare industry. CTC has a strong relationship with its clinical and affiliated agencies and support the program with clinical space, equipment, and program advisory participation. The Fire Fighter/EMT program will offer area employers graduates that possess a combination of sound academics and high quality hands-on clinical experience which can transition immediately into the healthcare and public safety workplace.
**Commission of the Council on Occupational Education**

**EMPLOYER PROGRAM VERIFICATION FORM**

*for Postsecondary Programs*

**INSTRUCTIONS:**
- Complete three of these forms for each program at each campus.
- This form must be signed by a bona fide potential employer who is in a position to make hiring decisions.

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<th>Name of Institution</th>
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<tr>
<td>Charlotte Technical College</td>
<td>Port Charlotte, FL 33943</td>
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<th>Address</th>
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<tr>
<td>18150 Murdock Circle</td>
<td>Firefighter/EMT Combined</td>
</tr>
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</table>

**Mode(s) of Delivery of Program (check ALL that apply):**

- [ ] 100% Traditional
- [ ] Hybrid
- [ ] Distance Education

The length of this program is (indicate the number of hours in all boxes that apply):

- [x] 696 Clock Hours
- [ ] Semester Credit Hours
- [ ] Quarter Credit Hours

The amount of tuition and fees charged for the total program is: $4210.56

**EMPLOYER'S VERIFICATION STATEMENT**

I have reviewed the (name of program): Firefighter/EMT Combined

program and recommended requirements for admissions, program content, program length, program objectives, competency tests, learning activities, instructional materials, equipment, method of evaluation, the skills and/or proficiency required for completion, and appropriateness of the instructional delivery method(s) for the program.

**EMPLOYER**

Name: **John Stubbos**  
Title: **Assistant Chief**

Company Name: **Englewood Area Fire Control District**  
Phone Number/Extension: **941-474-3324**

Address: **510 Paul Marie Dr.**  
City/State/Zip: **Englewood, FL 34223**

Verifiable range of remuneration based on yearly, full-time employment for those who enter this field upon completion of the program is from $39,000 to $45,000 annually.

Signature:  
Date: **10/25/16**

*(October 2016)*
Commission of the Council on Occupational Education
EMPLOYER PROGRAM VERIFICATION FORM
for Postsecondary Programs

INSTRUCTIONS:
- Complete three of these forms for each program at each campus.
- This form must be signed by a bona fide potential employer who is in a position to make hiring decisions.

Name of Institution
Charlotte Technical College

Address
18150 Murdock Circle

City/State/Zip
Port Charlotte, FL 33948

Name of Program
Fire Fighter/EMT Combined

Mode(s) of Delivery of Program (check ALL that apply):

- [X] 100% Traditional
- [ ] Hybrid
- [ ] Distance Education

The length of this program is (indicate the number of hours in all boxes that apply):

698 Clock Hours

The amount of tuition and fees charged for the total program is: $4210.65

EMPLOYER'S VERIFICATION STATEMENT

I have reviewed the (name of program): Firefighter/EMT Combined
program and recommended requirements for admissions, program content, program length, program objectives, competency tests, learning activities, instructional materials, equipment, method of evaluation, the skills and/or proficiency required for completion, and appropriateness of the instructional delivery method(s) for the program.

Name:
Holden Gibbs

Title:
Operations Chief

Company Name:
Punta Gorda Fire Department

Phone Number/Extension:
(941) 575-5629

Address:
1410 Tamiami Trl.

City/State/Zip:
Punta Gorda, FL 33950

Verifiable range of remuneration based on yearly, full-time employment for those who enter this field upon completion of the program is from $39,261.62 to $50,855.31 annually.

Signature: [Signature]
Date: [Date]

(October 2016)
Commission of the Council on Occupational Education
EMPLOYER PROGRAM VERIFICATION FORM
for Postsecondary Programs

INSTRUCTIONS:
- Complete three of these forms for each program at each campus.
- This form must be signed by a bona fide potential employer who is in a position to make hiring decisions.

Name of Institution
Charlotte Technical College

Address: 18150 Murdock Circle
                                                City/State/Zip
                                                Port Charlotte, FL 33948

Name of Program
Fire Fighter/EMT Combined

Model(s) of Delivery of Program (check ALL that apply):

[ ] 100% Traditional
[ ] Hybrid
[ ] Distance Education

The length of this program is (indicates the number of hours in all boxes that apply):

698 Clock Hours

The amount of tuition and fees charged for the total program is: $34240.95

EMPLOYER'S VERIFICATION STATEMENT

I have reviewed the (name of program): Firefighter/EMT Combined
program and recommended requirements for admissions, program content, program length, program objectives, competency tests, learning activities, instructional materials, equipment, method of evaluation, the skills and/or proficiency required for completion, and appropriateness of the instructional delivery method(s) for the program.

EMPLOYER

Name: Karl Bennett
Company Name: North Port Fire Rescue
Address: 4500 City Center Blvd.

Title: Division Chief
Phone Number/Extension: 941-240-8155
City/State/Zip: North Port, FL 34288

Verifiable range of remuneration based on yearly, full-time employment for those who enter this field upon completion of this program is from $30,042.00 to $61,595.00 annually.

Signature: [Signature]
Date: 8/28/2017

(October 2019)
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Program:
Game/Simulation/Animation Programming

Program Planner/Instructor:
Jeremy Green
STANDARD 2

GAME/SIMULATION/ANIMATION PROGRAMMING

INTRODUCTION

Charlotte Technical College currently offers 20 full-time training programs. Each program is an “in demand” program for the service delivery area. All programs are designed to meet students’ needs by providing students with the opportunity to acquire skills and knowledge necessary for performing successfully in business, industry, and entrepreneurship. Strong work ethic and technical skills are integrated in every subject in every class.

This program operates within the frameworks of the Florida Department of Education and under the policies and procedures of CTC.

The required program hours for Game/Simulation/Animation Programming (GSA Programming) is 600 hours.

Purpose of the program:

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers such as a Game/Simulation Designer, Game Programmer, and Game Software Developer in the Information Technology career cluster; provides technical skill proficiency and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Information Technology career cluster.

The content includes but is not limited to practical experiences in game/simulation conceptualization, design, storyboarding, development methodologies, essential programming techniques, and implementation issues. Specialized programming skills involving advanced mathematical calculations and physics are also integrated into the curriculum.

There are no entry level positions for this course.
There are two enrollment periods for GSA Programming in January and August. The GSA Programming is offered as a full-time course with adult enrollment.

ANALYSIS

ADMISSIONS/RECRUITING

The institution’s admissions policies and processes are:

1. Published;
2. Clearly stated;
3. Consistently communicated to students;
4. Made available to students prior to enrollment; and,
5. Any changes to these publications are communicated in a timely manner.

The admission policies for the Charlotte Technical College are published in various locations: the College’s website www.charlottetechcollege.net, the College Student Handbook and visual publications. The admissions policies and processes are clearly stated so prospective students can easily understand enrollment requirements and complete the enrollment process in a timely manner. Admissions policies are consistently communicated to students through the College’s website, College Student Handbook, and face-to-face interaction with faculty and staff. Prior to enrollment, potential students are provided admissions requirements along with a requirement check sheet listing each item/action required for admission to College. A timeline is established on the website to assist students in completing all requirements. The timeline takes students from the application process through the orientation and start of class. All steps are thoroughly explained, and hard copy packets are available at Student Services. All admissions are clearly stated and provided for students prior to enrollment in the admissions packet.

All changes and/or updates to the admission policies and processes are made available to students and the public through the College’s website, the College Student Handbook, and interaction with faculty and staff.
The program follows the general admissions policies of Charlotte Technical College.

GSA Programming has specific admissions requirements that include a high school diploma or GED prior to enrollment.

In postsecondary programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C. the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematic 10, Language 10, and Reading 10. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3) (a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed on the Basic Skills and Licensure Exemption List which may be accessed from the CTE Program Resources page.

Exhibit AR 1, 2, 3, 4, 5: CTC Admissions Policy
Exhibit AR 1, 2, 3, 4, 5: CTC Student Catalog/Handbook Screenshot/Admissions
Exhibit AR 1, 2, 3, 4, 5: On-line Application/Website
Exhibit AR 1, 2, 3, 4, 5: GSA Programming Timeline & Registration Checklist
Exhibit AR 1, 2, 3, 4, 5: CTC Student Catalog/Handbook Pages 2 & 3
Exhibit AR 1, 2, 3, 4, 5: Students with Disabilities TABE exemption requirements
Exhibit AR 1, 2, 3, 4, 5: Exemption for Basic Skills Application
Exhibit AR 1, 2, 3, 4, 5: Basic Skills Exemptions
6. For all students admitted to a Vocational English-As-A-Second-Language Program, the institution utilizes written admission procedures that comply with policies established by the Commission.

Charlotte Technical College and the off-site instructional service center do not have an “English-As-A-Second Language” program. This criterion does not apply.

Exhibit AR 6: Not Applicable Statement

7. The institution clearly defines and publishes a policy on the transfer of students between programs within the institution and the transfer of students from other institutions.

Charlotte Technical College’s policy on the transfer of students between institutional programs, as well as the transfer from other institutions, is clearly defined and published. The policy is published on the College’s website at (www.charlottetechcollege.net) and the CTC Student Handbook, page 15. The published policy includes the following relevant criteria:

- CTC students requesting to transfer to another program within the college must first discuss the request with the current instructor and then meet with the Postsecondary Occupational Specialist. The Occupational Specialist can approve the transfer request, if space is available in the program.

- Acceptance of hours completed at another institution will be in compliance with Florida Statute 1007.24(7). Students with previous technical training from other institutions may receive credit for that training. A transcript from a public accredited institution documenting student performance standards and/or occupational completion points achieved for a specific
technical program will be accepted in transfer at Charlotte Technical College for the same technical program. CTC reserves the right to require a competency test to validate the competencies learned/earned at another (non-CTC) institution. The student will then be enrolled in training at the student’s proficiency level.

- Training from a non-public institution that is fully accredited by a regional or national accrediting agency recognized by the United States Department of Education, and that participates in the common course numbering system, will be accepted in transfer for the same course/program. Transcripts will be accepted, evaluated and relevant clock hours will be applied to the student’s CTC training program and the student’s transcript.

Exhibit AR 7: CTC Transfer Policy
Exhibit AR 7: CTC Student Catalog/Handbook (Transfer of Credit Screenshot)
Exhibit AR 7: CTC Student Catalog/Handbook/Transfer of Credit Page 22

TRANSFER OF CREDIT

8. The institution clearly defines and publishes a policy on the transfer of credits that includes a statement of the criteria established by the institution regarding the transfer of credit earned at another institution.

Charlotte Technical College clearly defines its policy on the transfer of credits and publishes the policy on both the College website (http://charlottetechcollege.net/) and the CTC Student Handbook, page 22. The published policy includes the following relevant criteria regarding the transfer of credit earned at another institution:

- Acceptance of hours completed at another institution will be in compliance with Florida Statute 1007.24(7). Students with previous technical training from other institutions may receive credit for that training. A transcript from a public accredited institution documenting student performance
standards and/or occupational completion points achieved for a specific technical program will be accepted in transfer at Charlotte Technical College for the same technical program. CTC reserves the right to require a competency test to validate the competencies learned/earned at another (non-CTC) institution. The student will then be enrolled in training at the student’s proficiency level.

- Training from a non-public institution that is fully accredited by a regional or national accrediting agency recognized by the United States Department of Education, and that participates in the common course numbering system, will be accepted in transfer for the same course/program. Transcripts will be accepted, evaluated and relevant clock hours will be applied to the student’s CTC training program and the student’s transcript.

Exhibit AR 8: CTC Transfer Policy
Exhibit AR 8: CTC Student Catalog/Handbook (Transfer Credit Screenshot)
Exhibit AR 8: CTC Student Catalog/Handbook Transfer of Credit Page 22

PROGRAM COMPLETION

9. Admission requirements offer reasonable expectations for successful completion of the occupational programs offered by the institution regardless of the delivery mode.

GSA Programming follows the Florida Department of Education’s basic skill exit requirements for students, and the requirements can be found in the CTC Catalog/Handbook and Section 1004.91, Florida Statute (F.S.) and the State Board of Education Rule 6A-10.040. These regulations mandate that students who enroll in a program of 450 hours or more “may not receive a career and technical certificate of completion without first demonstrating the basic skills required in the state curriculum frameworks for the career education program.” CTC provides opportunity for students to demonstrate basic skill requirement through the Test of Adult Basic Education (TABE). The Florida Department of Education has placed basic skill levels on all programs in the
curriculum frameworks. Only advanced and difficult level of the TABE meets requirements. The purpose of assessment is to determine whether or not the student as the basic skills necessary to be successful in the chosen career program.

A student enrolled in a career education program that does not meet the basic skills requirements, but passes an identified certification exam, should be recorded as “incomplete” until the Technical College receives documentation of the certification and then reports the student as a completer from the career and technical education program. If the student does not meet the basic skills requirements for completion or is not exempt, the student cannot be reported as a program completer from the final OCP and cannot earn a Career Certificate of Completion.

Exhibit AR 9: CTC Admissions Policy

Exhibit AR 9: CTC Student Catalog/Handbook (Admissions Screenshot)

ASSOCIATE DEGREE

10. Students admitted into Associate Degree programs have a high school diploma or its equivalent.

Charlotte Technical College and the off-site instructional service center do not offer Associate Degrees. This criterion does not apply.

Exhibit AR 10: Not Applicable Statement

ABILITY TO BENEFIT

An institution that admits students by exception to its standard admissions policies must:

11. Have written admissions policies and procedures for these exceptions;
12. Apply them uniformly;
13. Provide documented evidence on how they are used;
14. Maintain records on student progress; and,
15. Regularly evaluate the effectiveness of the procedures used in admitting students by exception.
Charlotte Technical College and the off-site instructional service center do not admit students by exception to its GSA Programming program. This criterion does not apply.

Exhibit AR 11: Not applicable statement
Exhibit AR 12: Not applicable statement
Exhibit AR 13: Not applicable statement
Exhibit AR 14: Not applicable statement
Exhibit AR 15: Not applicable statement

RECRUITING ACTIVITIES

16. The institution ensures that recruiting activities are ethical and that all materials used in recruiting accurately describe the mission, instructional outcomes, student performance expectations, and completion requirements of each program.

Recruitment is an ongoing priority at the College. Charlotte Technical College has a postsecondary occupational specialist to lead recruitment activities. The College is actively involved in many recruiting activities, including career days sponsored by local high schools, college job fairs, classroom presentations in local middle and high schools, campus tours for secondary students, chamber and community groups. Instructors also play a pivotal role in recruitment activities for the College. Many different mediums, such as printed materials, newspaper advertising, social media, student and alumni recruitment, employees, and the College website (www.charlottetechcollege.net) are used in recruitment.

The institution ensures recruiting activities are ethical and all mediums used in recruiting accurately describe the College mission, program outcomes, student performance expectations, and completion requirements of each program.

Exhibit AR 16: CTC Student Catalog/Handbook Page 32
Exhibit AR 16: GSA Programming Rack Card
Exhibit AR-16: Job Fair Flyer
Prior to admission, students are informed of the costs of the program and any equipment and services required. Fees charged to students are in accordance with Florida Department of Education guidelines with all fees and tuition approved by the Charlotte County School Board. Program cost sheets are available to students prior to admission. Student Services maintains a cost sheet for each program, including costs of registration, tuition, books, and instructional supplies. Cost sheets for GSA Programming are updated prior to enrollment. Cost sheets are available upon request, available in Student Services, school book store and on the College’s website. GSA Programming students meet with the instructor for orientation prior to admission. The instructor can best inform the student of the technical competencies and time needed to complete the program. Further program costs unique to GSA Programming are provided to the student through Student Services staff and directly by the instructor or program director as part of program orientation and intake. This information includes books, uniforms, materials and supplies, as applicable.

Exhibit AR 17: GSA Programming Cost Sheet 2017-18

ORIENTATION TO TECHNOLOGY

18. Orientation to technology is provided and technical support is available to students.

Prior to enrolling, GSA Programming students attend a program orientation. An overview of the technology used in the training area is covered during the program.
orientation session. In addition, the College employs a part-time Network Administrator who works at the site a minimum of two days per week and a Technology Facilitator who is available to assist students and program instructors with technical support daily.

Exhibit AR 18: Check sheet for adult admissions
Exhibit AR 18: CTC Technology Plan
Exhibit AR 18: CTC Student Internet Usage Agreement
Exhibit AR 18: Network Technician Job Description
Exhibit AR 18: Student Handbook Computer Use P.31
Exhibit AR 18: Student Handbook Acknowledgement P. 77

DISTANCE EDUCATION

19. For all coursework delivered via distance education: The institution has processes in place to establish that the student who registers for a distance education course or program is the same student who participates in and completes the program and receives the academic credit.

Charlotte Technical College and the off-site instructional service center do not deliver coursework via distance education. This criterion does not apply.

Exhibit AR 19: Non-applicable

PROGRAMS

MISSION STATEMENT

Occupational education program policies are congruent with:

1. The governing organization;
2. The mission of the institution; and,
3. The occupational needs of the people served by the institution.
The policies established for each occupational program are congruent with the policies of Charlotte Technical College and Charlotte County Public Schools.

Occupational programs are congruent with the College mission to provide an effective, innovative technical education preparing students to enter, advance and succeed in the workplace. The College meets its objectives by providing cost effective, competency-based training that prepares persons for entry-level jobs, enhances the skills of persons holding a job, and/or retrains those who may be displaced workers.

The GSA Programming faculty supports the Charlotte Technical College mission and goals as reflected in the program’s mission statement and philosophy.

The mission and purpose of GSA Programming is to prepare students for further education and careers such as Game/Simulation Designer, Game Programmer and Game Software Developer and to provide the technical skill proficiencies and employability skills necessary to perform those jobs.

Exhibit P 1, 2, 3: CCPS Website
Exhibit P 1, 2, 3: CTC Website
Exhibit P 1, 2, 3: GSA Programming Mission, Purpose, and Goals
Exhibit P 1, 2, 3: Game Design Handbook

**Occupational education program policies are:**

4. Publicly accessible;

5. Non-discriminatory; and,

6. Consistently applied

Occupational education program policies are publicly accessible through the College Student Handbook and the Website. Policies are written and administered in a non-discriminatory manner. Policies are consistently applied to all occupational programs.

GSA Programming policies are publicly accessible within the Game Design student handbook on the Charlotte Technical College website. Handbooks are distributed, reviewed, and signed, as representation of their understanding, on the first day of class per session.

Exhibit P 4, 5, 6: CTC Student Catalog/Handbook/Non-Discrimination Statement
7. Student learning outcomes; and/or,
8. Program outcomes.

Charlotte Technical College and the Instructional Training Center has occupational education program policies that are uniform and consistent. This criterion is not applicable

Exhibit P 7, 8: Non-applicable

PROGRAM OBJECTIVES, CONTENT, AND STUDENT EVALUATION

Each occupational education program has:

9. Clearly stated objectives
10. Defined content relevant to these objectives and the current needs of business and industry, and,
11. Assessment of student achievement based on the program objectives and content.
12. The objectives for each educational program are evaluated annually.

GSA Programming has clearly stated objectives, defined content relevant to these objectives and the current needs of business and industry, and assessment of student achievements are based on the program objectives and content which is included in the course syllabi given to each student at the beginning of each course. The syllabi is also posted on the instructor’s Edline pages. As stated, objectives and content are substantially developed by the Florida Department of Education for the program within the state system and are embodied in the curriculum frameworks.

Each framework has skills and competencies called occupation completion points (OCPs) that are grouped to correspond with potential occupations. OCPs are related to current needs of business and industry and are earned at the completion of courses. Each student works through the OCPs and is evaluated for mastery of skills and competencies. Instructors use a variety of methods to determine student mastery of subject matter. Such methods include traditional exams and quizzes, daily classwork exercises, and competency
based lab projects. Grades are assigned for all methods and determine a student’s movement through the curriculum. The College’s grading policy is detailed in the Student Handbook.

Exhibit P 9, 10: GSA Programming Course Syllabi
Exhibit P 9, 10: FLDOE Curriculum Frameworks

Student evaluation is based on program objectives and content. Instructors use a variety of methods to determine student mastery of subject matter. Such methods include traditional exams and quizzes, daily classwork exercises, and competency based lab projects. Grades are assigned and determine a student’s movement through the curriculum. Grades are assigned at the end of each course or OCP. The GSA Programming grading policy is detailed in the Program Handbook.

Exhibit P 11: GSA Programming Handbook/Grading Policy Pages 14-17
Exhibit P 11: GSA Programming Student Exams (C-Sharp Fundamentals/Game Design Test1)
Exhibit P 11: GSA Programming Figure Drawing Self Evaluation/Grade Evaluation
Exhibit P 11: GSA Programming Perspective Drawing for Storyboarding
Exhibit P 11: GSA Programming Class Exercises (Pencil Weight Exercise)
Exhibit P 11: GSA Programming Progress Reports

Annually, the objectives for GSA Programming are evaluated and rated accordingly, by the program advisory committee members. Objectives for the program are developed using the Florida Department of Education Curriculum Frameworks as a guide. To meet business and industry needs, the program is revised, added or deleted. The objectives of the program are evaluated annually as evidenced by Program Advisory Committee minutes. Advisory Committee evaluations and meeting minutes are kept for documentation.

Instructors gain valuable employer input through program advisory meetings. During these meetings, instructors talk with peers and learn more about new technologies, current
equipment and processes utilized by the game industry/IT Programming field. Information obtained is used to evaluate and improve program effectiveness.

The GSA Programming Program Advisory Committee meets at least twice annually. Charlotte Technical College’s GSA Programming program follows a curriculum which meets or exceeds the Florida Department of Education (FLDOE) Curriculum Frameworks. FLDOE Curriculum Frameworks are reviewed and updated every five (5) years. Feedback from students is received through climate and exit surveys.

**Exhibit P 12: GSA Programming Advisory Committee Minutes/Agendas**

**Exhibit P 12: GSA Programming Advisory Member Roster**

<table>
<thead>
<tr>
<th>A systematic process has been implemented to document:</th>
</tr>
</thead>
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<tr>
<td>13. That the objectives and content of programs are current; and,</td>
</tr>
<tr>
<td>14. That coursework is qualitatively and quantitatively relevant.</td>
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</table>

A systematic process has been implemented to document the objectives and that content of the GSA Programming program is current. The Florida Department of Education reviews the curriculum frameworks on a cyclical schedule to maintain their current status. These reviews are through committees and include department staff, educators, and business people from across the state. A “Change Document Summary” issued in the spring of each year highlights changes in programs and any added or deleted programs. They also publish a “Basic Skills Document” showing any changes in the basic skill exit requirements. Based on the information from FLDOE, CTC provides each teacher with information in order to establish appropriate planning for the upcoming school year. As instructors review curriculum frameworks, adjustments are made to update curriculum materials. The program syllabus is updated annually to meet changes and requirements. Each program instructor may choose to incorporate additional relevant information into individual curricula.
Exhibit P 13: FLDOE Curriculum Frameworks
Exhibit P 13: GSA Programming Course Syllabi
Exhibit P 13 GSA Programming Curriculum Sequence

Annually, the Advisory Committee reviews program content and objectives to ensure they remain current. The GSA Programming Program Advisory Committee provides input on the qualitative and quantitative aspects of the coursework ensuring students are provided the necessary instruction and hands-on experience to progress in their career path.

Exhibit P 14: GSA Programming Advisory Committee Agendas/Minutes

EMPLOYER VERIFICATION DATA

<table>
<thead>
<tr>
<th>15.</th>
<th>Three bona fide potential employers review each educational program annually and recommend:</th>
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<tbody>
<tr>
<td>16.</td>
<td>Admission requirements;</td>
</tr>
<tr>
<td>17.</td>
<td>Program content that is consistent with desired student learning outcomes;</td>
</tr>
<tr>
<td>18.</td>
<td>Program length;</td>
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<tr>
<td>19.</td>
<td>Program objectives</td>
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<tr>
<td>20.</td>
<td>Competency tests;</td>
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<tr>
<td>21.</td>
<td>Learning activities;</td>
</tr>
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<td>22.</td>
<td>Instructional materials;</td>
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<tr>
<td>23.</td>
<td>Equipment;</td>
</tr>
<tr>
<td>24.</td>
<td>Methods of program evaluation;</td>
</tr>
<tr>
<td>25.</td>
<td>Level of skills and/or proficiency required for completion; and,</td>
</tr>
<tr>
<td>26.</td>
<td>Appropriate delivery formats for the subject matter being taught.</td>
</tr>
</tbody>
</table>

Each program formally surveys area business and industry annually, utilizing the COE developed Employer Verification Report Form. Administration maintains these responses on file.
Exhibit P 15: GSA Programming Employer Verification Data

GSA Programming undergoes a comprehensive program review by three bona fide potential employers using the Employer Program Verification form. The committee evaluates all aspects of the program within the guidelines of the Department of Education and COE. These employers provide suggestions for program modifications. This review includes admissions requirements, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, and levels of skills and/or proficiency required for completion and appropriateness of the delivery mode for the program.

Exhibit P 16-26: GSA Programming Advisory Committee Agenda

Exhibit P 16-26: GSA Programming Advisory Committee Minutes

PROGRAM CONSIDERATION

27. The institution considers the length and the tuition of each program in relation to the documented entry level earnings of completers.

The State Board of Education establishes tuition and length of programs. The tuition cost is approved by the Charlotte County School Board. CTC, in conjunction with the Program Advisory Committee and CareerSource of Southwest Florida, evaluates the relationship between these two factors and the documented entry-level earnings of completers. Program costs and length are reviewed annually by employers completing Employer Verification Forms and average wage information provided by CareerSource Southwest Florida. When analyzing new program offerings, this information is also utilized.

Exhibit P 27: Regional Demand Occupations List

Exhibit P 27: GSA Programming Employer Verifications Forms

28. Courses required for each program are offered with sufficient frequency for the student to complete the program within the publicized time frame.
The GSA Programming Program is offered twice yearly and enrolls at the Semester. Two enrollment times give prospective students options from which to choose. The 600 clock hour program requires a semester (roughly 5 months) to complete. Students following the curriculum plan complete the program within the publicized time frame. Students who withdraw and meet the eligibility criteria may re-enter when a cohort reaches the course the student needs. Re-admission is subject to school/program policies and space availability.

**Exhibit P 28: GSA Programming Curriculum Sequence**

**Exhibit P 28: GSA Programming Syllabus**

**Exhibit P 28: Game Design Handbook/Re-admission Page 7**

**ASSOCIATE DEGREES**

Associate Degree programs offered must meet the following requirements:

29. The program is designed to lead graduates directly to employment in a specific career.

30. The appropriate applied degree title, such as Associate of Applied Technology, Associate of Applied Science, Associate of Occupational Studies, Associate of Science, or Associate of Occupational Technology, is used and includes the specific career and technical education field (i.e. Associate of Applied Science in Veterinary Technology)

31. The program has a minimum of 60 semester hours or 90 quarter hours.

32. The program includes a minimum of 15 semester hours or 23 quarter hours of general education courses, with a minimum of one course from each of the following areas: humanities, behavioral sciences, natural or applied sciences, and mathematics

Charlotte Technical College and the off-site instructional service center do not offer associate degrees; these criteria are not applicable.

**Exhibit P 29-32: Not Applicable Statement**

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33. For all coursework delivered via distance education: The institution’s distance education courses and programs are identical to those on campus in terms of the quality, rigor, breadth of academic and technical standards, completion requirements, and the credential awarded.

Charlotte Technical College and the off-site instructional service center do not offer programs via distance learning education. The criterion does not apply.

Exhibit P 33: Not Applicable Statement

PROGRAM APPROVAL

Each program offered by the institution:

34. Is approved and administered under established institutional policies and procedures and supervised by an administrator who is part of the institutional organization;

35. Has appropriate and continuous involvement of on-campus administrators and faculty in planning, and approval;

36. Has varied evaluation methodologies that reflect established professional and practice competencies;

37. Is qualitatively and quantitatively consistent at each campus where it is offered;

38. Has measures of achievement of the student learning objectives:

39. Has individual student records, including period of enrollment, financial, and educational program records, permanently maintained by the institution at the main campus;

40. Is identically described in appropriate catalogs, brochures, and/or other promotional materials and include tuition/fee charges, refund policies, admissions and academic requirements, and information technology requirements; and,

41. Provides for timely and meaningful interaction among faculty and students.
Occupational programs are approved by the Florida Department of Education and supervised by the College Director and Assistant Director. The Program Director provides supervision for GSA Programming.

GSA Programming is administered and approved by the policies and procedures set forth by the Florida Department of Education, the Charlotte County Public School Board as well as the written policies and procedures of the Technical College. DOE approval is requested followed by COE approval through the established procedures and forms.

Exhibit P 34: COE Approved Programs
Exhibit P 34: Organizational Chart

Campus administrators and faculty are actively involved in the planning and supervising of the GSA Programming Program and evaluate the program annually through CPL data. The Program Director acts as a resource to ensure compliance with the directives issued by the Florida Department of Education. Final decisions are made through a facilitative and collaborative process with “student success” driving all decision-making processes. The size of Charlotte Technical College permits daily communication between the GSA Programming Program Director/Instructor and the College administration. Administration is present in every program area every day and practices an open-door policy that makes daily communication easily accomplished. These informal as well as formally planned meetings provide many opportunities for direct communication between the GSA Programming program director and the college’s administrators.

Input from GSA Programming faculty is liberally solicited from the Director on decisions that directly affect the program and more specifically, courses they teach within the program.

Examples of faculty input include:

- Submission of technology plan for the program annually
- Input for the yearly budget and authorize purchase requisitions for equipment, student lab supplies, and instructor classroom and software needs
• Selection and planning of preventive maintenance of equipment and equipment replacement
• Academic freedom as evidenced by curriculum development and textbook selection
• Designing the teaching schedule each term and rearrange courses to allow for appropriate experience and practice.
• Upholding all program policies and procedures and determined disciplinary action
• Participation in development of recruitment
• Participation in review of the strategic plan
• Identifying strategies for the growth of the program

Exhibit P 35: GSA Programming Teaching Certificates
Exhibit P 35: Yearly schedule of meetings identifying department meeting dates
Exhibit P 35: Minutes of IT Department Meetings

The GSA Programming Program uses multiple evaluation methodologies which include traditional exams and quizzes, daily classwork exercises, and competency based lab projects.

Exhibit P 36: GSA Programming Student Exams (C-Sharp Fundamentals/Game Design Test1)
Exhibit P 36: GSA Programming Figure Drawing Self Evaluation/Grade Evaluation
Exhibit P 36: GSA Programming Perspective Drawing for Storyboarding
Exhibit P 36: GSA Programming Class Exercises (Pencil Weight Exercise)
Exhibit P 36: GSA Programming Progress Reports

The GSA Programming program demonstrates qualitative and quantitative achievements through End Of course Assessments (EOCA), given at the end of each OCP and area appropriate certifications throughout the OCPs.

Paralleling the course syllabi with the FLDOE Curriculum Frameworks guarantees that all required course objectives are being taught.
The GSA Programming program measures the achievement of the student learning objectives through the use of traditional exams and quizzes, daily classwork exercises, and competency based lab projects.

The Student Services Department maintains permanent student and financial aid records and other pertinent information. Daily attendance, grades, and counseling notes are reported to Student Services via the computerized Student Information Management System (SIMS). The Charlotte County Public School System uses the FOCUS (SIMS) system for Postsecondary collection of information.

The College Student Handbook describes training programs, tuition/fee charges, refund policies, admission policy, and the grading policy.

The GSA Programming Program is clearly described and documented in the Technical College Student Handbook, program flyers, as well as on the CTC website (www.charlottetechcollege.net). Program information including tuition, fees, refund
policy, admission requirements and other requirements are all stated in the publications listed.

Exhibit P 40: CTC Admissions Policy
Exhibit P 40: CTC Refund Policy
Exhibit P 40: GSA Programming Website Screenshot
Exhibit P 40: CTC Student Catalog (Admissions Screenshot)
Exhibit P 40: CTC Student Catalog/Handbook (Grading Policy Screenshot)

The faculty work week and student class schedule allow for ample time for students, faculty, and staff to interact. Full-time program instructors work from 7:00 to 3:00 which includes a 30-minute duty free lunch. Students attend from 7:45 – 3:00 (including a 30 minute lunch not included as program completion hours) for 6.45 hours per day or 32.25 hours/week. Full-time instructors have from 7:00 – 7:45 to provide support for students if not in a scheduled staff meeting or department meeting.

GSA Programming instructors have significant and timely interaction with students. The instructors have time before and after class to conference with students. The instructors communicate with students by e-mail, phone, and one-to-one meetings. Instructors have a website which provides valuable resources to students. Students are evaluated weekly, with grades posted at the end of each course in FOCUS. Instructors meet with students frequently to provide feedback regarding student progress.

Exhibit P 41: Game Design Edline Webpage Screenshot
Exhibit P 41: Yearly CTC Meeting Calendar

42. A credit hour is equivalent to a minimum of each of the following: one semester credit for 15 clock hours of lecture, 30 clock hours of laboratory, or 45 clock hours of work-based activities; or one quarter credit for 10 clock hours of lecture, 20 clock hours of laboratory, or 30 clock hours of work-based activities.
Charlotte Technical College’s educational programs are based on a contact clock hour system. This criterion is not applicable.

**Exhibit P 42: Not Applicable Statement**

**DISTANCE EDUCATION**

43. For all coursework delivered via distance education: The institution ensures timeliness of its responses (synchronously or asynchronously) to students’ requests by placing a requirement on response time of no more than 24 hours within the institution’s published operational schedule of the program/course.

Charlotte Technical College and the off-site instructional service center do not offer programs via distance education. This criterion is not applicable.

**Exhibit P 43: Not Applicable Statement**

**CLOCK/CREDIT HOUR CONVERSION REQUIREMENT**

**CLOCK/CREDIT HOUR CONVERSION FOR FEDERAL STUDENT FINANCIAL AID**

If this program was used as a sample for course prep review, it meets the requirements on the Course Prep Review Worksheet. (If the program was not part of the sampling OR if the institution is not required to use the Federal Clock Hour Conversion for Student Financial Aid, indicate N/A).

The College is not required to use the Federal Clock Hour Conversion for Student Financial Aid. This criterion is not applicable.

**Exhibit Clock-Credit Hour Conversion: Not Applicable Statement**
INSTRUCTION

ACADEMIC COMPETENCIES AND OCCUPATIONAL SKILLS

1. Academic competencies and occupational skills are integrated into the instructional program for each occupational area.

The GSA Programming program is designed so that each student progresses at his/her maximum level. Utilization of lectures, hands-on exercises, web based tutorials, audiovisuals, written materials and other instructional methodologies provide for different types of learners. The program’s curriculum is sequential, providing optimal learning by correlating theory with practical experience. Written unit exams and quizzes are given to validate learning. Multiple choice exams with questions that directly relate to state frameworks are designed to evaluate students understanding. Daily classwork exercises give the students an opportunity to practice skills and demonstrate knowledge gained through class discussion and reading. Lab experiences allow students the opportunity to demonstrate mastery of competencies on a variety of projects that require the application of skills being taught and discussed through lectures. All curriculum frameworks are selected by the Florida Department of Education and are reflected in the syllabi for each course.

Exhibit I 1: FLDOE Curriculum Frameworks
Exhibit I 1: GSA Programming Syllabi
Exhibit I 1: GSA Programming Curriculum Plan
Exhibit I 1: GSA Programming Student Exams (C-Sharp Fundamentals/Game Design Test1)
Exhibit I 1: GSA Programming Figure Drawing Self Evaluation/Grade Evaluation
Exhibit I 1: GSA Programming Perspective Drawing for Storyboarding
Exhibit I 1: GSA Programming Class Exercises (Pencil Weight Exercise)
2. The instructional programs provide instruction in the competencies essential to success in the occupation, including job knowledge, job skills, work habits, and attitudes.

The FLDOE curriculum frameworks are used as a guide for the GSA Programming Program instruction. State required frameworks provide consistency, programmatic quality and integrity. Students have ample opportunities to practice job skills and competencies. Employability skills are an integral part of the training and are included in this program. The program is designed to prepare students for employment and to provide supplemental training for persons previously or currently employed in any of these occupations. Employability skills are also a major part of the daily evaluation of the student which is noted by the instructor. The course outline and description for each area of curriculum details adequate experiences to develop the skill proficiencies necessary for employment. The classroom labs performed on computers provides students the opportunity to practice and develop skill proficiency under the direction of faculty. The ability to perform is monitored by written tests and performance appraisals administered by the instructor(s). The classroom and lab are available to students both before and after regular class hours at all sites to assist those students who require assistance or need a place to study.

Work habits, attitudes, and interpersonal skills are integral parts of the GSA Programming curriculum. Beginning day one and extending throughout the entire year, instructors are actively involved in teaching and role modeling the skills needed for gainful employment. Throughout the course of the program, students learn specific skills to aid gaining entrance into the workplace. Cover letter and resume writing, completion of the job application, dressing for and conducting an interview as well as how to terminate employment are among some of the areas explored in the curriculum.

Exhibit I 2: FLDOE Curriculum Frameworks
Exhibit I 2: GSA Programming Course Syllabi
Exhibit I 2: Figure Drawing Evaluation/Guide/Exercises
JOB KNOWLEDGE, JOB SKILLS, WORK HABITS AND ATTITUDES

3. The sequence of instruction required for program completion (lecture, lab, and work-based activities) is determined by desired student learning outcomes.

The GSA Programming curriculum is structured in a sequential approach through the theory and practical competencies for each subject area. The instructional sequence, which includes lecture, classroom exercises, and labs/projects, has been successful as demonstrated by positive student learning outcomes.

GSA Programming is one of 20 programs at the College. Students must adhere to an established timeline for completion with defined entry and exit points.

The sequence of the GSA Programming curriculum for each term is outlined in the Curriculum Sequence handout distributed to each student at the beginning of each term. All enrollment cycles are identical.

Exhibit I 3: GSA Programming Curriculum Plan

The sequence of instruction required for program completion is used to:

4. Organize the curriculum;
5. Guide the delivery of instruction;
6. Direct learning activities; and,
7. Evaluate student progress in order to maximize the learning of competencies essential to success in the occupation.

The didactic portion of the GSA Programming program is organized so that the student begins his/her educational program with the basic concepts and advances to more difficult concepts of game design and programming.

The curriculum plan provides a breakdown for each OCP. Each OCP provides an established number of training hours which are designated by the FLDOE. Students are provided with a time frame for each unit to keep the student on track for program completion.
The GSA Programming Program uses a systematic approach to student learning where a skill is introduced through lecture and reading, practiced through classroom exercises, and demonstrated in lab/projects. Students demonstrate competency in a skill by passing theory content on exams and utilizing their competency to achieve a list of requirements on lab/projects.

Students develop an understanding of the fundamentals of game design in the classroom through lecture, reading and research. Before taking this knowledge into the digital realm of programming, they use their knowledge to develop game design documents for board games that can be tested with other students in class. The core concepts and fundamentals of developing a game are established in OCP A. The programming portion of the program really begins in earnest in OCP B. Students are introduced to object-oriented programming and the elements of the C# language. From this point on the class is daily discussing and implementing new concepts in code, while testing, debugging, documenting and incorporating new elements iteratively.

The daily coding practices that entail OCPs B and C are closely monitored by the instructor for correct execution and implementation.

Each curriculum area incorporates theory and lab experiences with work ethics integrated in the curriculum. Student evaluation is based on the competencies required to be successful in the chosen occupation. Instructors use a variety of methods to determine student mastery of subject matter. Such methods include, but are not limited to, exams and quizzes, daily classwork implementations, along with individual and group lab/project experiences.

Exhibit I 4, 5, 6, 7: GSA Programming Curriculum Plan
Exhibit I 4, 5, 6, 7: GSA Programming Figure Drawing Exercise
Exhibit I 4, 5, 6, 7: GSA Programming Final Project

OCCUPATIONAL ADVISORY COMMITTEES

8. The institution has appointed an occupational advisory committee for each program or program area offered.
The GSA Programming Program has established an advisory committee that plays a pivotal role in the College’s ability to offer GSA Programming which responds to both student and community needs in the service delivery area.

**Exhibit I 8: GSA Programming Advisory Committee Member Lists**

9. Occupational advisory committees appointed for each program or program areas are used to ensure that desirable, relevant, and current practices of each occupation are being taught.

The GSA Programming Advisory Committees evaluate the GSA Programming program to ensure that course content is current, to suggest appropriate changes, and to confirm that the program meets the workforce needs of businesses with programming opportunities.

**Exhibit I 9: GSA Programming Program Advisory Fall/Spring Agendas and Minutes**

Each occupational advisory committee must:

10. Consist of a minimum of three members external to the institution;

11. Has at least three external members who represent the geographical service area covered by the programs taught by the institution.

12. Has at least three external members who have expertise in the occupational program;

13. Meet at least twice annually;

14. Have at least three external members who meet these criteria present at each meeting (with at least two members physically present and one virtually present); and for membership physically present at each meeting; and,

15. Keeps minutes to document their activities, recommendations, and meeting attendance.

The GSA Programming Advisory committee consists of a minimum of three IT/programming professional members who are external to the institution. These members represent local business with employees who perform programming related tasks daily. These committee members bring experience and expertise from the IT/Programming/Software...
Development fields. At least two (2) meetings are held each year with a minimum of two committee members attending the meeting. Minutes and a member roster of each meeting are kept to document activities, recommendations, and attendance.

**Exhibit I 10, 11, 12, 13, 14, 15**: GSA Programming Advisory Committee Member Lists

**Exhibit I 10, 11, 12, 13, 14, 15**: GSA Programming Advisory Committee Agendas and Minutes

16. Occupational advisory committees review, at least annually, the appropriateness of the type of instruction (such as lecture, laboratory, work-based instruction, and/or mode of delivery) offered within each program to assure that students gain competency with specific skills required for successful completion of the program.

At least once a year, the GSA Programming Advisory Committee reviews the appropriateness of the instructional methods to ensure that students master the competencies required in the field. The committee’s activities and recommendations are recorded in minutes of the meetings. The GSA Programming Advisory Committee advises program instructors regarding technical programs for a specific occupation. Its function includes making recommendations on the following matters:

- Community Surveys
- Course Planning
- Lab Planning
- Recruitment of Instructors
- Assistance to Instructors
- Placement of Students
- Program Evaluation
- Legislation
- Public Relations

**Exhibit I 16**: GSA Programming Advisory Committee Minutes
HEALTH, SAFETY AND FIRE-PREVENTION

17. **Job-related health, safety, and fire-prevention are an integral part of instruction.**

   Health, Safety and Fire Prevention is introduced to the students in the first weeks of class by the instructor. A first aid kit is available on the first floor of Building A at both reception areas for minor emergencies, as well as in the 3rd floor hallway desk. An evacuation plan is posted in each classroom area. Students are subsequently instructed on safety in the classroom setting.

   During pre-school, in-service days each school year, district policies concerning internal and external emergencies and potential disasters are reviewed and given to each staff member.

   Emergency procedures are included in the student handbook and during CPR training. Office Emergencies scenarios help students apply this knowledge and skill to the office setting. Formal instruction is presented during the office emergencies section of the curriculum and during other material dealing with administration of medications and medical emergencies.

   All policies and procedures are included in the instructional content of the relevant course. In addition, policies may be included in the student handbook, posted on bulletin boards, doors or walls, and made available on reference shelves in the classroom and the Game Design Resource Center.

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Exhibit I 17: Pics of First Aid Kits/Supplies

Exhibit I 17: CTC Health and Safety Plan

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EQUIPMENT AND MATERIALS

18. **To develop skill proficiency, sufficient practice is provided with equipment and materials similar to those currently used in the occupation.**

   In order to develop skill proficiency, students are provided sufficient practice with equipment similar to that currently used in the occupation. Skill proficiency tests and written exams are used as documentation to measure learning effectiveness and hands-on skills within
the GSA Programming program. Provisions are made for classroom and lab practice with project based training. The program strives to have equitable equipment and supplies.

The GSA Programming Program uses a systematic approach to student learning where a skill is introduced through lecture and reading, practiced through classroom exercises, and demonstrated in lab/projects. Students demonstrate competency in a skill by passing theory content on exams and utilizing their competency to achieve a list of requirements on lab/projects.

Students develop an understanding of the fundamentals of game design in the classroom through lecture, reading and research. Before taking this knowledge into the digital realm of programming, they use their knowledge to develop game design documents for board games that can be tested with other students in class. The core concepts and fundamentals of developing a game are established in OCP A. The programming portion of the program really begins in earnest in OCP B. Students are introduced to object oriented programming and the elements of the C# language. From this point on the class is daily discussing and implementing new concepts in code, while testing, debugging, documenting and incorporating new elements iteratively.

The daily coding practices that entail OCPs B and C are closely monitored by the instructor for correct execution and implementation.

Each curriculum area incorporates theory and lab experiences with work ethics integrated in the curriculum. Student evaluation is based on the competencies required to be successful in the chosen occupation. Instructors use a variety of methods to determine student mastery of subject matter. Such methods include, but are not limited to, exams and quizzes, daily classwork implementations, along with individual and group lab/project experiences

Exhibit I 18: GSA Programming Classwork/Lab work
Exhibit I 18: GSA Programming Equipment Inventory

LESSON PLANS, COMPETENCY TESTS, AND INSTRUCTIONAL MATERIALS

19. All instruction is effectively organized as evidenced by course outlines, lessons, competency tests, and other instructional materials.

Instruction in the GSA Programming Program follows an organized curriculum plan that utilizes current websites, lesson plans and instructional materials.
Exhibit I 19: GSA Programming Syllabi
Exhibit I 19: GSA Programming Curriculum Plan
Exhibit I 19: GSA Programming Skill/Lab Competencies
Exhibit I 19: GSA Programming Web Based Resources

EVALUATION OF STUDENT ACHIEVEMENT

20. The institution uses a systematic, objective, and equitable method of evaluating student achievement based on required competencies.

Progress in the GSA Programming Program utilizes written guidelines and is detailed in the Game Design Handbook.

Standards of achievement are clearly outlined and explained in the Game Design Student Handbook. These standards are introduced and discussed at the information session, pre-admission student contact, reviewed at the Program Orientation, and reinforced throughout the program. Each course outline includes specific standards of achievement identified for that course. Successful completion of OCP-A is a pre-requisite for OCP-B, etc. Each student must maintain at least a C average (75%) in each course to remain in the GSA Programming Program. The grading process is the same for each course and is described in the syllabus for each OCP.

Exhibit I 20: Student Catalog/Handbook (Grading Policy Screenshot)
Exhibit I 20: GSA Programming Course Syllabi/Grading Policy
Exhibit I 20: Game Design Handbook/Grading Policy Pages 14-17

21. For all coursework delivered via distance education: The institution directly verifies the currency and quality of all contracted courseware on an annual basis, is directly responsible for such currency and quality, and maintains curriculum oversight responsibility within all contracts.

Charlotte Technical College and the Instructional Training Center does not offer courses via distance learning. This criterion does not apply.
Exhibit I 21: Not applicable Statement

22. For all coursework delivered via distance education: The institution has in place a standardized course template, course descriptions, learning objectives, course requirements (i.e. standard syllabus, outcomes, grading, resources, etc.), and learning outcomes of its programs in order to facilitate quality assurance and the assessment of student learning.

Charlotte Technical College and the Instructional Training Center does not offer courses via distance learning. This criterion does not apply.

Exhibit I 22: Not Applicable Statement

23. For all coursework delivered via distance education: The institution monitors student progress and participation by means such as course management systems that provide student time online, frequency of logins, electronic footprints, electronic grade book, and percentage of course completed.

Charlotte Technical College and the Instructional Training Center does not offer courses via distance learning. This criterion does not apply.

Exhibit I 23: Not Applicable Statement

WORK-BASED ACTIVITY

Written agreements with work-based activity agencies, if any:

24. Are current;
25. Specify expectations for all parties; and,
26. Ensure the protection of students.

The GSA Programming program does not have any written agreements with work-based agencies. This criterion does not apply.
Exhibit I 24, 25, 26: Not Applicable Statement

27. Each work-based activity has a written instructional plan for students.

The GSA Programming program does not have any work-based activities. This criterion does not apply.

Exhibit I 27: Not Applicable Statement

28. The written instructional plan for each work-based activity specifies the particular objectives, experiences, competencies, and evaluations that are required.

The GSA Programming program does not have any work-based activities. This criterion does not apply.

Exhibit I 28: Not Applicable Statement

ON-SITE EMPLOYER REPRESENTATIVE

29. The written instructional plan for each work-based activity designates the on-site employer representative responsible for guiding and overseeing the students’ learning experiences and participating in the students’ written evaluations.

The GSA Programming program does not have any work-based activities. This criterion does not apply.

Exhibit I 29: Not Applicable Statement
30. All work-based activities conducted by the institution are supervised by a designated employee possessing appropriate qualifications.

The GSA Programming program does not have any work-based activities. This criterion does not apply.

Exhibit I 30: Not Applicable Statement
CHALLENGES AND PROPOSED SOLUTIONS

As with any publically funded institution, Charlotte Technical College experiences challenges with funding upgrades and purchases of equipment for the GSA Programming program.

One of the main challenges of this program is finding avenues for the students to experience work-based skill building. The number of businesses in Charlotte County that would employ or even potentially offer work-based education are limited. Corollary sectors of IT business offer limited potential for students to apply the full gamut of their education. Game/Simulation/Animation is an area that can be done anywhere, especially if the student desires to start their own app design/game design company. This seems to be the best avenue for employment apart from drastic relocation or continuing education. The advisory board members have suggested moving away from games and towards application and software development.

SUMMARY

The GSA Programming program can equip students with the skills and toolset to begin the journey into the world of game development on a small scale. The course lays a foundation that with continued effort and lifelong learning can produce a flexible, creative and rewarding profession with a great potential for growth.

The ever-changing nature of technology requires a daily commitment to staying on top of trends in coding best practices, languages, hardware, and opportunities for programming to penetrate new industries. Astute graduates will be able to convince employers of the need to use their skills to improve efficiency, develop flexibility, and continue to attract the attention of the entertainment industry.

Though the local community is lacking in the area of game design, graduates can take solace in the fact that game design and programming can be done from anywhere in the world with just a laptop and an Internet connection. With that in mind, students should be willing to relocate or cyber-commute with a strong self-starter work ethic that will generate the ideas which will entertain generations to come.
STANDARD 2
GAME SIMULATION ANIMATION PROGRAMMING

EXHIBIT LIST

Exhibit AR 1, 2, 3, 4, 5: CTC Admissions Policy
Exhibit AR 1, 2, 3, 4, 5: CTC Student Catalog/Handbook Screenshot/Admissions
Exhibit AR 1, 2, 3, 4, 5: On-line Application/Website
Exhibit AR 1, 2, 3, 4, 5: GSA Programming Timeline & Registration Checklist
Exhibit AR 1, 2, 3, 4, 5: CTC Student Catalog/Handbook Pages 2 & 3
Exhibit AR 1, 2, 3, 4, 5: Students with Disabilities TABE Exemption policy
Exhibit AR 1, 2, 3, 4, 5: Exemption of Basic Skills
Exhibit AR 1, 2, 3, 4, 5: Basic Skills Exemptions
Exhibit AR 6: Not Applicable Statement
Exhibit AR 7: CTC Transfer Policy
Exhibit AR 7: CTC Student Catalog/Handbook (Transfer of Credit Screenshot)
Exhibit AR 7: CTC Student Catalog/Handbook/Transfer of Credit Page 15
Exhibit AR 8: CTC Transfer Policy
Exhibit AR 8: CTC Student Catalog/Handbook (Transfer Credit Screenshot)
Exhibit AR 8: CTC Student Catalog/Handbook Transfer of Credit Page 15
Exhibit AR 9: CTC Admissions Policy
Exhibit AR 9: CTC Student Catalog/Handbook (Admissions Screenshot)
Exhibit AR 10: Not Applicable Statement
Exhibit AR 11: Not applicable statement
Exhibit AR 12: Not applicable statement
Exhibit AR 13: Not applicable statement
Exhibit AR 14: Not applicable statement
Exhibit AR 15: Not applicable statement
Exhibit AR 16: CTC Student Catalog/Handbook Page 32
Exhibit AR 16: GSA Programming Rack Card
Exhibit AR 16: Job Fair Flyer
Exhibit AR 16: GSA Programming Website Screenshot
Exhibit AR 16: GSA Programming Course Syllabi
Exhibit AR 17: GSA Programming Cost Sheet 2017-18
Exhibit AR 18: Check sheet for adult admissions
Exhibit AR 18: CTC Technology Plan
Exhibit AR 18: CTC Student Internet Usage Agreement
Exhibit AR 18: Network Technician Job Description
Exhibit AR 18: Student Handbook Computer Use P.31
Exhibit AR 18: Student Handbook Acknowledgement P. 77
Exhibit AR 19: Non-applicable
Exhibit P 1, 2, 3: CCPS Website
Exhibit P 1, 2, 3: CTC Website
Exhibit P 1, 2, 3: GSA Programming Mission, Purpose, and Goals
Exhibit P 1, 2, 3: Game Design Handbook
Exhibit P 4, 5, 6: CTC Student Catalog/Handbook/Non-Discrimination Statement
Exhibit P 7, 8: Non-applicable
Exhibit P 9, 10: GSA Programming Course Syllabi
Exhibit P 9, 10: FLDOE Curriculum Frameworks
Exhibit P 11: GSA Programming Handbook/Grading Policy Pages: 14-17
Exhibit P 11: GSA Programming Student Exams (C-Sharp Fundamentals/Game Design Test1)
Exhibit P 11: GSA Programming Figure Drawing Self Evaluation/Grade Evaluation
Exhibit P 11: GSA Programming Perspective Drawing for Storyboarding
Exhibit P 11: GSA Programming Class Exercises (Pencil Weight Exercise)
Exhibit P 11: GSA Programming Progress Reports
Exhibit P 12: GSA Programming Advisory Committee Minutes/Agendas
Exhibit P 12: GSA Programming Advisory Member Roster
Exhibit P 13: FLDOE Curriculum Frameworks
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Exhibit P 13: GSA Programming Curriculum Sequence
Exhibit P 14: GSA Programming Advisory Committee Agendas/Minutes
Exhibit P 15: GSA Programming Employer Verification Data
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Exhibit P 16-26: GSA Programming Advisory Committee Minutes
Exhibit P 27: Regional Demand Occupations List
Exhibit P 27: GSA Programming Employer Verifications Forms
Exhibit P 28: GSA Programming Curriculum Sequence
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Exhibit P 29-32: Not Applicable Statement
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Exhibit P 34: Organizational Chart
Exhibit P 35: GSA Programming Teaching Certificates
Exhibit P 35: Yearly schedule of meetings identifying department meeting dates
Exhibit P 35: Minutes of IT Department Meetings
Exhibit P 36: GSA Programming Student Exams (C-Sharp Fundamentals/Game Design Test1)
Exhibit P 36: GSA Programming Figure Drawing Self Evaluation/Grade Evaluation
Exhibit P 36: GSA Programming Perspective Drawing for Storyboarding
Exhibit P 36: GSA Programming Class Exercises (Pencil Weight Exercise)
Exhibit P 36: GSA Programming Progress Reports
Exhibit P 37: GSA Programming End of Course Assessments
Exhibit P 37: VAM Game Design Certification/EOC Results
Exhibit P 37: GSA Programming Course Syllabi
Exhibit P 37: FLDOE Curriculum Frameworks
Exhibit P 38: GSA Programming Student Exams (C-Sharp Fundamentals/Game Design Test1)

Exhibit P 38: GSA Programming Figure Drawing Self Evaluation/Grade Evaluation

Exhibit P 38: GSA Programming Perspective Drawing for Storyboarding

Exhibit P 38: GSA Programming Class Exercises (Pencil Weight Exercise)

Exhibit P 38: GSA Programming Progress Reports

Exhibit P 39: GSA Programming Student Record Sample

(attendance, grades, teacher documentation, standards based assessments)

Exhibit P 40: CTC Admissions Policy

Exhibit P 40: CTC Refund Policy

Exhibit P 40: GSA Programming Website Screenshot

Exhibit P 40: CTC Student Catalog (Admissions Screenshot)

Exhibit P 40: CTC Student Catalog/Handbook (Grading Policy Screenshot)

Exhibit P 41: Game Design Edline Webpage Screenshot

Exhibit P 41: Yearly CTC Meeting Calendar

Exhibit P 42: Not Applicable Statement

Exhibit P 43: Not Applicable Statement

Exhibit P Clock-Credit Hour Conversion: Not Applicable Statement

Exhibit I 1: FLDOE Curriculum Frameworks

Exhibit I 1: GSA Programming Syllabi
Exhibit I 1: GSA Programming Curriculum Plan
Exhibit I 1: GSA Programming Student Exams (C-Sharp Fundamentals/Game Design Test1)
Exhibit I 1: GSA Programming Figure Drawing Self Evaluation/Grade Evaluation
Exhibit I 1: GSA Programming Perspective Drawing for Storyboarding
Exhibit I 1: GSA Programming Class Exercises (Pencil Weight Exercise)
Exhibit I 2: FLDOE Curriculum Frameworks
Exhibit I 2: GSA Programming Course Syllabi
Exhibit I 2: Figure Drawing Evaluation/Guide/Exercises
Exhibit I 3: GSA Programming Curriculum Plan
Exhibit I 4, 5, 6, 7: GSA Programming Curriculum Plan
Exhibit I 4, 5, 6, 7: GSA Programming Figure Drawing Exercise
Exhibit I 4, 5, 6, 7: GSA Programming Final Project
Exhibit I 8: GSA Programming Advisory Committee Member Lists
Exhibit I 9: GSA Programming Program Advisory Fall/Spring Agendas and Minutes
Exhibit I 10, 11, 12, 13, 14, 15: GSA Programming Advisory Committee Member Lists
Exhibit I 10, 11, 12, 13, 14, 15: GSA Programming Advisory Committee Agendas and Minutes
Exhibit I 16: GSA Programming Advisory Committee Minutes
Exhibit I 17: Pics of First Aid Kits/Supplies
<table>
<thead>
<tr>
<th>Exhibit</th>
<th>Description</th>
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<tbody>
<tr>
<td>I 17</td>
<td>CTC Health and Safety Plan</td>
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<td>I 18</td>
<td>GSA Programming Classwork/Lab work</td>
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<td>I 18</td>
<td>GSA Programming Equipment Inventory</td>
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<td>I 19</td>
<td>GSA Programming Syllabi</td>
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<td>I 19</td>
<td>GSA Programming Curriculum Plan</td>
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<td>GSA Programming Skill/Lab Competencies</td>
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<td>I 19</td>
<td>GSA Programming Web Based Resources</td>
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<td>Student Catalog/Handbook (Grading Policy Screenshot)</td>
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Program:
Game/Simulation/Animation Visual Design
Program Planner: Steve Schrock
Instructor: Jeremy Green
STANDARD 2

GAME/SIMULATION/ANIMATION VISUAL DESIGN

INTRODUCTION

Charlotte Technical College currently offers 20 full-time training programs. Each program is an “in demand” program for the service delivery area. All programs are designed to meet students’ needs by providing students with the opportunity to acquire skills and knowledge necessary for performing successfully in business, industry, and entrepreneurship. Strong work ethic and technical skills are integrated in every subject in every class.

This program operates within the frameworks of the Florida Department of Education and under the policies and procedures of CTC.

The required program hours for Game/Simulation/Animation Visual Design (GSA Visual Design) is 600 hours.

Purpose of the program:

This program offers a sequence of project-based courses that provide coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Information Technology career cluster such as Game or Simulation Designer, Game or Simulation Graphic Artist, and Game or Simulation 3-D Animator; provides technical skill proficiency and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Information Technology career cluster.

The content includes but is not limited to practical experiences in game/simulation conceptualization, design, storyboarding, development methodologies, 2D/3D animation design and production, and implementation issues. Specialized skills involving graphic animation software are used to produce a variety of two and three-dimensional components.

There are no entry level positions for this course.
There are two enrollment periods for GSA Visual Design in January and August. The GSA Visual Design is offered as a full-time course with adult enrollment.

ANALYSIS

ADMISSIONS/RECRUITING

<table>
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<th>The institution’s admissions policies and processes are:</th>
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<tr>
<td>1. Published;</td>
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<td>2. Clearly stated;</td>
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<td>3. Consistently communicated to students;</td>
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<td>4. Made available to students prior to enrollment; and,</td>
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<tr>
<td>5. Any changes to these publications are communicated in a timely manner.</td>
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The admission policies for the Charlotte Technical College are published in various locations: the College’s website www.charlottetechcollege.net, the College Student Handbook and visual publications. The admissions policies and processes are clearly stated so prospective students can easily understand enrollment requirements and complete the enrollment process in a timely manner. Admissions policies are consistently communicated to students through the College’s website, College Student Handbook, and face-to-face interaction with faculty and staff. Prior to enrollment, potential students are provided admissions requirements along with a requirement check sheet listing each item/action required for admission to College. A timeline is established on the website to assist students in completing all requirements. The timeline takes students from the application process through the orientation and start of class. All steps are thoroughly explained, and hard copy packets are available at Student Services. All admissions are clearly stated and provided for students prior to enrollment in the admissions packet.

All changes and/or updates to the admission policies and processes are made available to students and the public through the College’s website, the College Student Handbook, and interaction with faculty and staff.

The program follows the general admissions policies of Charlotte Technical College. GSA Visual Design has specific admissions requirements that include holding
high school diploma or GED prior to enrollment.

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematic 10, Language 10, and Reading 10. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3) (a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed on the Basic Skills and Licensure Exemption List which may be accessed from the CTE Program Resources page.

**Exhibit AR 1, 2, 3, 4, 5: CTC Admissions Policy**

**Exhibit AR 1, 2, 3, 4, 5: CTC Student Catalog/Handbook Screenshot/Admissions**

**Exhibit AR 1, 2, 3, 4, 5: On-line Application/Website**

**Exhibit AR 1, 2, 3, 4, 5: GSA Visual Design Timeline & Registration Checklist**

**Exhibit AR 1, 2, 3, 4, 5: CTC Student Catalog/Handbook Pages 2 & 3**

**VOCATIONAL ENGLISH-AS-SECOND-LANGUAGE PROGRAM**

6. For all students admitted to a Vocational English-As-A-Second-Language Program, the institution utilizes written admission procedures that comply with policies established by the Commission.
Charlotte Technical College and the offsite instructional service center do not have an “English-As-A-Second Language” program. This criterion does not apply.

Exhibit AR 6: Not Applicable Statement

7. The institution clearly defines and publishes a policy on the transfer of students between programs within the institution and the transfer of students from other institutions.

Charlotte Technical College’s policy on the transfer of students between institutional programs, as well as the transfer from other institutions, is clearly defined and published. The policy is published on the College’s website at (www.charlottetechcollege.net) and the CTC Student Handbook, page 22. The published policy includes the following relevant criteria:

- CTC students requesting to transfer to another program within the college must first discuss the request with the current instructor and then meet with the postsecondary occupational specialist. The occupational specialist can approve the transfer request, if space is available in the program.

- Acceptance of hours completed at another institution will be in compliance with Florida Statute 1007.24(7). Students with previous technical training from other institutions may receive credit for that training. A transcript from a public accredited institution documenting student performance standards and/or occupational completion points achieved for a specific technical program will be accepted in transfer at Charlotte Technical College for the same technical program. CTC reserves the right to require a competency test to validate the competencies learned/earned at another (non-CTC) institution. The student will then be enrolled in training at the student’s proficiency level.
Training from a non-public institution that is fully accredited by a regional or national accrediting agency recognized by the United States Department of Education, and that participates in the common course numbering system, will be accepted in transfer for the same course/program. Transcripts will be accepted, evaluated and relevant clock hours will be applied to the student’s CTC training program and the student’s transcript.

Exhibit AR 7: CTC Transfer Policy
Exhibit AR 7: CTC Student Catalog/Handbook (Transfer of Credit Screenshot)
Exhibit AR 7: CTC Student Catalog/Handbook/Transfer of Credit Page 22

TRANSFER OF CREDIT

8. The institution clearly defines and publishes a policy on the transfer of credits that includes a statement of the criteria established by the institution regarding the transfer of credit earned at another institution.

Charlotte Technical College clearly defines its policy on the transfer of credits and publishes the policy on both the College website (http://charlottetechcollege.net/) and the CTC Student Handbook, page 22. The published policy includes the following relevant criteria regarding the transfer of credit earned at another institution:

- Acceptance of hours completed at another institution will be in compliance with Florida Statute 1007.24(7). Students with previous technical training from other institutions may receive credit for that training. A transcript from a public accredited institution documenting student performance standards and/or occupational completion points achieved for a specific technical program will be accepted in transfer at Charlotte Technical College for the same technical program. CTC reserves the right to require a competency test to validate the competencies learned/earned at another
(non-CTC) institution. The student will then be enrolled in training at the student’s proficiency level.

- Training from a non-public institution that is fully accredited by a regional or national accrediting agency recognized by the United States Department of Education, and that participates in the common course numbering system, will be accepted in transfer for the same course/program. Transcripts will be accepted, evaluated and relevant clock hours will be applied to the student’s CTC training program and the student’s transcript.

Exhibit AR 8: CTC Transfer Policy
Exhibit AR 8: CTC Student Catalog/Handbook (Transfer Credit Screenshot)
Exhibit AR 8: CTC Student Catalog/Handbook Transfer of Credit Page 22

PROGRAM COMPLETION

9. Admission requirements offer reasonable expectations for successful completion of the occupational programs offered by the institution regardless of the delivery mode.

GSA Visual Design follows the Florida Department of Education’s basic skill exit requirements for students, and the requirements can be found in the CTC catalog/handbook and Section 1004.91, Florida Statute (F.S.) and the State Board of Education Rule 6A-10.040. These regulations mandate that students who enroll in a program of 450 hours or more “may not receive a career and technical certificate of completion without first demonstrating the basic skills required in the state curriculum frameworks for the career education program.” CTC provides opportunity for students to demonstrate basic skill requirement through the Test of Adult Basic Education (TABE). The Florida Department of Education has placed basic skill levels on all programs in the curriculum frameworks. Only advanced and difficult level of the TABE meets requirements. The purpose of assessment is to determine whether or not the student as the basic skills necessary to be successful in the chosen career program.
A student enrolled in a career education program that does not meet the basic skills requirements, but passes an identified certification exam, should be recorded as “incomplete” until the Technical College receives documentation of the certification and then reports the student as a completer from the career and technical education program. If the student does not meet the basic skills requirements for completion or is not exempt, the student cannot be reported as a program completer from the final OCP and cannot earn a Career Certificate of Completion.

**Exhibit AR 9: CTC Admissions Policy**

**Exhibit AR 9: CTC Student Catalog/Handbook (Admissions Screenshot)**

**ASSOCIATE DEGREE**

| 10. Students admitted into Associate Degree programs have a high school diploma or its equivalent. |

Charlotte Technical College and the off-site instructional service center do not offer Associate Degrees. This criterion does not apply.

**Exhibit AR 10: Not Applicable Statement**

**ABILITY TO BENEFIT**

| An institution that admits students by exception to its standard admissions policies must: |
| 11. Have written admissions policies and procedures for these exceptions; |
| 12. Apply them uniformly; |
| 13. Provide documented evidence on how they are used; |
| 14. Maintain records on student progress; and, |
| 15. Regularly evaluate the effectiveness of the procedures used in admitting students by exception. |

Charlotte Technical College and the off-site instructional service center do not admit students by exception to its GSA Visual Design program. This criterion does not apply.
RECRUITING ACTIVITIES

16. The institution ensures that recruiting activities are ethical and that all materials used in recruiting accurately describe the mission, instructional outcomes, student performance expectations, and completion requirements of each program.

Recruitment is an ongoing priority at the College. Charlotte Technical College has a post-secondary career counselor/recruiter to lead recruitment activities. The College is actively involved in many recruiting activities, including career days sponsored by local high schools, college job fairs, classroom presentations in local middle and high schools, campus tours for secondary students, chamber and community groups. Instructors also play a pivotal role in recruitment activities for the College. Many different mediums, such as printed materials, newspaper advertising, social media, student and alumni recruitment, employees, and the College website (www.charlottetechcollege.net) are used in recruitment.

The institution ensures recruiting activities are ethical and all mediums used in recruiting accurately describe the College mission, program outcomes, student performance expectations, and completion requirements of each program.
PROGRAM COSTS

17. Prior to admission, students are informed of the costs, equipment, services, time, and technical competencies, if any, required by the program, including if applicable, personal data collection and processes, and charges associated with verification of student identity.

Prior to admission, students are informed of the costs of the program and any equipment and services required. Fees charged to students are in accordance with Florida Department of Education guidelines with all fees and tuition approved by the Charlotte County School Board. Program cost sheets are available to students prior to admission. Student Services maintains a cost sheet for each program, including costs of registration, tuition, books, and instructional supplies. Cost sheets for GSA Visual Design are updated prior to enrollment. Cost sheets are available upon request, available in student services, school store and on the College’s website. GSA Visual Design students meet with the instructor for orientation prior to admission. The instructor can best inform the student of the technical competencies and time needed to complete the program. Further program costs unique to GSA Visual Design are provided to the student through Student Services staff and directly by the instructor or program director as part of program orientation and intake. This information includes books, uniforms, materials and supplies, as applicable.

Exhibit AR 17: GSA Visual Design Cost Sheet 2017-18

ORIENTATION TO TECHNOLOGY

18. Orientation to technology is provided and technical support is available to students.

Prior to enrolling, GSA Visual Design students attend a program orientation. An overview of the technology used in the training area is covered during the program orientation session. In addition, the College employs a part-time Network Administrator who works at the site a minimum of two days per week and a Technology Facilitator who is available to assist students and program instructors with technical support daily.
DISTANCE EDUCATION

19. For all coursework delivered via distance education: The institution has processes in place to establish that the student who registers for a distance education course or program is the same student who participates in and completes the program and receives the academic credit.

Charlotte Technical College and the off-site instructional service center do not deliver coursework via distance education. This criterion does not apply.

Exhibit AR 19: Non-applicable

PROGRAMS

MISSION STATEMENT

Occupational education program policies are congruent with:

1. The governing organization;
2. The mission of the institution; and,
3. The occupational needs of the people served by the institution.

The policies established for each occupational program are congruent with the policies of Charlotte Technical College and Charlotte County Public Schools.
Occupational programs are congruent with the College mission to provide an effective, innovative technical education preparing students to enter, advance and succeed in the workplace. The College meets its objectives by providing cost effective, competency-based training that prepares persons for entry-level jobs, enhances the skills of persons holding a job, and/or retrains those who may be displaced workers.

The GSA Visual Design faculty supports the Charlotte Technical College mission and goals as reflected in the program’s mission statement and philosophy.

The mission and purpose of GSA Visual Design is to prepare students for further education and careers such as Game/Simulation Designer, Game Programmer and Game Software Developer and to provide the technical skill proficiencies and employability skills necessary to perform those jobs.

Exhibit P 1, 2, 3: CCPS Website
Exhibit P 1, 2, 3: CTC Website
Exhibit P 1, 2, 3: GSA Visual Design Mission, Purpose, and Goals
Exhibit P 1, 2, 3: Game Design Handbook

**Occupational education program policies are:**

4. Publicly accessible;
5. Non-discriminatory; and,
6. Consistently applied

Occupational education program policies are publicly accessible through the College Student Handbook and the Website. Policies are written and administered in a non-discriminatory manner. Policies are consistently applied to all occupational programs.

GSA Visual Design policies are publicly accessible within the Game Design student handbook on the Charlotte Technical College website. Handbooks are distributed, reviewed, and signed, as representation of their understanding, on the first day of class per session.

Exhibit P 4, 5, 6: CTC Student Catalog/Handbook/Non-Discrimination Statement
Differences, if any, in occupational education program policies are justified by:

7. Student learning outcomes; and/or,
8. Program outcomes.

Charlotte Technical College and the off-site instructional service center have occupational education program policies that are uniform and consistent.

Exhibit P 7, 8: Non-applicable

PROGRAM OBJECTIVES, CONTENT, AND STUDENT EVALUATION

Each occupational education program has:

9. Clearly stated objectives
10. Defined content relevant to these objectives and the current needs of business and industry, and,
11. Assessment of student achievement based on the program objectives and content.
12. The objectives for each educational program are evaluated annually.

GSA Visual Design has clearly stated objectives, defined content relevant to these objectives and the current needs of business and industry, and assessment of student achievements are based on the program objectives and content which is included in the course syllabi given to each student at the beginning of each course. The syllabi is also posted on the instructor’s Edline pages. As stated, objectives and content are substantially developed by the Florida Department of Education for the program within the state system and are embodied in the curriculum frameworks.

Each framework has skills and competencies called occupation completion points (OCPs) that are grouped to correspond with potential occupations. OCPs are related to current needs of business and industry and are earned at the completion of courses. Each student works through the OCPs and is evaluated for mastery of skills and competencies. Instructors use a variety of methods to determine student mastery of subject matter. Such
methods include traditional exams and quizzes, daily classwork exercises, and competency based lab projects. Grades are assigned for all methods and determine a student’s movement through the curriculum. The College’s grading policy is detailed in the Student Handbook.

Exhibit P 9, 10: GSA Visual Design Course Syllabi
Exhibit P 9, 10: FLDOE Curriculum Frameworks

Student evaluation is based on program objectives and content. Instructors use a variety of methods to determine student mastery of subject matter. Such methods include traditional exams and quizzes, daily classwork exercises, and competency based lab projects. Grades are assigned and determine a student’s movement through the curriculum. Grades are assigned at the end of each course or OCP. The GSA Visual Design grading policy is detailed in the Program Handbook.

Exhibit P 11: GSA Visual Design Handbook/Grading Policy Pages 14-17
Exhibit P 11: GSA Visual Design Student Exams (Animate Final/Game Design Test1)
Exhibit P 11: GSA Visual Design Figure Drawing Self Evaluation/Grade Evaluation
Exhibit P 11: GSA Visual Design Perspective Drawing for Storyboarding
Exhibit P 11: GSA Visual Design Class Exercises (Pencil Weight Exercise)
Exhibit P 11: GSA Visual Design Progress Reports

Annually, the objectives for GSA Visual Design are evaluated and rated accordingly, by the program advisory committee members. Objectives for the program are developed using the Florida Department of Education Curriculum Frameworks as a guide. To meet business and industry needs, the program is revised, added or deleted. The objectives of the program are evaluated annually as evidenced by Program Advisory Committee minutes. Advisory Committee evaluations and meeting minutes are kept for documentation.

Instructors gain valuable employer input through program advisory meetings. During these meetings, instructors talk with peers and learn more about new technologies, current
equipment and processes utilized by the game industry/IT Programming field. Information obtained is used to evaluate and improve program effectiveness.

The GSA Visual Design Program Advisory Committee meets at least twice annually. Charlotte Technical College’s GSA Visual Design program follows a curriculum which meets or exceeds the Florida Department of Education (FLDOE) Curriculum Frameworks. FLDOE Curriculum Frameworks are reviewed and updated every five (5) years. Industry visits are conducted on a regular basis to stay abreast of current trends in industry. Feedback from students is received through climate and exit surveys.

Exhibit P 12: GSA Visual Design Advisory Committee Minutes/Agendas
Exhibit P 12: GSA Visual Design Advisory Member Roster

A systematic process has been implemented to document:

13. That the objectives and content of programs are current; and,
14. That coursework is qualitatively and quantitatively relevant.

A systematic process has been implemented to document the objectives and that content of the GSA Visual Design program is current. The Florida Department of Education reviews the curriculum frameworks on a cyclical schedule to maintain their current status. These reviews are through committees and include department staff, educators, and business people from across the state. A “change document summary” issued in the spring of each year highlights changes in programs and any added or deleted programs. They also publish a “Basic Skills Document” showing any changes in the basic skill exit requirements. Based on the information from FLDOE, CTC provides each teacher with information in order to establish appropriate planning for the upcoming school year. As instructors review curriculum frameworks, adjustments are made to update curriculum materials. The program syllabus is updated annually to meet changes and requirements. Each program instructor may choose to incorporate additional relevant information into individual curriculum.
Annually, the Advisory Committee reviews program content and objectives to ensure they remain current. The GSA Visual Design Program Advisory Committee provides input on the qualitative and quantitative aspects of the coursework ensuring students are provided the necessary instruction and hands-on experience to progress in their career path.

EMPLOYER VERIFICATION DATA

15. Three bona fide potential employers review each educational program annually and recommend:
   16. Admission requirements;
   17. Program content that is consistent with desired student learning outcomes;
   18. Program length;
   19. Program objectives
   20. Competency tests;
   21. Learning activities;
   22. Instructional materials;
   23. Equipment;
   24. Methods of program evaluation;
   25. Level of skills and/or proficiency required for completion; and,
   26. Appropriate delivery formats for the subject matter being taught.

Each program formally surveys area business and industry annually, utilizing the COE developed Employer Verification Report Form. Administration maintains these responses on file.
Exhibit P 15: GSA Visual Design Employer Verification Data

GSA Visual Design undergoes a comprehensive program review by three bona fide potential employers using the Employer Program Verification form. The committee evaluates all aspects of the program within the guidelines of the Department of Education and COE. These employers provide suggestions for program modifications. This review includes admissions requirements, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, and levels of skills and/or proficiency required for completion and appropriateness of the delivery mode for the program.

Exhibit P 16-26: GSA Visual Design Advisory Committee Agenda

Exhibit P 16-26: GSA Visual Design Advisory Committee Minutes

PROGRAM CONSIDERATION

27. The institution considers the length and the tuition of each program in relation to the documented entry level earnings of completers.

The State Board of Education establishes tuition and length of programs. The tuition cost is approved by the Charlotte County School Board. CTC, in conjunction with the Program Advisory Committee and CareerSource of Southwest Florida, evaluates the relationship between these two factors and the documented entry-level earnings of completers. Program costs and length are reviewed annually by employers completing Employer Verification Forms and average wage information provided by CareerSource of Southwest Florida. When analyzing new program offerings, this information is also utilized.

Exhibit P 27: Regional Demand Occupations List

Exhibit P 27: GSA Visual Design Employer Verifications Forms

28. Courses required for each program are offered with sufficient frequency for the student to complete the program within the publicized time frame.
The GSA Visual Design Program is offered twice yearly and enrolls at the Semester. Two enrollment times give prospective students options from which to choose. The 600 clock hour program requires a semester (roughly 5 months) to complete. Students following the curriculum plan complete the program within the publicized time frame. Students who withdraw and meet the eligibility criteria may re-enter when a cohort reaches the course the student needs. Re-admission is subject to school/program policies and space availability.

Exhibit P 28: GSA Visual Design Curriculum Sequence
Exhibit P 28: GSA Visual Design Syllabus
Exhibit P 28: Game Design Handbook/Re-admission Page 7

ASSOCIATE DEGREES

Associate Degree programs offered must meet the following requirements:

29. The program is designed to lead graduates directly to employment in a specific career.

30. The appropriate applied degree title, such as Associate of Applied Technology, Associate of Applied Science, Associate of Occupational Studies, Associate of Science, or Associate of Occupational Technology, is used and includes the specific career and technical education field (i.e. Associate of Applied Science in Veterinary Technology)

31. The program has a minimum of 60 semester hours or 90 quarter hours.

32. The program includes a minimum of 15 semester hours or 23 quarter hours of general education courses, with a minimum of one course from each of the following areas: humanities, behavioral sciences, natural or applied sciences, and mathematics

Charlotte Technical College and the off-site instructional service center do not offer associate degrees; these criteria are not applicable.

Exhibit P 29-32: Not Applicable Statement
33. For all coursework delivered via distance education: The institution’s distance education courses and programs are identical to those on campus in terms of the quality, rigor, breadth of academic and technical standards, completion requirements, and the credential awarded.

Charlotte Technical College and the off-site instructional service center do not offer programs via distance learning education. The criterion does not apply.

Exhibit P 33: Not Applicable Statement

PROGRAM APPROVAL

Each program offered by the institution:

34. Is approved and administered under established institutional policies and procedures and supervised by an administrator who is part of the institutional organization;

35. Has appropriate and continuous involvement of on-campus administrators and faculty in planning, and approval;

36. Has varied evaluation methodologies that reflect established professional and practice competencies;

37. Is qualitatively and quantitatively consistent at each campus where it is offered;

38. Has measures of achievement of the student learning objectives:

39. Has individual student records, including period of enrollment, financial, and educational program records, permanently maintained by the institution at the main campus;

40. Is identically described in appropriate catalogs, brochures, and/or other promotional materials and include tuition/fee charges, refund policies, admissions and academic requirements, and information technology requirements; and,

41. Provides for timely and meaningful interaction among faculty and students.
Occupational programs are approved by the Florida Department of Education and supervised by the College Director and Assistant Director. The Program Director provides supervision for GSA Visual Design.

GSA Visual Design is administered and approved by the policies and procedures set forth by the Florida Department of Education, the Charlotte County Public School Board as well as the written policies and procedures of the Technical College. DOE approval is requested followed by COE approval through the established procedures and forms.

Exhibit P 34: COE Approved Programs
Exhibit P 34: Organizational Chart

Campus administrators and faculty are actively involved in the planning and supervising of the GSA Visual Design Program and evaluate the program annually through end-of-the-year data. The Program Director acts as a resource to ensure compliance with the directives issued by the Florida Department of Education. Final decisions are made through a facilitative and collaborative process with “student success” driving all decision-making processes. The size of Charlotte Technical College permits daily communication between the GSA Visual Design Program Director/Instructor and the College administration. Administration is present in every program area every day and practices an open-door policy that makes daily communication easily accomplished. These informal as well as formally planned meetings provide many opportunities for direct communication between the GSA Visual Design program director and the College’s administrators.

Input from GSA Visual Design faculty is liberally solicited from the Director on decisions that directly affect the program and more specifically, courses they teach within the program.

Examples of faculty input include:
• Submit technology plan for the program annually
• Provide input for the yearly budget and authorize purchase requisitions for equipment, student lab supplies, and instructor classroom and software needs
• Select and plan of preventive maintenance of equipment and equipment replacement
• Provide academic freedom as evidences by curriculum development and textbook selection
• Design the teaching schedule each term and rearrange courses to allow for appropriate experience and practice.
• Uphold all program policies and procedures and determined disciplinary action
• Participate in development of recruitment
• Participate in review of the student success plan
• Identify strategies for the growth of the program

Exhibit P 35: GSA Visual Design Teaching Certificates
Exhibit P 35: Yearly schedule of meetings identifying department meeting dates
Exhibit P 35: Minutes of IT Department Meetings

The GSA Visual Design Program uses multiple evaluation methodologies which include traditional exams and quizzes, daily classwork exercises, and competency based lab projects.

Exhibit P 36: GSA Visual Design Student Exams (Animate Final/Game Design Test1)
Exhibit P 36: GSA Visual Design Figure Drawing Self Evaluation/Grade Evaluation
Exhibit P 36: GSA Visual Design Perspective Drawing for Storyboarding
Exhibit P 36: GSA Visual Design Class Exercises (Pencil Weight Exercise)
Exhibit P 36: GSA Visual Design Progress Reports

The GSA Visual Design program demonstrates qualitative and quantitative achievements through End of Course Assessments (EOCA), given at the end of each OCP and area appropriate certifications throughout the OCPs.

Paralleling the course syllabi with the FLDOE Curriculum Frameworks guarantees that all required course objectives are being taught.
The GSA Visual Design program measures the achievement of the student learning objectives through the use of traditional exams and quizzes, daily classwork exercises, and competency based lab projects.

The Student Services Department maintains permanent student and financial aid records and other pertinent information. Daily attendance, grades, and counseling notes are reported to Student Services via the computerized Student Information Management System (SIMS). The Charlotte County Public School System uses the FOCUS (SIMS) system for postsecondary collection of information.

The College Student Handbook describes training programs, tuition/fee charges, refund policies, admission policy, and the grading policy.

The GSA Visual Design Program is clearly described and documented in the Technical College Student Handbook, program flyers, as well as on the CTC website (www.charlottetechcollege.net). Program information including tuition, fees, refund policy, admission requirements and other requirements are all stated in the publications listed.
The faculty work week and student class schedule allow for ample time for students, faculty, and staff to interact. Full-time program instructors work from 7:00 to 3:00 which includes a 30 minute duty free lunch. Students attend from 7:45 – 3:00 (including a 30 minute lunch not included as program completion hours) for 6.45 hours per day or 32.25 hours/week. Full-time instructors have from 7:00 – 7:45 to provide support for students if not in a scheduled staff meeting or department meeting.

GSA Visual Design instructors have significant and timely interaction with students. The instructors have time before and after class to conference with students. The instructors communicate with students by e-mail, phone, and one-to-one meetings. Instructors have a website which provides valuable resources to students. Students are evaluated weekly, with grades posted at the end of each course in FOCUS. Instructors meet with students frequently to provide feedback regarding student progress.

42. A credit hour is equivalent to a minimum of each of the following: one semester credit for 15 clock hours of lecture, 30 clock hours of laboratory, or 45 clock hours of work-based activities; or one quarter credit for 10 clock hours of lecture, 20 clock hours of laboratory, or 30 clock hours of work-based activities.

Charlotte Technical College’s educational programs are based on a contact clock hour system. This criterion is not applicable.

Exhibit P 42: Not Applicable Statement
DISTANCE EDUCATION

43. For all coursework delivered via distance education: The institution ensures timeliness of its responses (synchronously or asynchronously) to students’ requests by placing a requirement on response time of no more than 24 hours within the institution’s published operational schedule of the program/course.

Charlotte Technical College and the off-site instructional service center do not offer programs via distance education. This criterion is not applicable.

Exhibit P 43: Not Applicable Statement

CLOCK/CREDIT HOUR CONVERSIONREQUIREMENT FOR CLOCK/CREDIT HOUR CONVERSION FOR FEDERAL STUDENT FINANCIAL AID

If this program was used as a sample for course prep review, it meets the requirements on the Course Prep Review Worksheet. (If the program was not part of the sampling OR if the institution is not required to use the Federal Clock Hour Conversion for Student Financial Aid, indicate N/A).

If this program was used as a sample for course prep review, it meets the requirements on the Course Prep Review Worksheet. (If the program was not part of the sampling OR if the institution is not required to use the Federal Clock Hour Conversion for Student Financial Aid, indicate N/A).

The College is not required to use the Federal Clock Hour Conversion for Student Financial Aid. This criterion is not applicable.

Exhibit Clock-Credit Hour Conversion: Not Applicable Statement
INSTRUCTION

ACADEMIC COMPETENCIES AND OCCUPATIONAL SKILLS

1. Academic competencies and occupational skills are integrated into the instructional program for each occupational area.

The GSA Visual Design program is designed so that each student progresses at his/her maximum level. Utilization of lectures, hands-on exercises, web based tutorials, audiovisuals, written materials and other instructional methodologies provide for different types of learners. The program’s curriculum is sequential, providing optimal learning by correlating theory with practical experience. Written unit exams and quizzes are given to validate learning. Multiple choice exams with questions that directly relate to state frameworks are designed to evaluate students understanding. Daily classwork exercises give the students an opportunity to practice skills and demonstrate knowledge gained through class discussion and reading. Lab experiences allow students the opportunity to demonstrate mastery of competencies on a variety of projects that require the application of skills being taught and discussed through lectures. All curriculum frameworks are selected by the Florida Department of Education and are reflected in the syllabi for each course.

Exhibit I 1: FLDOE Curriculum Frameworks
Exhibit I 1: GSA Visual Design Syllabi
Exhibit I 1: GSA Visual Design Curriculum Plan
Exhibit I 1: GSA Visual Design Student Exams (Game Design Test1)
Exhibit I 1: GSA Visual Design Figure Drawing Self Evaluation/Grade Evaluation
Exhibit I 1: GSA Visual Design Perspective Drawing for Storyboarding
Exhibit I 1: GSA Visual Design Class Exercises (Pencil Weight Exercise)

2. The instructional programs provide instruction in the competencies essential to success in the occupation, including job knowledge, job skills, work habits, and attitudes.
The FLDOE curriculum frameworks are used as a guide for the GSA Visual Design Program instruction. State required frameworks provide consistency, programmatic quality and integrity. Students have ample opportunities to practice job skills and competencies. Employability skills are an integral part of the training and are included in this program. The program is designed to prepare students for employment and to provide supplemental training for persons previously or currently employed in any of these occupations. Employability skills are also a major part of the daily evaluation of the student which is noted by the instructor. The course outline and description for each area of curriculum details adequate experiences to develop the skill proficiencies necessary for employment. The classroom labs performed on computers provides students the opportunity to practice and develop skill proficiency under the direction of faculty. The ability to perform is monitored by written tests and performance appraisals administered by the instructor(s). The classroom and lab are available to students both before and after regular class hours at all sites to assist those students who require assistance or need a place to study.

Work habits, attitudes, and interpersonal skills are integral parts of the GSA Visual Design curriculum. Beginning day one and extending throughout the entire year, instructors are actively involved in teaching and role modeling the skills needed for gainful employment. Throughout the course of the program, students learn specific skills to aid gaining entrance into the workplace. Cover letter and resume writing, completion of the job application, dressing for and conducting an interview as well as how to terminate employment are among some of the areas explored in the curriculum.

Exhibit I 2: FLDOE Curriculum Frameworks
Exhibit I 2: GSA Visual Design Course Syllabi
Exhibit I 2: Figure Drawing Evaluation/Guide/Exercises

**JOB KNOWLEDGE, JOB SKILLS, WORK HABITS AND ATTITUDES**

3. The sequence of instruction required for program completion (lecture, lab, and work-based activities) is determined by desired student learning outcomes.
The GSA Visual Design curriculum is structured in a sequential approach through the theory and practical competencies for each subject area. The instructional sequence, which includes lecture, classroom exercises, and labs/projects, has been successful as demonstrated by positive student learning outcomes.

GSA Visual Design is one of 20 programs at the College. Students must adhere to an established timeline for completion with defined entry and exit points.

The sequence of the GSA Visual Design curriculum for each term is outlined in the Curriculum Sequence handout distributed to each student at the beginning of each term. All enrollment cycles are identical.

Exhibit I 3: GSA Visual Design Curriculum Plan

The sequence of instruction required for program completion is used to:

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<td>4.</td>
<td>Organize the curriculum;</td>
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<tr>
<td>6.</td>
<td>Direct learning activities; and,</td>
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</table>

The didactic portion of the GSA Visual Design program is organized so that the student begins his/her educational program with the basic concepts and advances to more difficult concepts of game design and visual design.

The curriculum plan provides a breakdown for each OCP. Each OCP provides an established number of training hours which are designated by the FLDOE. Students are provided with a time frame for each unit to keep the student on track for program completion.

The GSA Visual Design Program uses a systematic approach to student learning where a skill is introduced through lecture and reading, practiced through classroom exercises, and
demonstrated in lab/projects. Students demonstrate competency in a skill by passing theory content on exams and utilizing their competency to achieve a list of requirements on lab/projects.

Students develop an understanding of the fundamentals of game design in the classroom through lecture, reading and research. Before taking this knowledge into the visual realm of the programming, they use to create digital art they use their knowledge to develop game design documents for board games that can be tested with other students in class. The core concepts and fundamentals of developing a game are established in OCP A. The visual design portion of the program really begins in earnest in OCP B. Students are introduced to the many programs that will be used to develop and integrate the graphics and animations they are creating for games. These include Adobe Animate, Adobe Photoshop, Maya, Mudbox and Unity. From this point on the class is daily discussing techniques and workflows, pitfalls and considerations for incorporating 2d and 3d art into games and simulations.

The daily animation and art direction that entail OCPs B and C are closely monitored by the instructor for correct execution and implementation.

Each curriculum area incorporates theory and lab experiences with work ethics integrated in the curriculum. Student evaluation is based on the competencies required to be successful in the chosen occupation. Instructors use a variety of methods to determine student mastery of subject matter. Such methods include, but are not limited to, exams and quizzes, daily classwork implementations, along with individual and group lab/project experiences.

Exhibit I 4, 5, 6, 7: GSA Visual Design Curriculum Plan
Exhibit I 4, 5, 6, 7: GSA Visual Design Figure Drawing Exercise
Exhibit I 4, 5, 6, 7: GSA Visual Design Project

OCCUPATIONAL ADVISORY COMMITTEES

8. The institution has appointed an occupational advisory committee for each program or program area offered.
The GSA Visual Design Program has established an advisory committee that plays a pivotal role in the College’s ability to offer GSA Visual Design which responds to both student and community needs in the service delivery area.

**Exhibit I 8: GSA Visual Design Advisory Committee Member Lists**

9. **Occupational advisory committees appointed for each program or program areas are used to ensure that desirable, relevant, and current practices of each occupation are being taught.**

The GSA Visual Design Advisory Committees evaluate the GSA Visual Design program to ensure that course content is current, to suggest appropriate changes, and to confirm that the program meets the workforce needs of businesses with relevant opportunities.

**Exhibit I 9: GSA Visual Design Program Advisory Fall/Spring Agendas and Minutes**

<table>
<thead>
<tr>
<th>Each occupational advisory committee must:</th>
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<tr>
<td>10. Consist of a minimum of three members external to the institution;</td>
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<tr>
<td>11. Has at least three external members who represent the geographical service area covered by the programs taught by the institution.</td>
</tr>
<tr>
<td>12. Has at least three external members who have expertise in the occupational program;</td>
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<tr>
<td>13. Meet at least twice annually;</td>
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<tr>
<td>14. Have at least three external members who meet these criteria present at each meeting (with at least two members physically present and one virtually present); and for membership physically present at each meeting; and,</td>
</tr>
<tr>
<td>15. Keeps minutes to document their activities, recommendations, and meeting attendance.</td>
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The GSA Visual Design Advisory committee consists of a minimum of three IT professional members who are external to the institution. These members represent local business with employees who perform IT related tasks daily. These committee members bring experience and expertise from the IT/Programming/Software Development/CAD/Drafting...
fields. At least two (2) meetings are held each year with a minimum of two committee members attending the meeting. Minutes and a member roster of each meeting are kept to document activities, recommendations, and attendance.

Exhibit I 10, 11, 12, 13, 14, 15: GSA Visual Design Advisory Committee Member Lists
Exhibit I 10, 11, 12, 13, 14, 15: GSA Visual Design Advisory Committee Agendas and Minutes

16. Occupational advisory committees review, at least annually, the appropriateness of the type of instruction (such as lecture, laboratory, work-based instruction, and/or mode of delivery) offered within each program to assure that students gain competency with specific skills required for successful completion of the program.

At least once a year, the GSA Visual Design Advisory Committee reviews the appropriateness of the instructional methods to ensure that students master the competencies required in the field. The committee’s activities and recommendations are recorded in minutes of the meetings. The GSA Visual Design Advisory Committee advises program instructors regarding technical programs for a specific occupation. Its function includes making recommendations on the following matters:

- Community Surveys
- Course Planning
- Lab Planning
- Recruitment of Instructors
- Assistance to Instructors
- Placement of Students
- Program Evaluation
- Legislation
- Public Relations

Exhibit I 16: GSA Visual Design Advisory Committee Minutes
HEALTH, SAFETY AND FIRE-PREVENTION

17. **Job-related health, safety, and fire-prevention are an integral part of instruction.**

Health, Safety and Fire Prevention is introduced to the students in the first weeks of class by the instructor. A first aid kit is available on the first floor of Building A at both reception areas for minor emergencies, as well as in the 3rd floor hallway desk. An evacuation plan is posted in each classroom area. Students are subsequently instructed on safety in the classroom setting.

During pre-school in-service days each school year, district policies concerning internal and external emergencies and potential disasters are reviewed and given to each staff member.

Emergency procedures are included in the student handbook and during CPR training. Office Emergencies scenarios help students apply this knowledge and skill to the office setting. Formal instruction is presented during the office emergencies section of the curriculum and during other material dealing with administration of medications and medical emergencies.

All policies and procedures are included in the instructional content of the relevant course. In addition, policies may be included in the student handbook, posted on bulletin boards, doors or walls, and made available on reference shelves in the classroom and the Game Design Resource Center.

Exhibit I 17: Pics of First Aid Kits/Supplies

Exhibit I 17: CTC Health and Safety Plan

EQUIPMENT AND MATERIALS

18. **To develop skill proficiency, sufficient practice is provided with equipment and materials similar to those currently used in the occupation.**

In order to develop skill proficiency, students are provided sufficient practice with equipment similar to that currently used in the occupation. Skill proficiency tests and written exams are used as documentation to measure learning effectiveness and hands-on skills within
the GSA Visual Design program. Provisions are made for classroom and lab practice with project based training. The program strives to have equitable equipment and supplies.

The GSA Visual Design Program uses a systematic approach to student learning where a skill is introduced through lecture and reading, practiced through classroom exercises, and demonstrated in lab/projects. Students demonstrate competency in a skill by passing theory content on exams and utilizing their competency to achieve a list of requirements on lab/projects.

Students develop an understanding of the fundamentals of game design in the classroom through lecture, reading and research. Before taking this knowledge into the visual realm of the programming they use to create digital art they use their knowledge to develop game design documents for board games that can be tested with other students in class. The core concepts and fundamentals of developing a game are established in OCP A. The visual design portion of the program really begins in earnest in OCP B. Students are introduced to the many programs that will be used to develop and integrate the graphics and animations they are creating for games. These include Adobe Animate, Adobe Photoshop, Maya, Mudbox and Unity. From this point on the class is daily discussing techniques and workflows, pitfalls and considerations for incorporating 2d and 3d art into games and simulations.

The daily animation and art direction that entail OCPs B and C are closely monitored by the instructor for correct execution and implementation.

Each curriculum area incorporates theory and lab experiences with work ethics integrated in the curriculum. Student evaluation is based on the competencies required to be successful in the chosen occupation. Instructors use a variety of methods to determine student mastery of subject matter. Such methods include, but are not limited to, exams and quizzes, daily classwork implementations, along with individual and group lab/project experiences.

Exhibit I 18: GSA Visual Design Classwork/Lab work

Exhibit I 18: GSA Visual Design Equipment Inventory

LESSON PLANS, COMPETENCY TESTS, AND INSTRUCTIONAL MATERIALS

19. All instruction is effectively organized as evidenced by course outlines, lessons, competency tests, and other instructional materials.
Instruction in the GSA Visual Design Program follows an organized curriculum plan that utilizes current websites, lesson plans and instructional materials.

**Exhibit I 19: GSA Visual Design Syllabi**

**Exhibit I 19: GSA Visual Design Curriculum Plan**

**Exhibit I 19: GSA Visual Design Skill/Lab Competencies**

**Exhibit I 19: GSA Visual Design Web Based Resources**

### EVALUATION OF STUDENT ACHIEVEMENT

**20.** The institution uses a systematic, objective, and equitable method of evaluating student achievement based on required competencies.

Progress in the GSA Visual Design Program utilizes written guidelines and is detailed in the Game Design Handbook.

Standards of achievement are clearly outlined and explained in the Game Design Student Handbook. These standards are introduced and discussed at the information session, pre-admission student contact, reviewed at the Program Orientation, and reinforced throughout the program. Each course outline includes specific standards of achievement identified for that course. Successful completion of OCP-A is a pre-requisite for OCP-B, etc. Each student must maintain at least a C average (75%) in each course to remain in the GSA Visual Design Program. The grading process is the same for each course and is described in the syllabus for each OCP.

**Exhibit I 20: Student Catalog/Handbook (Grading Policy Screenshot)**

**Exhibit I 20: GSA Visual Design Course Syllabi/Grading Policy**

**Exhibit I 20: Game Design Handbook/Grading Policy Pages 14-17**

**21.** For all coursework delivered via distance education: The institution directly verifies the currency and quality of all contracted courseware on an annual basis, is directly responsible for such currency and quality, and maintains curriculum oversight responsibility within all contracts.
Charlotte Technical College and the offsite instructional service center do not offer courses via distance learning. This criterion does not apply.

Exhibit I 21: Not applicable Statement

22. For all coursework delivered via distance education: The institution has in place a standardized course template, course descriptions, learning objectives, course requirements (i.e. standard syllabus, outcomes, grading, resources, etc.), and learning outcomes of its programs in order to facilitate quality assurance and the assessment of student learning.

Exhibit I 22: Not Applicable Statement

23. For all coursework delivered via distance education:
The institution monitors student progress and participation by means such as course management systems that provide student time online, frequency of logins, electronic footprints, electronic grade book, and percentage of course completed.

Exhibit I 23: Not Applicable Statement
WORK-BASED ACTIVITY

<table>
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<tr>
<th>Written agreements with work-based activity agencies, if any:</th>
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<tr>
<td>24. Are current;</td>
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<td>25. Specify expectations for all parties; and,</td>
</tr>
<tr>
<td>26. Ensure the protection of students.</td>
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The GSA Visual Design program does not have any written agreements with work-based agencies. This criterion does not apply.

Exhibit I 24, 25, 26: Not Applicable Statement

| 27. Each work-based activity has a written instructional plan for students. |

The GSA Visual Design program does not have any work-based activities. This criterion does not apply.

Exhibit I 27: Not Applicable Statement

| 28. The written instructional plan for each work-based activity specifies the particular objectives, experiences, competencies, and evaluations that are required. |

The GSA Visual Design program does not have any work-based activities. This criterion does not apply.

Exhibit I 28: Not Applicable Statement

ON-SITE EMPLOYER REPRESENTATIVE

| 29. The written instructional plan for each work-based activity designates the on-site employer representative responsible for guiding and overseeing the students’ learning experiences and participating in the students’ written evaluations. |
The GSA Visual Design program does not have any work-based activities. This criterion does not apply.

**Exhibit I 29: Not Applicable Statement**

| 30. | All work-based activities conducted by the institution are supervised by a designated employee possessing appropriate qualifications. |

The GSA Visual Design program does not have any work-based activities. This criterion does not apply.

**Exhibit I 30: Not Applicable Statement**
CHALLENGES AND PROPOSED SOLUTIONS

As with any publically funded institution, Charlotte Technical College experiences challenges with funding upgrades and purchases of equipment for the GSA Visual Design program.

One of the main challenges of this program is finding avenues for the students to experience work-based skill building. The number of businesses in Charlotte County that would employ or even potentially offer work-based education are limited. Corollary sectors of IT business offer limited potential for students to apply the full gamut of their education. Game/Simulation/Animation is an area that can be done anywhere, especially if the student desires to start their own app design/game design company. This seems to be the best avenue for employment apart from drastic relocation or continuing education. The advisory board members have suggested moving away from games and towards application and software development.

SUMMARY

The GSA Visual Design program can equip students with the skills and toolset to begin the journey into the world of game development on a small scale. The course lays a foundation that with continued effort and lifelong learning can produce a flexible, creative and rewarding profession with a great potential for growth.

The ever-changing nature of technology requires a daily commitment to staying on top of trends in work flows, best practices, hardware, and opportunities for continued growth and learning. Astute graduates will be self-starters who seek contract work or start their own business to supply the outsourcing needs of a game development company.

Though the local community is lacking in the area of game design, graduates can take solace in the fact that game design and visual design can be done from anywhere in the world with just a laptop and an internet connection. With that in mind, students should be willing to relocate or cyber-commute with a strong self-starter work ethic that will generate the ideas that will entertain generations to come.
STANDARD 2
GAME SIMULATION ANIMATION VISUAL DESIGN

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STANDARD 2

Program:
Network Support Services

Program Planner:
Steve Schrock

Full-Time Instructor:
Paul Carkhuff
STANDARD 2
NETWORK SUPPORT SERVICES

INTRODUCTION

Charlotte Technical College currently offers 20 full-time training programs. Each program is an “in demand” program for the service delivery area. All programs are designed to meet students’ needs by providing students with the opportunity to acquire skills and knowledge necessary for performing successfully in business, industry, and entrepreneurship. Strong work ethic and technical skills are integrated in every subject in every class.

The Network Support Services program operates within the frameworks of the Florida Department of Education and under the policies and procedures of CTC. The required program hours for the Computer System and Information Technology is 1050 hours.

Purpose of the program:

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the IT career cluster. It provides technical skill proficiency and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of IT career cluster.

The program is designed to prepare students for employment as Network Technicians, Network Administrators, and Network Security Technicians. The program will prepare students for the CCNA certifications.

The content includes but is not limited to, installing network operating systems, troubleshooting networks, networking computers, network diagnostic tools, setting up and configuring switches and routers, employability skills, leadership, and human relations skills.

There are entry-level positions as network support technicians, and network technicians, and network administrators upon completion with this program.
There are two enrollment periods for the Network Support Services program in August and January.

ANALYSIS

ADMISSIONS/RECRUITING

The institution’s admissions policies and processes are:

1. Published;
2. Clearly stated;
3. Consistently communicated to students;
4. Made available to students prior to enrollment; and,
5. Any changes to these publications are communicated in a timely manner.

The admission policies for the Charlotte Technical College are published in various locations: the College’s website www.charlottetechcollege.net, the College Student Handbook and visual publications. The admissions policies and processes are clearly stated so prospective students can easily understand enrollment requirements and complete the enrollment process in a timely manner. Admissions policies are consistently communicated to students through the College’s website, College Student Handbook, and face-to-face interaction with faculty and staff. Prior to enrollment, potential students are provided admissions requirements along with a requirements check sheet listing each item/action required for admission to College. A timeline is established on the website to assist students in completing all requirements. The timeline takes students from the application process through the orientation and start of class. All steps are thoroughly explained, and hard copy packets are available at Student Services. All admissions are clearly stated and provided for students prior to enrollment in the admissions packet.

All changes and/or updates to the admission policies and processes are made available to students and the public through the College’s website, the College Student Handbook, and interaction with faculty and staff.
The program follows the general admissions policies of Charlotte Technical College. The Network Support Services Program has specific admissions requirements that include having a high school diploma or GED before enrollment.

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C. the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematic 10, Language 10, and Reading 10. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed on the Basic Skills and Licensure Exemption List which may be accessed from the CTE Program Resources page.

Exhibit AR 1, 2, 3, 4, 5: CTC Admissions Policy
Exhibit AR 1, 2, 3, 4, 5: CTC Student Catalog/Handbook Screenshot/Admissions
Exhibit AR 1, 2, 3, 4, 5: On-line Application/Website
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Exhibit AR 1, 2, 3, 4, 5: Students with Disabilities
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Exhibit AR 1, 2, 3, 4, 5: 2017-2018 Basic Skills
Charlotte Technical College and the off-site instructional service center do not have an “English-As-A-Second Language” program. This criterion does not apply.

Exhibit AR 6: Not Applicable Statement

Charlotte Technical College’s policy on the transfer of students between institutional programs, as well as the transfer from other institutions, is clearly defined and published. The policy is published on the College’s website at (www.charlottetechcollege.net) and the CTC Student Handbook, page 22. The published policy includes the following relevant criteria:

- CTC students requesting to transfer to another program within the college must first discuss the request with the current instructor and then meet with the postsecondary occupational specialist. The occupational specialist can approve the transfer request, if space is available in the program.

- Acceptance of hours completed at another institution will be in compliance with Florida Statute 1007.24(7). Students with previous technical training from other institutions may receive credit for that training. A transcript from a public accredited institution documenting student performance standards and/or occupational completion points achieved for a specific
technical program will be accepted in transfer at Charlotte Technical College for the same technical program. CTC reserves the right to require a competency test to validate the competencies learned/earned at another (non-CTC) institution. The student will then be enrolled in training at the student’s proficiency level.

- Training from a non-public institution that is fully accredited by a regional or national accrediting agency recognized by the United States Department of Education, and that participates in the common course numbering system, will be accepted in transfer for the same course/program. Transcripts will be accepted, evaluated and relevant clock hours will be applied to the student’s CTC training program and the student’s transcript.

Exhibit AR 7: CTC Transfer Policy
Exhibit AR 7: CTC Student Catalog/Handbook (Transfer of Credit Screenshot)
Exhibit AR 7: CTC Student Catalog/Handbook/Transfer of Credit, P. 22

TRANSFER OF CREDIT

8. The institution clearly defines and publishes a policy on the transfer of credits that includes a statement of the criteria established by the institution regarding the transfer of credit earned at another institution.

Charlotte Technical College clearly defines its policy on the transfer of credits and publishes the policy on both the College website (http://charlottetechcollege.net/) and the CTC Student Handbook, page 22. The published policy includes the following relevant criteria regarding the transfer of credit earned at another institution:
• Acceptance of hours completed at another institution will be in compliance with Florida Statute 1007.24(7). Students with previous technical training from other institutions may receive credit for that training. A transcript from a public accredited institution documenting student performance standards and/or occupational completion points achieved for a specific technical program will be accepted in transfer at Charlotte Technical College for the same technical program. CTC reserves the right to require a competency test to validate the competencies learned/earned at another (non-CTC) institution. The student will then be enrolled in training at the student’s proficiency level.

• Training from a non-public institution that is fully accredited by a regional or national accrediting agency recognized by the United States Department of Education, and that participates in the common course numbering system, will be accepted in transfer for the same course/program. Transcripts will be accepted, evaluated and relevant clock hours will be applied to the student’s CTC training program and the student’s transcript.

Exhibit AR 8: CTC Transfer Policy
Exhibit AR 8: CTC Student Catalog/Handbook (Transfer Credit Screenshot)
Exhibit AR 8: CTC Student Catalog/Handbook Transfer of Credit, Page 22

PROGRAM COMPLETION

| 9. Admission requirements offer reasonable expectations for successful completion of the occupational programs offered by the institution regardless of the delivery mode. |

The Network Support Services program follows the Florida Department of Education’s basic skill exit requirements for students, and the requirements can be found in the CTC catalog/handbook and Section 1004.91, Florida Statute (F.S.) and the State Board of Education Rule 6A-10.040. These regulations mandate that students who enroll in a program of 450 hours or
more “may not receive a career and technical certificate of completion without first demonstrating the basic skills required in the state curriculum frameworks for the career education program.” CTC provides opportunity for students to demonstrate basic skill requirement through the Test of Adult Basic Education (TABE). The Florida Department of Education has placed basic skill levels on all programs in the curriculum frameworks. Only advanced and difficult level of the TABE meets requirements. The purpose of assessment is to determine whether or not the student as the basic skills necessary to be successful in the chosen career program.

A student enrolled in a career education program that does not meet the basic skills requirements, but passes an identified certification exam, should be recorded as “incomplete” until the College receives documentation of the certification and then reports the student as a completer from the career and technical education program. If the student does not meet the basic skills requirements for completion or is not exempt, the student cannot be reported as a program completer from the final OCP and cannot earn a Career Certificate of Completion.

Exhibit AR 9: CTC Admissions Policy

Exhibit AR 9: CTC Student Catalog/Handbook (Admissions Screenshot)

ASSOCIATE DEGREE

10. Students admitted into Associate Degree programs have a high school diploma or its equivalent.

Charlotte Technical College and the off-site instructional service center do not offer Associate Degrees. This criterion does not apply.

Exhibit AR 10: Not Applicable Statement
ABILITY TO BENEFIT

An institution that admits students by exception to its standard admissions policies must:

11. Have written admissions policies and procedures for these exceptions;
12. Apply them uniformly;
13. Provide documented evidence on how they are used;
14. Maintain records on student progress; and,
15. Regularly evaluate the effectiveness of the procedures used in admitting students by exception.

Charlotte Technical College and the off-site instructional service center do not admit students by exception to its network support services program. This criterion does not apply.

Exhibit AR 11: Not applicable statement
Exhibit AR 12: Not applicable statement
Exhibit AR 13: Not applicable statement
Exhibit AR 14: Not applicable statement
Exhibit AR 15: Not applicable statement

RECRUITING ACTIVITIES

16. The institution ensures that recruiting activities are ethical and that all materials used in recruiting accurately describe the mission, instructional outcomes, student performance expectations, and completion requirements of each program.

Recruitment is an ongoing priority at the College. Charlotte Technical College has a postsecondary occupational specialist/recruiter to lead recruitment activities. The College is actively involved in a number of recruiting activities, including career days sponsored by local
high schools, college job fairs, classroom presentations in local middle and high schools, campus
tours for secondary students, chamber and community groups. Instructors also play a pivotal role
in recruitment activities for the College. Many different mediums, such as printed materials,
newspaper advertising, social media, student and alumni recruitment, employees, and the College
website (www.charlottetechcollege.net) are used in recruitment.

The institution ensures recruiting activities are ethical and all mediums used in recruiting
accurately describe the College mission, program outcomes, student performance expectations, and
completion requirements of each program.

Exhibit AR 16: CTC Student Catalog/Handbook – pg. 41
Exhibit AR 16: Network Support Services Rack Card
Exhibit AR-16: Job Fair Flyer
Exhibit AR 16: Network Support Services Website Screenshot
Exhibit AR 16: Network Support Services Course Syllabi

PROGRAM COSTS

17. Prior to admission, students are informed of the costs, equipment, services, time, and
technical competencies, if any, required by the program, including if applicable, personal
data collection and processes, and charges associated with verification of student identity.

Prior to admission, students are informed of the costs of the program and any
equipment and services required. Fees charged to students are in accordance with Florida
Department of Education guidelines with all fees and tuition approved by the Charlotte
County School Board. Program cost sheets are available to students prior to admission.
Student Services maintains a cost sheet for each program, including costs of registration,
tuition, books, and instructional supplies. Cost sheets for Network Support Services are
updated prior to enrollment. Cost sheets are available upon request, available in student
services, school store and on the College’s website. Network Support Services students meet
with the Program Director and Instructor for orientation prior to admission. The program
director and instructor can best inform the student of the technical competencies and time
needed to complete the program. Further program costs unique to the Network Support Services program are provided to the student through Student Services staff and directly by the instructor or program director as part of program orientation and intake. This information includes tool kits, uniforms, materials and supplies, as applicable.

**Exhibit AR 17: Network Support Services Cost Sheet 2017-18**

**Exhibit AR 17: Network Support Services Cost Sheet Screenshot 2017-18**

**ORIENTATION TO TECHNOLOGY**

18. Orientation to technology is provided and technical support is available to students.

Prior to enrolling, Network Support Services students attend a program orientation. An overview of the technology used in the training area is covered during the program orientation session. In addition, the College employs a part-time Network Administrator who works at the site a minimum of two days per week and a Technology Facilitator who is available to assist students and program instructors with technical support daily.

**Exhibit AR 18: Network Support Services Acceptance Letter with Orientation Information**

**Exhibit AR 18: CCPS Technology Plan**

**DISTANCE EDUCATION**

19. For all coursework delivered via distance education: The institution has processes in place to establish that the student who registers for a distance education course or program is the same student who participates in and completes the program and receives the academic credit.

Charlotte Technical College and the off-site instructional service center do not deliver coursework via distance education. This criterion does not apply.

**Exhibit AR 19: Non-applicable**
PROGRAMS

MISSION STATEMENT

Occupational education program policies are congruent with:

1. The governing organization;
2. The mission of the institution; and,
3. The occupational needs of the people served by the institution.

The policies established for each occupational program are congruent with the policies of the Charlotte Technical College and Charlotte County Public Schools.

Occupational programs are congruent with the College mission to provide an effective, innovative technical education preparing students to enter, advance and succeed in the workplace. The College meets its objectives by providing cost effective, competency-based training that prepares persons for entry-level jobs, enhances the skills of persons holding a job, and/or retraining those who may be displaced workers.

The Network Support Services faculty supports the Charlotte Technical College mission and goals as reflected in the program’s mission statement and philosophy.

The mission and purpose of the Network Support Services program is to prepare the students to function effectively as an integral member of an IT team, to perform IT administration duties, network design and network troubleshooting. Students are encouraged to remain involved in continuing education and in related IT programs in order to advance in the IT profession and to continue to grow as individuals.

Exhibit P 1, 2, 3: CCPS Website
Exhibit P 1, 2, 3: CTC Website
Exhibit P 1, 2, 3: CSIT/Network Support Services handbook Mission, Purpose, and Goals
Occupational education program policies are publicly accessible through the College Student Handbook and the Website. Policies are written and administered in a non-discriminatory manner. Policies are consistently applied to all occupational programs.

The Network Support Services program policies are publicly accessible within the CSIT/Network Support Services student handbook on the Charlotte Technical College website. Handbooks are distributed, reviewed, and signed, as representation of their understanding, on the first day of class per session.

**Exhibit P 4, 5, 6: CTC Student Catalog/Handbook/Non-Discrimination Statement**

| Differences, if any, in occupational education program policies are justified by: |
| 7. Student learning outcomes; and/or, |
| 8. Program outcomes. |

The Charlotte Technical College and the off-site instructional service center has occupational education program policies that are uniform and consistent.

**Exhibit P 7, 8: Network Support Services Completion and Placement Report**

**Exhibit P 7, 8: CTC Follow-Up and Placement Plan**

**Exhibit P 7, 8: Industry Certification Data Report**
Each occupational education program has:

9. Clearly stated objectives
10. Defined content relevant to these objectives and the current needs of business and industry, and,
11. Assessment of student achievement based on the program objectives and content.
12. The objectives for each educational program are evaluated annually.

The Network Support Services program has clearly stated objectives, defined content relevant to these objectives and the current needs of business and industry, and assessment of student achievements are based on the program objectives and content which is included in the course syllabi given to each student at the beginning of each course. The syllabi is also posted on the instructor’s Edline pages. As stated, objectives and content are substantially developed by the Florida Department of Education for the program within the state system and are embodied in the curriculum frameworks.

Each framework has skills and competencies called occupation completion points (OCP) that are grouped to correspond with potential occupations. OCPs are related to current needs of business and industry and are earned at the completion of courses. Each student works through the OCPs and is evaluated for mastery of skills and competencies. Instructors use a variety of methods to determine student mastery of subject matter. Such methods include traditional exams, lab exercises, competency demonstrations, and internships at businesses within the community. Grades are assigned for all methods and determine a student’s movement through the curriculum. The College’s grading policy is detailed in the Student Handbook.

Exhibit P 9, 10: Network Support Services Course Syllabi
Exhibit P 9, 10: FLDOE Curriculum Frameworks
Student evaluation is based on program objectives and content. Instructors use a variety of methods to determine student mastery of subject matter. Such methods include traditional exams, lab exercises, competency demonstrations, and skills lab activities. Grades are assigned and determine a student’s movement through the curriculum. Grades are assigned at the end of each course or OCP. The Network Support Services grading policy is detailed in the Program Handbook.

Exhibit P 11: Network Support Services Handbook/Grading Policy

Exhibit P 11: Network Support Services Student Exams

Exhibit P 11: Network Support Services Skill/Lab Competency Evaluations

Exhibit P 11: CTC Employability Skills Rubric

Annually, the objectives for the Network Support Services program are evaluated and rated accordingly, by the program advisory committee members. Objectives for the program are developed using the Florida Department of Education Curriculum Frameworks as a guide. To meet business and industry needs, the program is revised, added or deleted. The objectives of the program are evaluated annually as evidenced by Program Advisory Committee minutes. Advisory Committee evaluations and meeting minutes are kept for documentation.

Instructors gain valuable employer input through program advisory meetings. During these meetings, instructors talk with peers and learn more about new technologies, current equipment and processes utilized by the IT industry. Information obtained is used to evaluate and improve program effectiveness.

The Network Support Services Advisory Committee meets at least twice annually. Charlotte Technical College’s Network Support Services program follows a curriculum which meets or exceeds the Florida Department of Education (FLDOE) Curriculum Frameworks. FLDOE Curriculum Frameworks are reviewed and updated every five (5) years. Industry visits are conducted on a regular basis to stay abreast of current trends in industry. Feedback from students is received through climate and exit surveys.

Exhibit P 12: Network Support Services Advisory Committee Minutes/Objectives
A systematic process has been implemented to document:

13. That the objectives and content of programs are current; and,
14. That coursework is qualitatively and quantitatively relevant.

A systematic process has been implemented to document the objectives and that content of the Network Support Services program is current. The Florida Department of Education reviews the curriculum frameworks on a cyclical schedule to maintain their current status. These reviews are through committees and include department staff, educators, and business people from across the state. A “change document summary” issued in the spring of each year highlights changes in programs and any added or deleted programs. They also publish a “Basic Skills Document” showing any changes in the basic skill exit requirements. Based on the information from FLDOE, CTC provides each teacher with information in order to establish appropriate planning for the upcoming school year. As instructors review curriculum frameworks, adjustments are made to update curriculum materials. The program syllabus is updated annually to meet changes and requirements. Each program instructor may choose to incorporate additional relevant information into individual curriculum.

Exhibit P 13: COE Annual Reports
Exhibit P 13: FLDOE Curriculum Frameworks
Exhibit P 13: Network Support Services Course Syllabi
Exhibit P 13: Network Support Services Curriculum Mapping
Exhibit P 13: Network Support Services Lesson Plan

Annually, the Advisory Committee reviews program content and objectives to ensure they remain current. The Program Advisory Committee provides input on the qualitative and quantitative aspects of the coursework ensuring students are provided the necessary instruction and hands-on experience to progress in their career path.
EMPLOYER VERIFICATION DATA

Each program formally surveys area business and industry annually, utilizing the COE developed Employer Verification Report Form. Administration maintains these responses on file.

15. Three bona fide potential employers review each educational program annually and recommend:
   16. Admission requirements;
   17. Program content that is consistent with desired student learning outcomes;
   18. Program length;
   19. Program objectives
   20. Competency tests;
   21. Learning activities;
   22. Instructional materials;
   23. Equipment;
   24. Methods of program evaluation;
   25. Level of skills and/or proficiency required for completion; and,
   26. Appropriate delivery formats for the subject matter being taught.

Exhibit P 15: Network Support Services Employer Verification Forms

Exhibit P 15: Network Support Services Employer Surveys

The Network Support Services program undergoes a comprehensive program review by three bona fide potential employers using the Employer Program Verification form. The committee evaluates all aspects of the program within the guidelines of the Department of Education and COE. These employers provide suggestions for program modifications. This review includes admissions requirements, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, and levels of skills and/or proficiency required for completion and appropriateness of the delivery mode for the program. Evaluation forms are kept for documentation.
PROGRAM CONSIDERATION

27. The institution considers the length and the tuition of each program in relation to the documented entry level earnings of completers.

The State Board of Education establishes tuition and length of programs. The tuition cost is approved by the Charlotte County School Board. CTC, in conjunction with the Program Advisory Committee and CareerSource of Southwest Florida, evaluates the relationship between these two factors and the documented entry-level earnings of completers. Program costs and length are reviewed annually by employers completing Employer Verification Forms and average wage information provided by CareerSource of Southwest Florida. When analyzing new program offerings, this information is also utilized.

28. Courses required for each program are offered with sufficient frequency for the student to complete the program within the publicized time frame.

The Network Support Services Program is offered twice yearly and enrolls at the Semester. Two enrollment times give prospective students options from which to choose. The 1050 clock hour program requires 8 months to complete. Students following the curriculum plan complete the program within the publicized time frame. A program calendar is structured and given to each student upon enrollment. Students who withdraw and meet the eligibility criteria may re-enter when a cohort reaches the course the student needs. Re-admission is subject to school/program policies and space availability.
The Network Support Services instructor acts as a coach/facilitator for the training as the student progresses. OCP timetables conveying the length of time needed to satisfactorily complete the course are communicated to all students in each course syllabus.

An OCP specific calendar is given to each student at the beginning of the OCP. The calendar lists the subject material, per instructor, to be taught each day of the OCP.

ASSOCIATE DEGREES

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<thead>
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<th>Associate Degree programs offered must meet the following requirements:</th>
</tr>
</thead>
<tbody>
<tr>
<td>29. The program is designed to lead graduates directly to employment in a specific career.</td>
</tr>
<tr>
<td>30. The appropriate applied degree title, such as Associate of Applied Technology, Associate of Applied Science, Associate of Occupational Studies, Associate of Science, or Associate of Occupational Technology, is used and includes the specific career and technical education field (i.e. Associate of Applied Science in Veterinary Technology)</td>
</tr>
<tr>
<td>31. The program has a minimum of 60 semester hours or 90 quarter hours.</td>
</tr>
<tr>
<td>32. The program includes a minimum of 15 semester hours or 23 quarter hours of general education courses, with a minimum of one course from each of the following areas: humanities, behavioral sciences, natural or applied sciences, and mathematics</td>
</tr>
</tbody>
</table>

Charlotte Technical College and the off-site instructional service center do not offer associate degrees; these criteria are not applicable.
Exhibit P 29-32: Not Applicable Statement

33. For all coursework delivered via distance education: The institution’s distance education courses and programs are identical to those on campus in terms of the quality, rigor, breadth of academic and technical standards, completion requirements, and the credential awarded.

Charlotte Technical College and the off-site training center do not offer programs via distance learning education. The criterion does not apply.

Exhibit P 33: Not Applicable Statement

PROGRAM APPROVAL

Each program offered by the institution:

34. Is approved and administered under established institutional policies and procedures and supervised by an administrator who is part of the institutional organization;

35. Has appropriate and continuous involvement of on-campus administrators and faculty in planning, and approval;

36. Has varied evaluation methodologies that reflect established professional and practice competencies;

37. Is qualitatively and quantitatively consistent at each campus where it is offered;

38. Has measures of achievement of the student learning objectives;

39. Has individual student records, including period of enrollment, financial, and educational program records, permanently maintained by the institution at the main campus;

40. Is identically described in appropriate catalogs, brochures, and/or other promotional materials and include tuition/fee charges, refund policies, admissions and academic requirements, and information technology requirements; and,

41. Provides for timely and meaningful interaction among faculty and students.
Occupational programs are approved by the Florida Department of Education and supervised by the College Director and Assistant Director. The Program Director provides supervision for the Network Support Services.

The Network Support Services Program is administered and approved by the policies and procedures set forth by the Florida Department of Education, the Charlotte County Public School Board as well as the written policies and procedures of the Technical College. DOE approval is requested followed by COE approval through the established procedures and forms.

**Exhibit P 34: COE Approved Programs**

**Exhibit P 34: Organizational Chart**

Campus administrators and faculty are actively involved in the planning and supervising of the Network Support Services Program and also evaluate the program annually through end of the year data. Final decisions are made through a facilitative and collaborative process with “student success” driving all decision making processes. The size of Charlotte Technical College permits daily communication between the Network Support Services Supervisor and the College administration. Administration is present in every program area every day and practices an open-door policy that makes daily communication easily accomplished. These informal as well as formally planned meetings provide many opportunities for direct communication between the Network Support Services program director and the institutional administrators.

Input from the Network Support Services faculty is liberally solicited from the Director on decisions that directly affect the program and more specifically, courses they teach within the program.

Examples of faculty input include:

- Submit technology plan for the program annually
- Provide input for the yearly budget and authorize purchase requisitions for equipment, student lab supplies, and instructor classroom and software needs
- Select and plan for preventive maintenance of equipment and equipment replacement
• Provide academic freedom as evidenced by curriculum development and textbook selection
• Uphold all program policies and procedures and determined disciplinary action
• Estimate cost of lab fees before final submission
• Redesign admission interview sheets, rubric, and matrix
• Participate in development of recruitment
• Participate in review of the student success plan

Exhibit P 35: Network Support Services Teaching Certificates
Exhibit P 35: Yearly schedule of meetings identifying department meeting dates
Exhibit P 35: Minutes of Network Support Services Department Meetings

The Network Support Services program uses multiple evaluation methodologies which include traditional exams, lab exercises, competency demonstrations, and skills labs in the classroom. Evaluation includes a competency checklist to validate mastery of the competencies that students need to know to become program completers.

Exhibit P 36: Network Support Services Instructor Evaluations
Exhibit P 36: OCP A Skill/Lab Competency Evaluations
Exhibit P 36: CTC Employability Skills Rubric
Exhibit P 36: Network Support Services Student Exams

The Network Support Services demonstrates qualitative and quantitative achievements through End of Course Assessments (EOCA), given at the end of each OCP and CCNA industry certification, upon graduation.

Paralleling the course syllabi with the FLDOE Curriculum Frameworks guarantees that all required course objectives are being taught.

Exhibit P 37: Network Support Services End of Course Assessments
Exhibit P 37: Network Support Services End of Course Assessments Results
Exhibit P 37: Network Support Services Course Syllabi

Exhibit P 37: FLDOE Curriculum Frameworks

The Network Support Services program measures the achievement of the student learning objectives through the use of traditional exams, lab exercises, competency demonstrations, and skills labs within the classroom. Evaluation includes a competency check list to validate mastery of the competencies that students need to know to become program completers.

Exhibit P 38: Network Support Services student exams

Exhibit P 38: Network Support Services Skill/Lab Competency Evaluations

Exhibit P 38: CTC Employability Skills Rubric

The Student Services Department maintains permanent student and financial aid records and other pertinent information. Daily attendance, grades, and counseling notes are reported to Student Services via the computerized Student Information Management System (SIMS). The Charlotte County Public School System uses the FOCUS (SIMS) system for postsecondary collection of information.

Exhibit P 39: Network Support Services Student Record Sample (attendance, grades, teacher documentation, standards based assessments)

The College Student Handbook describes training programs, tuition/fee charges, refund policies, admission policy, and the grading policy.

The Network Support Services Program is clearly described and documented in the College student handbook, program flyers, as well as on the CTC website (www.charlottetechcollege.net). Program information including tuition, fees, refund policy, admission requirements and other requirements are all stated in the publications listed.
The faculty work week and student class schedule allow for ample time for students, faculty, and staff to interact. Full-time program instructors work from 7:00 to 3:00 which includes a 30 minute duty free lunch. Students attend from 7:45 – 3:00 (including a 30 minute lunch not included as program completion hours) for 6.45 hours per day or 32.25 hours/week. Full-time instructors have from 7:00 – 7:45 to provide support for students if not in a scheduled staff meeting or department meeting.

The Network Support Services Program instructors have significant and timely interaction with students. The instructors have time before and after class to conference with students. The instructors communicate with students by e-mail, phone, and one-on-one meetings. Instructors have a website which provides valuable resources to students. Students are evaluated weekly, with grades posted at the end of each course in FOCUS. Instructors meet with students frequently to provide feedback regarding student progress.

A credit hour is equivalent to a minimum of each of the following: one semester credit for 15 clock hours of lecture, 30 clock hours of laboratory, or 45 clock hours of work-based activities; or one quarter credit for 10 clock hours of lecture, 20 clock hours of laboratory, or 30 clock hours of work-based activities.

Charlotte Technical College’s educational programs are based on a contact clock hour system. This criterion is not applicable.
Exhibit P 42: Not Applicable Statement

DISTANCE EDUCATION

43. For all coursework delivered via distance education: The institution ensures timeliness of its responses (synchronously or asynchronously) to students’ requests by placing a requirement on response time of no more than 24 hours within the institution’s published operational schedule of the program/course.

Charlotte Technical College and the off-site instructional service center do not offer programs via distance education. This criterion is not applicable.

Exhibit P 43: Not Applicable Statement

CLOCK/CREDIT HOUR CONVERSION

REQUIREMENT FOR CLOCK/CREDIT HOUR CONVERSION FOR FEDERAL STUDENT FINANCIAL AID

If this program was used as a sample for course prep review, it meets the requirements on the Course Prep Review Worksheet. (If the program was not part of the sampling OR if the institution is not required to use the Federal Clock Hour Conversion for Student Financial Aid, indicate N/A).

The College is not required to use the Federal Clock Hour Conversion for Student Financial Aid. This criterion is not applicable.

Exhibit P Clock-Credit Hour Conversion: Not Applicable Statement

INSTRUCTION

ACADEMIC COMPETENCIES AND OCCUPATIONAL SKILLS

1. Academic competencies and occupational skills are integrated into the instructional program for each occupational area.
The Network Support Services program is designed so that each student progresses at his/her maximum level. Utilization of lectures, hands-on exercises, power-point presentations, audiovisuals, written materials and other instructional methodologies provide for different types of learners. The program’s curriculum is sequential, providing optimal learning by correlating theory with shop practice. Written unit exams and quizzes are given to validate learning. Multiple choice exams style items are designed to prepare the student for the certification exam. Lab experiences allow students the opportunity to work in a variety of job settings that require the application of these skills. Lab Activities and practice allows students the opportunity to apply classroom theory to real life situations. All curriculum frameworks are selected by the Florida Department of Education and are reflected in the syllabi for each course.

Exhibit I 1: FLDOE Curriculum Frameworks
Exhibit I 1: Network Support Services Program Syllabi
Exhibit I 1: Network Support Services Student Exams
Exhibit I 1: Network Support Services Skill/Lab Competencies

2. The instructional programs provide instruction in the competencies essential to success in the occupation, including job knowledge, job skills, work habits, and attitudes.

The FLDOE curriculum frameworks are used as a guide for the Network Support Services Program instruction. State required frameworks provide consistency, programmatic quality and integrity. Students have ample opportunities to practice job skills and competencies. Employability skills are an integral part of the training and are included in this program. The program is designed to prepare students for employment, and to provide supplemental training for persons previously or currently employed in any of these occupations. Employability skills are also a major part of the evaluation of the student. The course outline and description for each area of curriculum details adequate experiences to develop the skill proficiencies necessary for employment. The classroom lab provides students the opportunity to practice and develop skill proficiency under the direction...
of qualified faculty. The ability to perform is monitored by written tests and performance appraisals administered by the instructor(s). The classroom and lab are available to students both before and after regular class hours at all sites to assist those students who require assistance or need a place to study.

Work habits, attitudes, and interpersonal skills are integral parts of the Network Support Services curriculum. Beginning day one and extending throughout the entire year, instructors are actively involved in teaching and role modeling the skills needed for gainful employment. Student performance, which includes attitude and job knowledge as well as skill proficiency, is evaluated regularly beginning the first term to ensure training competencies are met. In the last term of the program, students learn specific skills to aid gaining entrance into the workplace. Cover letter and resume writing, completion of the job application, dressing for and conducting an interview as well as how to terminate employment are among some of the areas explored in the curriculum.

Exhibit I 2: FLDOE Curriculum Frameworks
Exhibit I 2: Network Support Services Course Syllabi
Exhibit I 2: Network Support Services Skill/Lab Competencies
Exhibit I 2: CTC Employability Skills Rubric

**JOB KNOWLEDGE, JOB SKILLS, WORK HABITS AND ATTITUDES**

3. **The sequence of instruction required for program completion (lecture, lab, and work-based activities) is determined by desired student learning outcomes.**

The Network Support Services curriculum is structured in such a manner that the student is guided in a sequential approach through the theory and practical competencies for each subject area. The instructional sequence, which includes lecture, lab, and work-based activities, has been successful as demonstrated by positive student learning outcomes.

Network Support Services is one of 20 programs at the College. Students must adhere to an established timeline for completion with defined entry and exit points. Movement within the established timelines for the Network Support Services program is highly regimented.
The Network Support Services curriculum is structured with 1050 hours with both theory and practice hours.

The structure and sequence of the Network Support Services curriculum for each term is outlined in detail in the Course Outline handout distributed to each student at the beginning of each term. All enrollment cycles are identical.

Exhibit I 3: Network Support Services Course Outlines
Exhibit I 3: Network Support Services Curriculum Sequence
Exhibit I 3: Network Support Services Major Instruction Plan

The sequence of instruction required for program completion is used to:

4. Organize the curriculum;
5. Guide the delivery of instruction;
6. Direct learning activities; and,
7. Evaluate student progress in order to maximize the learning of competencies essential to success in the occupation.

The Network Support Services program is organized so that the student begins his/her educational program with the basic concepts and advances to more difficult concepts in advanced network administration and troubleshooting.

The curriculum plan provides a breakdown for each OCP. Each OCP provides an established number of training hours which are designated by the FLDOE. Students are provided with a timeline of expectations in order to keep the student on track for program completion.

The Network Support Services Program uses a systematic approach to student learning where a skill is introduced/studied/tested in theory in the classroom, practiced/processed in a corresponding lab. Students must prove competency in a skill by passing theory content on exams and passing a skill process in lab before being allowed to move to the next section.

Students acquire knowledge and skill studying various types of network fundamentals safety in the work place, and how to effectively diagnose and troubleshoot network problems. Each OCP builds on the knowledge gained from previous OCP and the practice in the virtual
labs and hands on labs during each of the OCP’s which lay the foundation of good practices that carry through the rest of the program.

All of the lab skills are practiced repetitively and processed in the classroom and once the student is confident they have mastered the skill they are tested with a “hands on” skills test. When lab activities call for students to practice, they are monitored to make sure that all procedures, safety, and ESD.

Each curriculum area incorporates theory and lab, employability skills integrated in the curriculum. Student evaluation is based on the competencies required to be successful in the chosen occupation. Instructors use a variety of methods to determine student mastery of subject matter. Such methods include, but are not limited to, exams patterned after CCNA certification, experience, presentations, and competency demonstrations.

Exhibit I 4, 5, 6, 7: Network Support Services Major Instruction Plan
Exhibit I 4, 5, 6, 7: Network Support Services Course Outlines
Exhibit I 4, 5, 6, 7: Network Support Services Course Calendars
Exhibit I 4, 5, 6, 7: Network Support Services Skill/Lab Competencies

**OCCUPATIONAL ADVISORY COMMITTEES**

| 8. | The institution has appointed an occupational advisory committee for each program or program area offered. |
| 9. | Occupational advisory committees appointed for each program or program areas are used to ensure that desirable, relevant, and current practices of each occupation are being taught. |

The Network Support Services Program has established an advisory committee that plays a pivotal role in the College’s ability to offer Network Support Services which responds to both student and community needs in the service delivery area.
The Network Support Services Committees evaluate the Network Support services program to ensure that course content is current, to suggest appropriate changes, and to confirm that the program meets the workforce needs of area IT businesses.

Exhibit I 9: Network Support Services Program Advisory Fall/Spring Agendas and Minutes

Each occupational advisory committee must:

10. Consist of a minimum of three members external to the institution;
11. Has at least three external members who represent the geographical service area covered by the programs taught by the institution.
12. Has at least three external members who have expertise in the occupational program;
13. Meet at least twice annually;
14. Have at least three external members who meet these criteria present at each meeting (with at least two members physically present and one virtually present); and for membership physically present at each meeting; and,
15. Keeps minutes to document their activities, recommendations, and meeting attendance.

The Network Support Services Advisory committee consists of a minimum of three IT professional members who are external to the institution. These members represent local IT businesses within the service area of the Network Support Services program. These committee members bring experience and expertise from the IT field. At least two (2) meetings are held each year with a minimum of two committee members attending the meeting. Minutes and a member roster of each meeting are kept to document activities, recommendations, and attendance.
At least once a year, the Network Support Services Advisory Committee reviews the appropriateness of the instructional methods in order to ensure that students master the competencies required in the field. The committee’s activities and recommendations are recorded in minutes of the meetings. The Network Support Services Advisory Committee advises program instructors and the Leadership Team regarding technical programs for a specific occupation. Its function includes making recommendations on the following matters:

- Community Surveys
- Course Planning
- Lab Planning
- Recruitment of Instructors
- Assistance to Instructors
- Placement of Students
- Program Evaluation
- Legislation
- Public Relations

Exhibit I 16: Network Support Services Advisory Committee Minutes
HEALTH, SAFETY AND FIRE-PREVENTION

17. **Job-related health, safety, and fire-prevention are an integral part of instruction.**

Health, safety and fire prevention is introduced to the students in the first weeks of class by the instructor. A first aid kit is available on the first floor of Building A at both reception areas for minor emergencies. An evacuation plan is posted in each classroom/lab area. Students are subsequently instructed on safety in the classroom and lab settings.

During pre-school in-service days each school year, district policies concerning internal and external emergencies and potential disasters are reviewed and given to each staff member. Some faculty members are American Heart Association CPR certified. A copy of the current BLS card is kept in each teacher’s file.

Emergency procedures are included in the student handbook and during CPR training. Office Emergencies scenarios help students apply this knowledge and skill to the office setting. Formal instruction is presented during the office emergencies section of the curriculum and during other material dealing with administration of medications and medical emergencies.

All policies and procedures are included in the instructional content of the relevant course. In addition, policies may be included in the student handbook, posted on bulletin boards, doors or walls, and made available on reference shelves in the classroom.

**Exhibit I 17: Pics of First Aid Kits/Supplies**

**Exhibit I 17: CTC Health and Safety Plan**

EQUIPMENT AND MATERIALS

18. **To develop skill proficiency, sufficient practice is provided with equipment and materials similar to those currently used in the occupation.**

In order to develop skill proficiency, students are provided sufficient practice with equipment similar to that currently used in the occupation. Skill proficiency tests and written
exams are used as documentation to measure learning effectiveness and hands-on skills within the network support services program. Provisions are made for classroom, and lab practice. The program strives to have equitable equipment and supplies.

The Network Support Services Program uses a systematic approach to student learning where a skill is introduced/studied/tested in theory in the classroom, practiced/processed in a corresponding lab. Students must prove competency in a skill by passing theory content on exams and passing a skill process in lab before being allowed to the next OCP.

Exhibit I 18: Network Support Services Skill/Lab Competencies
Exhibit I 18: Network Support Services Equipment Inventory

19. All instruction is effectively organized as evidenced by course outlines, lessons, competency tests, and other instructional materials.

LESSON PLANS, COMPETENCY TESTS, AND INSTRUCTIONAL MATERIALS

Instruction in the Network Support Services Program follows an organized curriculum plan utilizing current textbooks, course outlines, lesson plans and instructional materials.

Exhibit I 19: Network Support Services Course Outlines
Exhibit I 19: Network Support Services Curriculum Sequence
Exhibit I 19: Network Support Services Major Instruction Plan
Exhibit I 19: Network Support Services Course Calendars
Exhibit I 19: Network Support Services Skill/Lab Competencies
Exhibit I 19: Network Support Services Cost Sheet with Textbook List

EVALUATION OF STUDENT ACHIEVEMENT

20. The institution uses a systematic, objective, and equitable method of evaluating student achievement based on required competencies.

Progress in the Network Support Services Program utilizes written guidelines and is detailed in the CSIT/Network Support Services Handbook.
Standards of achievement are clearly outlined and explained in the Network Support Services Student Handbook. These standards are introduced and discussed at the information session, pre-admission interview, reviewed at the Program Orientation, and reinforced throughout the program. Each course outline includes specific standards of achievement identified for that course. Successful completion of OCP-A is a pre-requisite for OCP-B, etc. Each student must maintain at least a C average (75%) in each course in order to remain in the Network Support Services Program. The grading process is the same for each course and is described in the syllabus for each OCP.

Exhibit I 20: Student Catalog/Handbook Grading Policy Screenshot
Exhibit I 20: Network Support Services Course Syllabi/Grading Policy
Exhibit I 20: CSIT/Network Support Services Handbook/Grading Policy

21. For all coursework delivered via distance education: The institution directly verifies the currency and quality of all contracted courseware on an annual basis, is directly responsible for such currency and quality, and maintains curriculum oversight responsibility within all contracts.

Charlotte Technical College and the off-site instructional service center do not offer courses via distance learning. This criterion does not apply.

Exhibit I 21: Not applicable Statement

22. For all coursework delivered via distance education: The institution has in place a standardized course template, course descriptions, learning objectives, course requirements (i.e. standard syllabus, outcomes, grading, resources, etc.), and learning outcomes of its programs in order to facilitate quality assurance and the assessment of student learning.
Charlotte Technical College and the off-site instructional service center do not offer courses via distance learning. This criterion does not apply.

**Exhibit I 22: Not Applicable Statement**

<table>
<thead>
<tr>
<th>23. For all coursework delivered via distance education:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The institution monitors student progress and participation by means such as course management systems that provide student time online, frequency of logins, electronic footprints, electronic grade book, and percentage of course completed.</td>
</tr>
</tbody>
</table>

Charlotte Technical College and the off-site instructional service center do not offer courses via distance learning. This criterion does not apply.

**Exhibit I 23: Not Applicable Statement**

**WORK-BASED ACTIVITY**

<table>
<thead>
<tr>
<th>Written agreements with work-based activity agencies, if any:</th>
</tr>
</thead>
<tbody>
<tr>
<td>24. Are current;</td>
</tr>
<tr>
<td>25. Specify expectations for all parties; and,</td>
</tr>
<tr>
<td>26. Ensure the protection of students.</td>
</tr>
</tbody>
</table>

The Network Support Services program maintains current, signed agreements with several IT facilities specifying the experiences or activities that are required of the Affiliate and the College. Each IT agreement must be approved by both the College and the business prior to students participating in internship experience. These contracts ensure the protection of students and specify the expectations of both parties.

**Exhibit I 24, 25, 26: Network Support Services Affiliation Agreement List**

**Exhibit I 24, 25, 26: Network Support Services Affiliation Agreement**

| 27. Each work-based activity has a written instructional plan for students. |
The Network Support Services Program utilizes an Instructional Plan for the IT affiliates to guide the student’s learning process and detail expectations of all parties. Students have a specific number of requirements that must be met while working in their respected IT internship. Tasks performed are recorded in a daily log, and those tasks are then entered on the Network Support Services internship competency summary sheet. Each facility has a designated preceptor who monitors student contact and evaluates the work done by the intern.

Exhibit I 27: Network Support Services Employer Evaluation Form
Exhibit I 27: Network Support Services Child Labor Laws
Exhibit I 27: Network Support Services Employer Training Plan Worksheet
Exhibit I 27: Network Support Services Time Card Log

28. The written instructional plan for each work-based activity specifies
the particular objectives, experiences, competencies, and evaluations
that are required.

The training provider, in cooperation with the program director or designee, develops the objectives, specific tasks and duties to be performed. The training agreement outlines the responsibilities of the employer which includes evaluation and verification of work hours. The training agreement clearly outlines important information for the student and responsibilities for the instructor.

Exhibit I 28: Network Support Services Employer Evaluation Form
Exhibit I 28: Network Support Services Child Labor Laws
Exhibit I 28: Network Support Services Employer Training Plan Worksheet
Exhibit I 28: Network Support Services Time Card Log
ON-SITE EMPLOYER REPRESENTATIVE

29. The written instructional plan for each work-based activity designates the on-site employer representative responsible for guiding and overseeing the students’ learning experiences and participating in the students’ written evaluations.

The supervisor at the facility, in cooperation with the Program Director and/or instructors, are responsible for guiding and overseeing the students’ learning experiences. The instructor and the supervisor shall have the responsibility for directly supervising and evaluating the students’ hands-on practice.

Exhibit I 29: Network Support Services Employer Evaluation Form
Exhibit I 29: Network Support Services Child Labor Laws
Exhibit I 29: Network Support Services Employer Training Plan Worksheet
Exhibit I 29: Network Support Services Time Card Log

30. All work-based activities conducted by the institution are supervised by a designated employee possessing appropriate qualifications.

All classroom and lab activities conducted by the Charlotte Technical College’s Computer Systems and Information Technology program are supervised by instructors who are certified by the Charlotte County Public Schools as a Vocational Instructor through validation of work experience. Instructors also possess Industry certifications from CompTIA in the areas of A+, Network+ and Security +.

Exhibit I 30: Network Support Services Teaching Certificates
Exhibit I 30: Network Support Services Teacher Industry Certifications
CHALLENGES AND PROPOSED SOLUTIONS

As with any publically funded institution, Charlotte Technical College experiences challenges when funding upgrades and purchases of equipment for the Network Support Services program. The program is fortunate to have an exceptional working relationship with the local businesses who donate equipment and who provide students internship experiences. The Advisory Committee and area employers are often sources of equipment and supplies to provide the skilled training required in the service delivery area.

SUMMARY

The greatest strengths exhibited by the Network Support Services program revolve around program flexibility, the ability to update curricula to meet the needs of the ever changing IT industry, and the strong relationship with its local IT businesses. The Network Support Services program offers area employers graduates that possess a combination of sound academics and high quality hands-on experience which can transition immediately into the IT workplace.

Graduates of the Network Support Services are recruited by IT departments in local governments, the school boards of Charlotte County and Sarasota County, and various local businesses. Colleges and universities rely on the program history of excellence and the graduates’ clinical and/or working experience.

Support from local IT facilities is reflected in the active role they take on the Advisory Committees and the willingness to provide training and equipment. The job market for IT remains stable as reflected in the program’s high job placement rate.
---

**Commission of the Council on Occupational Education**

**EMPLOYER PROGRAM VERIFICATION FORM**

**for Postsecondary Programs**

**INSTRUCTIONS:**
- Complete three of these forms for each service area served by the program.
- This form must be signed by an employee who is in position to make hiring decisions on behalf of the employer.

<table>
<thead>
<tr>
<th>Name of Institution</th>
<th>Charlotte Technical College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td></td>
</tr>
<tr>
<td>Name of Program</td>
<td>Network Support Services</td>
</tr>
<tr>
<td>Model(s) of Delivery of Program (check ALL that apply):</td>
<td></td>
</tr>
<tr>
<td>□ 100% Traditional</td>
<td>□ Hybrid</td>
</tr>
</tbody>
</table>

The length of this program is (indicate the number of hours in all boxes that apply):
- [ ] Clock Hours
- [ ] Semester Credit Hours
- [ ] Quarter Credit Hours

The amount of tuition and fees charged for the total program is: $_________

**EMPLOYERS’ VERIFICATION STATEMENT**

I have reviewed the (name of program) program and recommended requirements for admissions, program offerings, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, the skills and/or proficiency required for completion, and appropriateness of the instructional delivery method(s) for the program.

**EMPLOYER**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Phone Number/Extension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paul R. Smith</td>
<td>Vocational Technician</td>
<td>(513) 555-1234</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Company Name</th>
<th>Enfield County Public Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>Enfield, CT 06082</td>
</tr>
</tbody>
</table>

Verifiable range of remuneration (based on year-round, full-time employment) that can reasonably be expected by those who enter this field upon completion of the program is from $_________ annually to $_________ annually.

Signature: [Signature]

(August 2016)

Date: [Date]
Commission of the Council on Occupational Education
EMPLOYER PROGRAM VERIFICATION FORM
for Postsecondary Programs

INSTRUCTIONS:
Complete these forms for each service area served by the program.
This form must be signed by an employee who is in position to make hiring decisions on behalf of the employer.

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<td></td>
<td></td>
</tr>
<tr>
<td>Name of Program</td>
<td>Network Support Services</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Mode(s) of Delivery of Program</td>
<td>[ ] 100% Traditional</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The length of this program is (indicate the number of hours in all boxes that apply):

[ ] Clock Hours  [ ] Semester Credit Hours  [ ] Quarter Credit Hours

The amount of tuition and fees charged for the total program is:


EMPLOYERS' VERIFICATION STATEMENT

I have reviewed the program and recommended requirements for admission, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, the skills and/or proficiency required for completion, and appropriateness of the instructional delivery method(s) for the program.

EMPLOYER

<table>
<thead>
<tr>
<th>Name</th>
<th>Raymond L. Desjardins</th>
</tr>
</thead>
<tbody>
<tr>
<td>Company Name</td>
<td>City Technical College</td>
</tr>
<tr>
<td>Address</td>
<td>13545 Boulevard North</td>
</tr>
</tbody>
</table>

Verifiable range of remuneration (based on year-round, full-time employment) that can reasonably be expected by those who enter this field upon completion of the program is from $ [ ] ? to $ [ ] ? annually.

Signature: [Signature]  Date: [Date]

(August 2018)
Commission of the Council on Occupational Education
EMPLOYER PROGRAM VERIFICATION FORM
for Postsecondary Programs

INSTRUCTIONS:
- Complete these forms for each service area served by the program.
- This form must be signed by an employee who is in position to make hiring decisions on behalf of the employer.

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</tr>
<tr>
<td>Name of Program</td>
<td>Network Support Services</td>
</tr>
<tr>
<td>Mode(s) of Delivery of Program (check ALL that apply):</td>
<td>100% Traditional</td>
</tr>
</tbody>
</table>

The length of this program is (indicate the number of hours in all boxes that apply):
- Clock Hours
- Semester Credit Hours
- Quarter Credit Hours

The amount of tuition and fees charged for the total program is: $-

EMPLOYERS' VERIFICATION STATEMENT

I have reviewed the name(s) of program(s) program and recommended requirements for admissions, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, the skills and/or proficiency required for completion, and appropriateness of the instructional delivery method(s) for the program.

EMPLOYER

<table>
<thead>
<tr>
<th>Name</th>
<th>Robert Obando</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>T.T. Director</td>
</tr>
<tr>
<td>Company Name</td>
<td>Automotive</td>
</tr>
<tr>
<td>Phone Number/Extension</td>
<td>219-633-7162</td>
</tr>
<tr>
<td>Address</td>
<td>1901 Terrence, TN</td>
</tr>
<tr>
<td>City/State/Zip</td>
<td>12345</td>
</tr>
</tbody>
</table>

Verifiable range of remuneration (based on year-round, full-time employment) that can reasonably be expected by those who enter this field upon completion of the program is from $42,400 annually to $76,800 annually.

Signature: [Signature]

Data: 8/3/16

(August 2016)
STANDARD 2

NETWORK SUPPORT SERVICES

EXHIBIT LIST

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Exhibit AR 1, 2, 3, 4, 5: CTC Student Catalog/Handbook Screenshot/Admissions
Exhibit AR 1, 2, 3, 4, 5: On-line Application/Website
Exhibit AR 1, 2, 3, 4, 5: CTC Student Catalog/Handbook- Pages 2 & 3
Exhibit AR 1, 2, 3, 4, 5: Students with Disabilities
Exhibit AR 1, 2, 3, 4, 5: Application for Exemption from Basic Skills
Exhibit AR 1, 2, 3, 4, 5: 2017-2018 Basic Skills
Exhibit AR 6: Not Applicable Statement
Exhibit AR 7: CTC Transfer Policy
Exhibit AR 7: CTC Student Catalog/Handbook (Transfer of Credit Screenshot)
Exhibit AR 7: CTC Student Catalog/Handbook/Transfer of Credit, Pg 15
Exhibit AR 8: CTC Transfer Policy
Exhibit AR 8: CTC Student Catalog/Handbook (Transfer Credit Screenshot)
Exhibit AR 8: CTC Student Catalog/Handbook Transfer of Credit, Page 15
Exhibit AR 9: CTC Admissions Policy
Exhibit AR 9: CTC Student Catalog/Handbook (Admissions Screenshot)
Exhibit AR 10: Not applicable statement
Exhibit AR 11: Not applicable statement
Exhibit AR 12: Not applicable statement
Exhibit AR 13: Not applicable statement
Exhibit AR 14: Not applicable statement
Exhibit AR 15:   Not applicable statement
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Exhibit AR 16:   Network Support Services Rack Card
Exhibit AR-16:   Job Fair Flyer
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Exhibit AR 18:   Network Support Services Acceptance Letter with Orientation
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Exhibit P 9, 10:   Network Support Services Course Syllabi
Exhibit P 9, 10:   FLDOE Curriculum Frameworks
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Exhibit P 11:    Network Support Services Student Exams
Exhibit P 11:    Network Support Services Skill/Lab Competency Evaluations
Exhibit P 11:    CTC Employability Skills Rubric
Exhibit P 12:    Network Support Services Advisory Committee
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Exhibit P 12:    Network Support Services Advisory Member Roster
Exhibit P 13: COE Annual Reports
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Exhibit P 13: Network Support Services Course Syllabi
Exhibit P 13: Network Support Services Curriculum Mapping
Exhibit P 13: Network Support Services Lesson Plan
Exhibit P 14: Network Support Services Advisory Committee Minutes
Exhibit P 15: Network Support Services Employer Verification Forms
Exhibit P 15: Network Support Services Employer Surveys
Exhibit P 16-26: Network Support Services Advisory Committee Agenda
Exhibit P 16-26: Network Support Services Advisory Committee Minutes
Exhibit P 16-26: Network Support Services Assisting Employer Surveys
Exhibit P 27: Regional Demand Occupations List
Exhibit P 27: Network Support Services Employer Surveys
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Exhibit P 28: Network Support Services Curriculum Sequence
Exhibit 2-50: CSIT /Network Support Services Handbook/Re-admission
Exhibit P 28: Network Support Services Program Syllabi
Exhibit P 28: Network Support Services Course Calendars
Exhibit P 29-32: Not Applicable Statement
Exhibit P 33: Not Applicable Statement
Exhibit P 34: COE Approved Programs
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Exhibit P 35: Network Support Services Teaching Certificates
Exhibit P 35: Yearly schedule of meetings identifying department meeting dates
Exhibit P 35: Minutes of Network Support Services Department Meetings
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Exhibit I 1: FLDOE Curriculum Frameworks
Exhibit I 1: Network Support Services Program Syllabi
Exhibit I 1: Network Support Services Student Exams
Exhibit I 1: Network Support Services Skill/Lab Competencies
Exhibit I 2: FLDOE Curriculum Frameworks
Program: Nursing Assistant (Articulated)

Nursing Program Manager:

Linda Rogers Antuono, RN, MSN/Ed.

Full-Time Instructors:

Marlise James, RN, MSN/Ed.
Carol Kurtz, RN, BSN, M.Ed.
Vicky McNutt, RN, ADN
Shawn O’Connor, RN, BSN
Ellen Pion, RN, BSN
Eric Stefanik, RN, ADN
Kim Wilkie, RN, ADN

Part-Time Instructors:

Roberta Bannon, RN, MSN/Ed.
STANDARD 2
NURSING ASSISTANT (ARTICULATED)

INTRODUCTION

Charlotte Technical College currently offers 20 full time training programs. Each program is an “in demand” program for our service delivery area. All programs are designed to meet students’ needs by providing students with the opportunity to acquire skills and knowledge necessary for performing successfully in business, industry, and entrepreneurship. Strong work ethic and technical skills are integrated in every subject in every class.

The Nursing Assistant (Articulated) Program operates within the frameworks of the Florida Department of Education, Florida Board of Nursing legislative guidelines, and under the policies and procedures of Charlotte Technical College (CTC). In addition, this program is accredited by the Council on Occupational Education (COE).

The Nursing Assistant Program is 165 hours. Clinical instruction of nursing students will meet the requirements of Florida Statute 464.019. Clinical experience must make up or least 50% of the total program. Simulated practice and clinical experiences are included as an integral part of this program. Clinical Simulation may be used for no more than 50% of the total clinical experience.

Purpose of the Nursing Assistant Program is to offer a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Health Science career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of Health Science career cluster.
Purpose of the Nursing Assistant Program:

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Health Science career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of Health Science career cluster.

This program is designed to prepare students for employment as nursing assistants (SOC 31-1014 Nursing Assistants). This program is a planned sequence of instruction consisting of 2 occupational completion points.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the post-secondary program structure:

<table>
<thead>
<tr>
<th>OCP</th>
<th>COURSE NUMBER</th>
<th>COURSE TITLE</th>
<th>SOC CODE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>HSC0003</td>
<td>BASIC HEALTHCARE WORKER</td>
<td>31-9099</td>
</tr>
<tr>
<td>B</td>
<td>HCP0121</td>
<td>NURSE AIDE AND ORDERLY (ARTICULATED)</td>
<td>31-1014</td>
</tr>
</tbody>
</table>
The Nursing Assistant curriculum content includes but is not limited to interpersonal skills, medical terminology, legal and ethical responsibilities, safe and efficient work, gerontology, nutrition, pet-facilitated therapy, health and safety including Cardio-pulmonary Resuscitation (CPR) – heart saver level, and employability skills.

Nursing assistants provide basic care and help with activities of daily living. They typically do the following:

- Clean and bathe patients or residents
- Help patients use the toilet and dress
- Turn, reposition, and transfer patients between beds and wheelchairs
- Listen to and record patients’ health concerns and report that information to nurses
- Measure patients’ vital signs, such as blood pressure and temperature
- Serve meals and help patients eat

Some nursing assistants also may dispense medication, depending on their training level and the state in which they work.

In nursing homes and residential care facilities, assistants are often the principal caregivers. They have more contact with residents than other members of the staff. Because some residents stay in a nursing home for months or years, assistants may develop close relationships with their residents.

According to the Bureau of Labor Statistics, “Employment of nursing assistants and orderlies is projected to grow 17 percent from 2014 to 2024, much faster than the average for all occupations. Because of the growing elderly population, many nursing assistants and orderlies will be needed to assist and care for these patients. The median annual wage for nursing assistants was $26,590 in May 2016. The median wage is the wage at which half the workers in an occupation earned more than that amount and half earned less. The lowest 10 percent earned less than $20,040, and the highest 10 percent earned more than $37,900.”
The institution’s admissions policies and processes are:

1. Published
2. Clearly stated
3. Consistently communicated to students
4. Made available to students prior to enrollment; and,
5. Any changes to these publications are communicated in a timely manner.

The admission policies for the Charlotte Technical College are published in various locations: the College’s website www.charlottetechcollege.net, the College Student Handbook and visual publications. The admissions policies and processes are clearly stated so readers can easily understand enrollment requirements and complete the enrollment process in a timely manner. Admissions policies are consistently communicated to students through the College’s website, College Student Handbook, and face-to-face interaction with faculty and staff. Prior to enrollment, potential students are provided admissions requirements along with a requirements check sheet listing each item/action required for admission to College. A timeline is established on the website to assist students in completing all requirements. The timeline takes students from the application process through the orientation and start of class. All steps are thoroughly explained, and hard copy packets are available at Student Services. All admissions are clearly stated and provided for students prior to enrollment in the admissions packet.

All changes and/or updates to the admission policies and processes are made available to students and the public through the College’s website, the College Student Handbook, and interaction with faculty and staff.

The Nursing Assistant Program has specific admissions requirements that include:

- High School Diploma or GED
- In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C. the minimum basic skills grade level required for postsecondary adult career and technical students to complete the Nursing Assistant Program are: Mathematic 11, Language 11, and Reading 11. These grade level numbers correspond to a grade equivalent
score on a state designated basic skill examination.

- Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

- Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed on the Basic Skills and Licensure Exemption List which may be accessed from the CTE Program Resources page.

Exhibit 1 AR 1-5 1a: Charlotte Technical College Admissions Policy
Exhibit 1 AR. 1-5 1b: CTC Student Catalog Admissions Screenshot
Exhibit 1 AR. 1-5 1c: CTC Student Catalog- Handbook 2016-17-Pages 2-3
Exhibit 1 AR. 1-5 1d: Post-Secondary Application and Registration
Exhibit 1 AR. 1-5 1e: Screenshot NA Registration Timeline-Checklist

VOCATIONAL ENGLISH-AS-SECOND-LANGUAGE PROGRAM

6. **For all students admitted to a Vocational English-As-A-Second-Language Program, the institution utilizes written admission procedures that comply with policies established by the Commission.**

Charlotte Technical College and the offsite training center do not have an “English-As-A-Second Language” program. This criterion does not apply.

Exhibit AR 6: Not Applicable Statement
Charlotte Technical College’s policy on the transfer of students between institutional programs, as well as the transfer from other institutions, is clearly defined and published. The policy is published on the College’s website at (charlottetechnicalcollege.net) and the CTC Student Handbook. The published policy includes the following relevant criteria:

- CTC students requesting to transfer to another program within the college must first discuss the request with the current instructor and then meet with the Post-Secondary Career Specialist. The Career Specialist can approve the transfer request, if space is available in the program.

- Acceptance of hours completed at another institution will be in compliance with Florida Statute 1007.24(7). Students with previous technical training from other institutions may receive credit for that training. A transcript from a public accredited institution documenting student performance standards and/or occupational completion points achieved for a specific technical program will be accepted in transfer at Charlotte Technical College for the same technical program. CTC reserves the right to require a competency test to validate the competencies learned/earned at another (non-CTC) institution. The student will then be enrolled in training at the student’s proficiency level.

- Training from a non-public institution that is fully accredited by a regional or national accrediting agency recognized by the United States Department of Education, and that participates in the common course numbering system will be accepted in transfer for the same course/program. Transcripts will be accepted, evaluated and relevant clock hours will be applied to the student’s CTC training program and the student’s transcript.
Charlotte Technical College clearly defines its policy on the transfer of credits and publishes the policy on both the College website (www.charlottetechncollege.net) and the CTC Student Handbook, page 22. The published policy includes the following relevant criteria regarding the transfer of credit earned at another institution:

- Acceptance of hours completed at another institution will be in compliance with Florida Statute 1007.24(7). Students with previous technical training from other institutions may receive credit for that training. A transcript from a public accredited institution documenting student performance standards and/or occupational completion points achieved for a specific technical program will be accepted in transfer at Charlotte Technical College for the same technical program. CTC reserves the right to require a competency test to validate the competencies learned/earned at another (non-CTC) institution. The student will then be enrolled in training at the student’s proficiency level.

- Training from a non-public institution that is fully accredited by a regional or national accrediting agency recognized by the United States Department of Education, and that participates in the common course numbering system will be accepted in transfer for the same course/program. Transcripts will
be accepted, evaluated and relevant clock hours will be applied to the student’s CTC training program and the student’s transcript.

Exhibit 8 AR 1a: Charlotte Technical College Transfer Policy

Exhibit 8 AR 1b: CTC Student Catalog-Handbook Transfer of Credit Screenshot

Exhibit 8 AR 1c: CTC Student Catalog-Handbook

PROGRAM COMPLETION

9. Admission requirements offer reasonable expectations for successful completion of the occupational programs offered by the institution regardless of the delivery mode.

The Nursing Assistant program follows the Florida Department of Education’s basic skill exit requirements for students and the requirements can be found in the CTC catalog/Handbook and Section 1004.91, Florida Statute (F.S.) and the State Board of Education Rule 6A-10.040. These regulations mandate that students who enroll in a program of 450 hours or more “may not receive a career and technical certificate of completion without first demonstrating the basic skills required in the state curriculum frameworks for the career education program.” CTC provides opportunity for students to demonstrate basic skill requirement through the Test of Adult Basic Education (TABE). The Florida Department of Education has placed basic skill levels on all programs in the curriculum frameworks. Only advanced and difficult level of the TABE meets requirements. The purpose of assessment is to determine whether or not the student as the basic skills necessary to be successful in the chosen career program.
A student enrolled in a career education program that does not meet the basic skills requirements, but passes an identified licensure exam/certification, should be recorded as “incomplete” until the Technical College receives documentation of the licensure and then reports the student as a completer from the career and technical education program. If the student does not meet the basic skills requirements for completion, is not exempt, or does not pass the Certified Nursing Assistant Examination, the student cannot be reported as a program completer from the final OCP and cannot earn a Certificate of Completion.

Exhibit 9 AR 1a: Charlotte Technical College Admissions Policy
Exhibit 9 AR 1b: CTC Student Catalog-Handbook
Exhibit 9 AR 1c: CTC Student Catalog-Handbook-Admissions Screenshot
Exhibit 9 AR 1d: Health Science Handbook-NA Program Completion Policy

ASSOCIATE DEGREE

10. Students admitted into Associate Degree Programs have a high school diploma or its equivalent

Charlotte Technical College and the off-site instructional service center do not offer Associate Degrees. This criterion does not apply.

Exhibit AR 10: Not Applicable Statement
ABILITY TO BENEFIT

An institution that admits students by exception to its standard admissions policies must:

11. Have written admissions policies and procedures for these exceptions;
12. Apply them uniformly;
13. Provide documented evidence on how they are used;
14. Maintain records on student progress; and,
15. Regularly evaluate the effectiveness of the procedures used in admitting students by exception.

Charlotte Technical College and the off-site instructional service center do not admit students by exception to its Nursing Assistant program. This criterion does not apply.

Exhibit AR 11: Not applicable statement
Exhibit AR 12: Not applicable statement
Exhibit AR 13: Not applicable statement
Exhibit AR 14: Not applicable statement
Exhibit AR 15: Not applicable statement

RECRUITING ACTIVITIES

Recruitment is an ongoing priority at the College. Charlotte Technical College has a post-secondary career counselor/recruiter to lead recruitment activities. The College is actively involved in a number of recruiting activities, including career days sponsored by local high schools, college job fairs, classroom presentations in local middle and high schools, campus tours for secondary students, chamber and community groups. Instructors also play a pivotal role in recruitment activities for the College. Many different mediums, such as printed materials, newspaper advertising, social media, student and alumni recruitment, employees, and the College website (www.charlottetechcollege.net) are used in recruitment.
The institution ensures recruiting activities are ethical and all mediums used in recruiting accurately describe the College mission, program outcomes, student performance expectations, and completion requirements of each program.

**Exhibit 16 AR 1a: CTC Student Catalog-Handbook**

**Exhibit 16 AR 1b: Nursing Assistant Rack Card**

**Exhibit 16 AR 1c: Website page for NA Screenshot**

**Exhibit 16 AR 1d: Job Flyer**

**PROGRAM COSTS**

Prior to admission, students are informed of the costs of the program and any equipment and services required. Fees charged to students are in accordance with Florida Department of Education guidelines with all fees and tuition approved by the Charlotte County School Board. Program cost sheets are available to students prior to admission. Student Services maintains a cost sheet for each program, including costs of registration, tuition, books, and instructional supplies. Cost sheets for practical nursing are updated prior to enrollment of each nursing cohort. Cost sheets are available upon request, available in Student Services, School store and on the College’s website. Nursing Assistant students meet with the Program Manager and Instructor for orientation prior to admission. The Nursing Program Manager and instructor can best inform the student of the technical competencies and time needed to complete the program.

**Exhibit 17 AR 1a: Nursing Assistant Cost Sheet 2017-2018**

**Exhibit 17 AR 1b: Nursing Assistant Cost Sheet Screenshot 2017-2018**

**ORIENTATION TO TECHNOLOGY**

Prior to enrolling, nursing students attend a program orientation. An overview of the technology used in the training area is covered during the program orientation session. In addition, the college employs a part-time Network Administrator who works at the site a
minimum of two days per week and a Technology Facilitator who is available to assist students and program instructors with technical support daily.

Exhibit 18 AR 1a: Nursing Assistant Acceptance Letter with Orientation Information

Exhibit 18 AR 1b: CCPS Technology Plan/Internet Usage Policy

DISTANCE EDUCATION

Charlotte Technical College and the off-site instructional service center do not deliver coursework via distance education. This criterion does not apply.

Exhibit AR 19: Non-applicable

PROGRAMS

MISSION STATEMENT

**Occupational education program policies are congruent with:**

1. The governing organization;
2. The mission of the institution; and,
3. The occupational needs of the people served by the institution.

The policies established for the Nursing Assistant Program congruent with the policies of the Charlotte Technical College and Charlotte County Public Schools.

The Nursing Assistant Program is congruent with the Charlotte Technical College and Practical Nursing Program. The Charlotte Technical College mission to provide an effective, innovative technical education preparing students to enter, advance and succeed in the workplace. The College meets its objectives by providing cost effective, competency-based training that prepares persons for entry-level jobs, enhances the skills of persons holding a job, and/or retrains those who may be displaced workers.

The Practical Nursing Program mission includes preparation of individuals to be competent and caring healthcare professionals.
The Philosophy of the CTC Practical Nursing Program include:

- Nursing Education is a lifelong process.
- Each individual learner unique individual, capable of self-direction, and responsible for learning.
- Learners should be treated with respect and included in his or her educational plan.
- Instructors are expected to maintain licensure requirements and professional competencies.
- Instructors should be motivating, resourceful, mentors, and role models.
- Students are entitled to an environment that promotes freedom to learn and meet program goals.

The Practical Nursing Program Goals include:

- Work with patients and families in:
  a. assisting, planning, and providing for health needs
  b. utilizing potential strengths to promote, maintain, and restore optimum health
  c. carrying out the therapeutic plan as initiated by the physician
  d. evaluating the effectiveness of nursing care given

- Work with members of the nursing team in:
  a. interpreting his/her place on the health team and functioning within the Practical Nursing scope of practice.
  b. assisting the registered nurse in caring for patients with complex nursing need
  c. contributing to the nursing process

- Work with members of the health care team in:
  a. establishing and maintaining communications
  b. utilizing available community resources in planning continuity of patient care
  c. plan for continuing growth by:
a. examining his or her own strengths and weaknesses.
b. seeking assistance and guidance from more skilled and knowledgeable practitioners.
c. reading current nursing literature.
d. seeking additional educational experience and professional development.
e. supporting the professional code of ethics.
f. participating in a professional organization.

The Nursing Assistant faculty supports the Charlotte Technical College and Practical Nursing Program mission and goals. The purpose of the Nursing Assistant Program is to focus on broad, transferable skills and stresses understanding and demonstration of the following elements of the healthcare industry; planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety, and environmental issues.

Exhibit 20-23
Exhibit 20-23 P 1, 2, 3 1a: CCPS Website
Exhibit 20-23 P 1, 2, 3 1b: CTC Website
Exhibit 20-23 P 1, 2, 3 1c: Florida Board of Nursing Website Screenshot
Exhibit 20-23 P 1, 2, 3 1d: Practical Nursing Mission, Philosophy, and Goals
Exhibit 20-23 P 1, 2, 3 1e: Practical Nursing Mission, Philosophy, and Goals Screenshot from Classroom
Exhibit 20-23 P 1, 2, 3 1f: CTC Mission

**Occupational education program policies are:**

4. Publicly accessible;
5. Non-discriminatory; and,
6. Consistently applied
Occupational program policies are publicly accessible through the College Student Handbook and the Website. Policies are written and administered in a non-discriminatory manner. Policies are consistently applied to all occupational programs.

Exhibit 23-25 P 4,5,6: CTC Student Catalog/Handbook/Non-Discrimination Statement

Differences, if any, in occupational education program policies are justified by:

7. Student learning outcomes; and/or,
8. Program outcomes.

The Charlotte Technical College and its off-site training center has occupational education program policies that are uniform and consistent.

Exhibit 26-27 P 7,8: Completion Placement Licensure Report
Exhibit 26-27 P 7,8: Florida Board of Nursing Pass Rate Reports
Exhibit 26-27 P 7,8: Copy of Nursing Assistant Certification

PROGRAM OBJECTIVES, CONTENT, AND STUDENT EVALUATION

Each occupational education program has:

9. Clearly stated objectives
10. Defined content relevant to these objectives and the current needs of business and industry, and,
11. Assessment of student achievement based on the program objectives and content.
12. The objectives for each educational program are evaluated annually.

The Nursing Assistant Program has a statewide curriculum committee that assists with the development of program objectives and course content. The curriculum committees meet periodically to review objectives and content. While statewide input determines the broad parameters of a curriculum, the Colleges are allowed to establish objectives and competencies
deemed critical for the successful operation in the healthcare industry.

The Nursing Assistant Program has clearly stated objectives, defined content relevant to these objectives and the current needs of business and industry, and assessment of student achievements are based on the program objectives and content which is included in the course syllabi given to each student at the beginning of each course.

Each framework has the skills and competencies called occupational completion points (OCP’s) that are grouped to correspond with the Nursing Assistant Occupation. OCP’s are related to the current needs of business and industry and are earned at the completion of courses. Each student works through the OCP’s and is evaluated for mastery of skills and competencies. CTC grading policy is detailed in the CTC Student Catalog/Handbook.

Exhibit 28-29 P 9, 10: FLDOE Nursing Assistant Curriculum Frameworks
Exhibit 28-29 P 9, 10: Nursing Assistant Course Syllabi

Student evaluation is based on program objectives and content. Instructors use a variety of methods to determine student mastery of subject matter. Such methods include traditional exams, lab exercises, competency demonstrations, and clinical activities. Grades are assigned for the aforementioned methods and determine a student’s movement through the curriculum. The Nursing Assistant grading policy is detailed in the Program Handbook.

Exhibit 30 P 11 1a: Health Science Handbook-Grading Policy Page 25-26
Exhibit 30 P 11 1b: Nursing Assistant Exam
Exhibit 30 P 11 1d: Nursing Assistant Clinical Evaluation
Exhibit 30 P 11 1e: CTC Employability Skills Rubric
Exhibit 30 P 11 1f: Nursing Assistant Skills Evaluation/Checklist

Instructors gain valuable employer input through program advisory meetings. During these meetings, instructors talk with peers and learn more about new technologies, current equipment and processes utilized by the healthcare industry. Information obtained is used to evaluate and improve program effectiveness. The Nursing Assistant Advisory Committee meets a minimum of twice a year. During these advisory meetings, Advisory Committee
members evaluate program objectives and rate the objectives accordingly. Advisory Committee evaluations and meeting minutes are kept for documentation.

Exhibit 31 P 12 1a: Nursing Assistant Program Advisory Committee Member Roster
Exhibit 31 P 12 1b: Nursing Assistant Program Advisory Committee Agenda
Exhibit 31 P 12 1c: Nursing Assistant Program Advisory Committee Sign In Sheets

A systematic process has been implemented to document:

13. That the objectives and content of programs are current; and,

14. That coursework is qualitatively and quantitatively relevant.

A systematic process has been implemented to document the objectives and that content of the Practical Nursing program is current. The Florida Department of Education reviews the curriculum frameworks on a cyclical schedule to maintain their current status. These reviews are through committees and include department staff, educators, and business people from across the state. A “change document summary” issued in the spring of each year highlights changes in programs and any added or deleted programs. They also publish a “Basic Skills Document” showing any changes in the basic skill exit requirements. Based on the information from FLDOE, the Nursing Program Manager provides each teacher with information in order to establish appropriate planning for the upcoming school year. As instructors review curriculum frameworks, adjustments are made to update curriculum materials. Each program instructor may choose to incorporate relevant information into his or her curriculum.

Exhibit 32 P 13 1a: FLDOE Nursing Assistant Curriculum Frameworks
Exhibit 32 P 13 1b: Nursing Assistant Course Syllabi
Exhibit 32 P 13 1c: COE Annual Report
Annually, the Advisory Committee, Nursing Program Manager, and faculty review program content and objectives to ensure they remain current. The Advisory Committee provides input on the qualitative and quantitative aspects of the coursework ensuring students are provided the necessary instruction and hands-on experience to progress in their career path. An Annual Program Report is submitted to the Florida Board of Nursing each December. The program receives confirmation of continued approval via a letter from the Florida Board of Nursing each year in May. Program content validity is also verified by review of the Certified Nursing Assistant Test Plan and guidelines through Prometric.

Exhibit 33 P 14 1a: Nursing Assistant Advisory Board Agenda/Minutes
Exhibit 33 P 14 1b: Nursing Assistant Advisory Board Sign-in Sheet

EMPLOYER VERIFICATION

15. Three bona fide potential employers review each educational program annually and recommend:
16. Admission requirements;
17. Program content that is consistent with desired student learning outcomes;
18. Program length;
19. Program objectives
20. Competency tests;
21. Learning activities;
22. Instructional materials;
23. Equipment;
24. Methods of program evaluation;
25. Level of skills and/or proficiency required for completion; and,
26. Appropriate delivery formats for the subject matter being taught.

Each program formally surveys area businesses and industry annually, utilizing the COE developed Employer Verification Report Form. Administration maintains these responses on file.
The Nursing Assistant program undergoes a comprehensive program review by three bona fide potential employers using the Employer Program Verification form. These employers provide suggestions for program modifications. This review includes admissions requirements, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, and levels of skills and/or proficiency required for completion and appropriateness of the delivery mode for the program. Evaluation forms are kept for documentation.

The State Board of Education establishes tuition and length of programs with input from the Florida Board of Nursing. The tuition cost is approved by the Charlotte County School Board. CTC, in conjunction with the Nursing Assistant Advisory Committee and CareerSource Florida, evaluates the relationship between these two factors and the documented entry level earnings of completers. Program costs and length are reviewed annually by employers completing Employer Verification Statements to ensure time and costs are reasonable for entry-level practical nurses. The Regional Demand Occupations List illustrates mean and entry level hourly rates along with expected growth and annual job openings. When analyzing new program offerings, this information is also utilized.
Charlotte Technical College enrolls nursing assistant students bi-annually. Two enrollment times give prospective students options to choose from. The 165 clock hour program, requires 6 weeks to complete. Students following the curriculum plan complete the program within the publicized time frame. Students who withdraw and meet the eligibility criteria may re-enter when a cohort reaches the course the student needs. Re-admission is subject to school/program policies and clinical space availability.
The Nursing Assistant instructor acts as a coach/facilitator for the training as the student progresses. OCP timetables outlined in the FLDOE Practical Nursing Curriculum Frameworks, conveys the length of time needed to satisfactorily complete the course as communicated to all students, in each course syllabus.

| Associate Degree programs offered must meet the following requirements: |
| --- | |
| 29. The program is designed to lead graduates directly to employment in a specific career. |
| 30. The appropriate applied degree title, such as Associate of Applied Technology, Associate of Applied Science, Associate of Occupational Studies, Associate of Science, or Associate of Occupational Technology, is used and includes the specific career and technical education field (i.e. Associate of Applied Science in Veterinary Technology) |
| 31. The program has a minimum of 60 semester hours or 90 quarter hours. |
| 32. The program includes a minimum of 15 semester hours or 23 quarter hours of general education courses, with a minimum of one course from each of the following areas: humanities, behavioral sciences, natural or applied sciences, and mathematics. |

Charlotte Technical College and the off-site instructional service center do not offer associate degrees; these criteria are not applicable.

**Exhibit P 29-32: Not Applicable Statement**

| 33. For all coursework delivered via distance education: The institution’s distance education courses and programs are identical to those on campus in terms of the quality, rigor, breadth of academic and technical standards, completion requirements, and the credential awarded. |

Charlotte Technical College and the off-site instructional service center do not offer programs via distance learning education. The criterion does not apply.

**Exhibit P 33: Not Applicable**
# PROGRAM APPROVAL

Each program offered by the institution:

34. Is approved and administered under established institutional policies and procedures and supervised by an administrator who is part of the institutional organization;

35. Has appropriate and continuous involvement of on-campus administrators and faculty in planning, and approval;

36. Has varied evaluation methodologies that reflect established professional and practice competencies;

37. Is qualitatively and quantitatively consistent at each campus where it is offered;

38. Has measures of achievement of the student learning objectives:

39. Has individual student records, including period of enrollment, financial, and educational program records, permanently maintained by the institution at the main campus;

40. Is identically described in appropriate catalogs, brochures, and/or other promotional materials and include tuition/fee charges, refund policies, admissions and academic requirements, and information technology requirements; and,

41. Provides for timely and meaningful interaction among faculty and students.

The CTC Nursing Assistant Program is approved by the Florida Department of Education, Florida Board of Nursing and supervised by the Nursing Program Manager.

The College utilizes the services of the Nursing Program Manager of Health Science programs to provide technical expertise germane to the healthcare industry. The Program acts as a resource to ensure compliance with the directives issued by the Florida Board of Nursing, Florida Department of Education and clinical facilities. The Nursing Program Manager for Health Science is employed by Charlotte County Public Schools as an instructional unit;
however, the job description for the duties and responsibilities of the position is managerial. The Nursing Program Manager for Health Science schedules regular meetings with the department and with administration to discuss program updates and future growth. Final decisions are made through a facilitative and collaborative process with “student success” driving all decision making processes. The Nursing Assistant Program demonstrates qualitative and quantitative achievements through End of Course Assessments (EOCA), given at the end of each OCP and Nursing Assistant Industry Certification Examination, upon graduation.

Exhibit 43 P 34 1a: COE Approved Programs
Exhibit 43 P 34 1b: Organization Chart
Exhibit 43 P 34 1c: Job Description of Nursing Program Manager
Exhibit 44 P 35 1a: Yearly Schedule of Health Science Department Meetings
Exhibit 44 P 35 1b: Meeting Agenda/Minutes of Health Science Department Meetings
Exhibit 44 P 35 1c: Faculty Licenses

The Nursing Program Manager of Health Science serves as the supervisor over nursing instructional areas and performs annual goal setting with the department. Faculty performance appraisal sessions for personnel within the department are the responsibility of the Director or Asst. Director. The Nursing Program Manager of Health Science collects and reviews student evaluations of programs. Each cohort instructor serves as the supervisor of his/her class and is responsible for administering nursing policies and guidelines as related to assigned students. During the training week, students are exposed to a combination of lectures, lab exercises, clinical practice and one-on-one sessions with the instructor.

Exhibit 45 P 36 1a: Nursing Assistant Industry Certification Spreadsheet
Exhibit 45 P 36 1b: Nursing Assistant Instructor Evaluations
Exhibit 45 P 36 1c: Student Evaluation of Programs
Nursing Program Manager reviews the Nursing Assistant Test Plan and Practice Analysis provided by Prometric, to validate the program meets professional and practice competencies. The Nursing Assistant Program has learning objectives for various competency-based assessments and lab exercises utilized in the program. Clinical competency, reflected by the clinical evaluation, is utilized to measure student mastery of those learning objectives.

Exhibit 46 P 371a: Prometric Test Plan
Exhibit 46 P 37 1b: Nursing Assistant Student Exam
Exhibit 46 P 37 1d: Nursing Assistant Clinical Evaluation
Exhibit 46 P 37 1e: Nursing Assistant Competency Checklist

The Nursing Assistant Program measures the achievement of the student learning objectives through the use of traditional examinations, lab exercises, competency demonstrations, and clinical rotations in long-term care, acute care, and community settings. Evaluation includes a competency checklist to validate mastery of the competencies that students need to know to become program completers.

Exhibit 47 P 38 1a: Nursing Assistant Instructor Clinical Evaluation
Exhibit 47 P 38 1b: Nursing Competency Checklist
Exhibit 47 P 38 1c: CTC Employability Skills Rubric

The Student Services Department maintains permanent student and financial aid records and other pertinent information. Daily attendance, grades, and counseling notes are reported to Student Services via the computerized Student Information Management System (SIMS). The Charlotte County Public School System uses the FOCUS (SIMS) system for Post-Secondary collection of information.

Exhibit 48 P 39: Nursing Assistant Student Record Sample (attendance, grades, teacher documentation, standards based assessments)
The College Student Handbook describes training programs, tuition/fee charges, refund policies, admission policy, and the grading policy.

The Nursing Assistant Program is clearly described and documented in the CTC Student Catalog/Handbook, program flyers, as well as on the CTC website (www.charlottetechcollege.net). Program information including tuition, fees, refund policy, admissions requirements and other requirements are all stated in the publication listed.

Exhibit 49 P 40 1a: CTC Admissions Policy
Exhibit 49 P 40 1b: CTC Refund Policy
Exhibit 49 P 40 1c: Nursing Assistant Program Website Screenshot
Exhibit 49 P 40 1d: CTC Student Catalog-Handbook (Admissions Screenshot)
Exhibit 49 P 40 1e: CTC Student Catalog-Handbook (Grading Policy Screenshot)

The Nursing Assistant faculty workweek and student class schedule allows for ample time for students, faculty, and staff to interact. Part-time Nursing Assistant Program instructors work from 4:00 pm to 9:30 pm. Students attend the evening part-time Nursing Assistant Program from 4:00 pm-9:30 pm for 5.5 hours per day Monday through Thursday and one Saturday 6:30 am-3:00 pm (including a 30 minute lunch not included as program completion hours) 22-30 hours/week.

Exhibit 50 P 41 1a: Nursing Assistant Class Calendar
Exhibit 50 P 41 1b: Nursing Assistant Clinical Schedule
Exhibit 50 P 41 1c: CTC Yearly Meeting Calendar
42. A credit hour is equivalent to a minimum of each of the following: one semester credit for 15 clock hours of lecture, 30 clock hours of laboratory, or 45 clock hours of work-based activities; or one quarter credit for 10 clock hours of lecture, 20 clock hours of laboratory, or 30 clock hours of work-based activities.

Charlotte Technical College’s educational programs are based on a contact clock hour system. This criterion is not applicable.

Exhibit 51 P 42 1a: Not Applicable

DISTANCE EDUCATION

43. For all coursework delivered via distance education: The institution ensures timeliness of its responses (synchronously or asynchronously) to students’ requests by placing a requirement on response time of no more than 24 hours within the institution’s published operational schedule of the program/course.

Charlotte Technical College and the off-site instructional service center do not offer programs via distance education. This criterion is not applicable.

Exhibit 52 P 43: Not Applicable Statement

REQUIREMENT FOR CLOCK/CREDIT HOUR CONVERSION FOR FEDERAL STUDENT FINANCIAL AID

If this program was used as a sample for course prep review, it meets the requirements on the Course Prep Review Worksheet. (If the program was not part of the sampling OR if the institution is not required to use the Federal Clock Hour Conversion for Student Financial Aid, indicate N/A).

The College is not required to use the Federal Clock Hour Conversion for Student Financial Aid. This criterion is not applicable.

Exhibit 53 P Clock-Credit Hours Conversion: Not Applicable Statement
INSTRUCTION

ACADEMIC COMPETENCIES AND OCCUPATIONAL SKILLS

1. Academic competencies and occupational skills are integrated into the instructional program for each occupational area.

The Nursing Assistant Program is designed so that each student progresses at his/her maximum level. Utilization of lectures, hands-on exercises, PowerPoint presentations, audiovisuals, written materials and other instructional methodologies provide for different types of learners. The program’s curriculum is sequential, providing optimal learning by correlating theory with clinical practice. Written unit exams and quizzes are given to validate learning. Multiple choice exams with innovative critical thinking style items are designed to prepare the student for the nursing assistant exam. Clinical practice allows students the opportunity to apply classroom theory to real life situations. The clinical experience and student performance is evaluated daily with a summary at the end of each month. Each item on the clinical evaluation is structured to evaluation the student’s performance as a whole. The evaluation looks at critical areas of patient assessment, implementation of care, communication, medication administration, patient safety, professional conduct and critical thinking.

Appropriate levels of nursing assistant occupational skills are determined by the instructors in accordance with FLDOE and Florida Board of Nursing standards. The Nursing Assistant Program uses both hands-on instruction to meet students’ needs to master the occupational skills.

Exhibit 54 I 1 1a: FLDOE Nursing Assistant Curriculum Frameworks
Exhibit 54 I 1 1b: Nursing Assistant Syllabus
Exhibit 54 I 1 1c: Nursing Assistant Exam
Exhibit 54 I 1 1d: Nursing Assistant Skill/Lab Competency Checklist
Exhibit 54 I 1 1e: Nursing Assistant Competency Checklist

2. The instructional programs provide instruction in the competencies essential to success in the occupation, including job knowledge, job skills, work habits, and attitudes.
The course outline and description for each area of curriculum details adequate experiences to develop the skill proficiencies necessary for employment. The classroom lab provides students the opportunity to practice and develop skill proficiency under the direction of qualified faculty. The ability to perform is monitored by written tests and performance appraisals administered by the instructor(s). Clinical performance is evaluated by the instructor(s) in clinical. The classroom and lab are available to students both before and after regular class hours to assist those students who require assistance or need a place to study.

Employability skills to include; work habits, attitudes, and interpersonal skills are integral parts of the nursing assistant curriculum. Beginning day one and extending throughout the entire program, instructors are actively involved in teaching and role modeling the skills needed for gainful employment. Students’ clinical performance, which includes attitude and job knowledge as well as skill proficiency, is evaluated monthly beginning the first term to ensure training competencies are met. In the last term of the program, students learn specific skills to aid gaining entrance into the workplace. Cover letter and resume writing, completion of the job application, dressing for and conducting an interview as well as how to terminate employment are among some of the areas explored in the curriculum.

Exhibit 55 I 2 1a: FLDOE Nursing Assistant Curriculum Frameworks
Exhibit 55 I 2 1b: Nursing Assistant Course Syllabus
Exhibit 55 I 2 1c: Nursing Assistant Clinical Competency
Exhibit 55 I 2 1d: Nursing Assistant Clinical/Lab Evaluations
Exhibit 55 I 2 1e: CTC Employability Rubric

3. The sequence of instruction required for program completion (lecture, lab, and work-based activities) is determined by desired student learning outcomes.
The curriculum, both didactic and clinical, is structured in such a manner that the student is guided in a sequential approach through the theory and practical competencies for each subject area. The instructional sequence, which includes lecture, lab, and work-based activities, has been successful as demonstrated by positive student learning outcomes.

Nursing Assistant (Articulated) is one of 21 programs at the College. Students must adhere to an established timeline for completion with defined entry and exit points. Movement within the established timelines for the Nursing Assistant Program is highly regimented.

Exhibit 56 I 3 1a: Nursing Assistant Curriculum Outline (Calendar)

Exhibit 56 I 3 1b: Nursing Assistant Clinical Competency Checklist

The sequence of instruction required for program completion is used to:

4. Organize the curriculum;
5. Guide the delivery of instruction;
6. Direct learning activities
7. Evaluate student progress in order to maximize the learning of competencies essential to success in the occupation.

The didactic portion of the Nursing Assistant program is organized so that the student begins his or her educational program with the basic concepts and advances to more difficult concepts of health care dynamics.

The curriculum plan provides a breakdown for each week. Each week provides hours. Students are provided with a timeline of expectations in order to keep the student on track for program completion.

Each curriculum area incorporates theory clinical experiences with worker ethics integrated in the curriculum. Student evaluation is based on the competencies required to be successful in the chosen occupation. Instructors use a variety of methods to determine student mastery of subject matter. Such methods include, but are not limited to, exams patterned after the certified nursing examination format, lab / clinical experience, presentations and competency demonstrations.
The Nursing Assistant Program has established advisory committees that play a pivotal role in the College’s ability to offer Practical Nursing which responds to both student and community needs in the service delivery area.

OCCUPATIONAL ADVISORY COMMITTEES

8. The institution has appointed an occupational advisory committee for each program or program area offered.

The Nursing Assistant Advisory Committees evaluate the nursing program to ensure that course content is current, to suggest appropriate changes, and to confirm that the program meets the workforce needs of area healthcare businesses. The Nursing Assistant Advisory Committee played a major role in identifying the need to increase the salary of the Nursing Assistant to address the shortage of Certified Nursing Assistants in the community.

9. Occupational advisory committees appointed for each program or program areas are used to ensure that desirable, relevant, and current practices of each occupation are being taught.
Each occupational advisory committee must:

10. Consist of a minimum of three members external to the institution;
11. Has at least three external members who represent the geographical service area covered by the programs taught by the institution.
12. Has at least three external members who have expertise in the occupational program;
13. Meet at least twice annually;
14. Have at least three external members who meet these criteria present at each meeting (with at least two members physically present and one virtually present); and, for membership physically present at each meeting; and,
15. Keeps minutes to document their activities, recommendations, and meeting attendance.

The Nursing Assistant Advisory committee consists of a minimum of three health care professional members who are external to the institution. These members represent local healthcare industry within the service area of their respective nursing program. These committee members bring experience and expertise from the field of nursing. At least two (2) meetings are held each year with a minimum two committee members attending the meeting. Minutes and a member roster of each meeting are kept to document activities, recommendations, and attendance.

Exhibit 63-68 I 10-15 1a: Nursing Assistant Advisory Committee Rosters
I 10-15 1b: Nursing Assistant Advisory Committee Agenda/Minutes

16. Occupational advisory committees review, at least annually, the appropriateness of the type of instruction (such as lecture, laboratory, work-based instruction, and/or mode of delivery) offered within each program to assure that students gain competency with specific skills required for successful completion of the program.
At least once a year, the Nursing Assistant Advisory Committees reviews the appropriateness of the instructional methods in order to ensure that students master the competencies required in the field. The committee’s activities and recommendations are recorded in minutes of the meetings. The Nursing Assistant Advisory Committee advises program instructors and Leadership Team regarding technical programs for the Nursing Assistant occupation. It function includes making recommendations on the following matters:

- Community Surveys
- Course Planning
- Recruitment/Retention of faculty and students
- Affiliations suggestions
- Program Evaluation
- Legislation
- Public Relations

Exhibit 69 I 16 1a: Nursing Assistant Advisory Committee Agenda/Minutes

**HEALTH, SAFETY, AND FIRE-PREVENTION**

17. **Job-related health, safety, and fire-prevention are an integral part of instruction**

Health, safety and fire prevention is introduced to the students in the first weeks of class by the instructor. A first aid kit is available on the first floor of Building A at both reception areas for minor emergencies. An evacuation plan is posted in each classroom/lab/clinic area. Students are subsequently instructed on safety in the nursing assisting lab and clinical settings.

During pre-school in-service days each school year, district policies concerning internal and external emergencies and potential disasters are reviewed and given to each staff member. All health science faculty members are American Heart Association CPR certified. A copy of the current BLS card is kept in each teacher’s file.
The Nursing Assistant Program follows the CDC Guidelines for blood-borne and infectious diseases. The Student Handbook also contains the website to the training program.

All health science faculty are required annually to view a training video posted by the Florida Department of Health. This self-training module/video familiarizes employees with procedures for proper handling of biomedical waste. The module/video teaches Florida’s regulations for the handling, packaging, labeling, and transportation of biomedical, bio-hazardous, and infectious medical waste.

Emergency procedures are included in the student handbook and during CPR training. Office Emergencies scenarios help students apply this knowledge and skill to the office setting. Formal instruction is presented during the office emergencies section of the curriculum and during other material dealing with administration of medications and medical emergencies.

Certification in cardiopulmonary resuscitation for students is included in the OCP-A curriculum prior to any clinical observation. Certification is for a two-year period so students have a valid card for their entire program and one year following graduation. Nursing faculty personnel files are checked annually to insure current certification.

All policies and procedures are included in the instructional content of the relevant course. In addition, policies may be included in the student handbook, posted on bulletin boards, doors or walls, and made available on reference shelves in the classroom and the Health Science Resource Center.

Exhibit 70 I 17 1a: Pics of First Aid Kits/Supplies
Exhibit 70 I 17 1b: CTC Health and Safety Plan
In order to develop skill proficiency, students are provided sufficient practice with equipment similar to that currently used in the occupation. Skill proficiency and written exams are used as documentation to measure learning effectiveness and hands-on skills within the nursing program. Provisions are made for classroom lab practice and clinical training. The program strives to have equitable equipment and supplies. These materials are similar to supplies utilized in the program’s clinical agencies.

The Practical Nursing Program uses a systematic approach to student learning where a skill is introduced/studied/tested in theory in the classroom, practiced/processed in a corresponding lab, then reinforced while on clinical rotations. Students must prove competency in a skill by passing theory content on exams and passing a skill process in lab before being allowed to perform on a live patient during clinical rotations.

All of the lab procedures are practiced repetitively and processed in the lab courses and, on occasion, in clinic on each other. When lab activities call for students to practice in clinic, they are monitored to follow infection control protocol and maintain equipment and treatment area upon completion of procedures.

Charlotte Technical College made a commitment to provide the Nursing Assistant Program with equipment necessary to meet the objectives of the curriculum.

Exhibit 71 I 18 1a: Nursing Assistant Competency Skills Assessments
Exhibit 71 I 18 1b: Nursing Assistant Equipment List
Exhibit 71 I 18 1c: Nursing Assistant Cost Sheet
LESSON PLANS, COMPETENCY TESTS, AND INSTRUCTIONAL MATERIALS

19. All instruction is effectively organized as evidenced by course outlines, lessons, competency tests, and other instructional materials.

Instruction in the Practical Nursing Program and clinical areas follows an organized curriculum plan utilizing current textbooks, course outlines, lesson plans and instructional materials.

Exhibit 72 I 19 1a: Nursing Assistant Course Syllabus
Exhibit 72 I 19 1b: FLDOE Nursing Assistant Curriculum Frameworks
Exhibit 72 I 19 1c: Nursing Assistant Course Calendars
Exhibit 72 I 19 1d: Nursing Assistant Skill/Lab Competencies
Exhibit 72 I 19 1e: Nursing Assistant Cost Sheet with Textbook List

20. The institution uses a systematic, objective, and equitable method of evaluating student achievement based on required competencies.

Progress in the Nursing Assistant Program utilizes written guidelines and is detailed in the Health Science Handbook.

Standards of achievement are clearly outlined and explained in the Health Science Handbook. These standards are introduced and discussed at the information session, pre-admission interview, reviewed at the Program Orientation and reinforced throughout the program. Each course outline includes specific standards of achievement identified for that course. Successful completion of OCP-A is a pre-requisite for OCP-B, etc. Each student must maintain at least a C average (75%) in each OCP in order to remain in the Practical Nursing Program. The grading process is the same for each course and is described in the syllabus for each OCP.
21. For all coursework delivered via distance education: The institution directly verifies the currency and quality of all contracted courseware on an annual basis, is directly responsible for such currency and quality, and maintains curriculum oversight responsibility within all contracts.

Charlotte Technical College and the offsite instructional service center do not offer courses via distance learning. This criterion does not apply.

Exhibit 74 I 21: Not applicable Statement

22. For all coursework delivered via distance education: The institution has in place a standardized course template, course descriptions, learning objectives, course requirements (i.e. standard syllabus, outcomes, grading, resources, etc.), and learning outcomes of its programs in order to facilitate quality assurance and the assessment of student learning.

Charlotte Technical College and the offsite instructional service center do not offer courses via distance learning. This criterion does not apply.

Exhibit 75 I 22: Not Applicable Statement

23. For all coursework delivered via distance education:
   The institution monitors student progress and participation by means such as course management systems that provide student time online, frequency of logins, electronic footprints, electronic grade book, and percentage of course completed.
Charlotte Technical College and the offsite instructional service center do not offer courses via distance learning. This criterion does not apply.

Exhibit 76 I 23: Not Applicable Statement

WORK-BASED ACTIVITY

<table>
<thead>
<tr>
<th>Written agreements with work-based activity agencies, if any:</th>
</tr>
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<tbody>
<tr>
<td>24. Are current;</td>
</tr>
<tr>
<td>25. Specify expectations for all parties; and,</td>
</tr>
<tr>
<td>26. Ensure the protection of students.</td>
</tr>
</tbody>
</table>

The Nursing Assistant program maintains current, signed clinical agreements with several clinical facilities specifying the experiences or activities that are required of the Affiliate and the Institution. Each clinical agreement must be approved by the Charlotte County Public School Board/administration, and the clinical agency prior to students participating in clinical experience. These contracts ensure the protection of students and specify the expectations of both parties.

Exhibit 77-79 I 24-26 1a: Nursing Assistant Clinical Affiliation Agreement List

Exhibit 77-79 I 24-26 1b: Nursing Assistant Clinical Affiliation Agreement

27. Each work-based activity has a written instructional plan for students.

The Practical Nursing Program utilizes the Prometric Handbook guidelines for the core clinical areas to guide the student’s learning process and detail expectations of all parties.
The Prometric Skill Checklist and Test Plan for core clinical areas specifies the objectives, experiences, competencies, and evaluations associated with the activity.

The Education Department at the major clinical facilities in cooperation with the Nursing Program Manager and/or instructors are responsible for guiding and overseeing the students’ learning experiences. The clinical agreement approved by the College’s governing body, (Charlotte County School Board) specify the clinical instructor shall have the responsibility for directly supervising and evaluating the students’ hands-on clinical practice at the clinical site.
30. All work-based activities conducted by the institution are supervised by a designated employee possessing appropriate qualifications.

All clinical activities conducted by the Charlotte Technical College’s practical nursing program are supervised by instructors who are registered nurses possessing an unencumbered single or multi state license valid in the State of Florida. Each instructor has a transcript of college courses leading to either an Associate, Bachelor or Master degree in nursing and have been county certified as a Vocational Instructor through validation of work experience. Verification of unencumbered, valid license to practice as a Registered Nurse is performed upon initial employment and then annually by the Program Director.

Exhibit 83 I 30: Nursing Assistant Faculty Credentials Registered Nurses Licenses
CHANGES AND PROPOSED SOLUTIONS

As with any publically funded institution, The Charlotte Technical College experiences challenges when funding upgrades and purchases of equipment for the practical nursing program. The program is fortunate to have an exceptional working relationship with the healthcare facilities who provide students clinical experiences. The Advisory Committee and area employers are often sources of equipment and supplies to provide the skilled training required in our service delivery area.

The Florida hourly mean wage for Certified Nursing Assistants (CNA) is $12.13 and Charlotte County pays an entry level CNA 10.00 per hour. Recruitment of CNA candidates is difficult with the pay scale being less than state average.

SUMMARY

The greatest strengths exhibited by the Nursing Assistant program revolve around program flexibility, the ability to update curricula to meet the needs of the ever changing healthcare industry and the strong relationship with its clinical agencies. The Nursing Assistant program offers area employers graduates that possess a combination of sound academics and high quality hands-on clinical experience which can transition immediately into the healthcare workplace.

Graduates of the Nursing Assistant program are recruited by LPN and RN programs. Colleges and Universities rely on the program history of excellence and the graduates’ clinical and/or working experience.

Support from local healthcare facilities is reflected in the active role they take on the Advisory Committees and the willingness to provide clinical training and equipment. The job market for Nurses Assistants remains stable as reflected in the program’s high job placement rate.
Commission of the Council on Occupational Education
EMPLOYER PROGRAM VERIFICATION FORM
for Postsecondary Programs

INSTRUCTIONS:
- Complete these of these forms for each program at each campus.
- This form must be signed by a bonafide potential employer who is in a position to make hiring decisions.

Name of Institution: Charlotte Technical College
Address: 18150 Ludlow Circle, FL 33987
Name of Program: CNA Program
Mode(s) of Delivery of Program (check ALL that apply):
- ✔ 100% Traditional
- Hybrid
- Distance Education

The length of this program is (Indicate the number of hours in all boxes that apply):
- 165 Clock Hours
- Semester Credit Hours
- Quarter Credit Hours

The amount of tuition and fees charged for the total program is: $ [Cost Sheet Wound]

EMPLOYER'S VERIFICATION STATEMENT

I have reviewed the (name of program): CNA program and recommended requirements for admissions, program content, program length, program objectives, competency tests, learning activities, instructional materials, equipment, method of evaluation, the skills and/or proficiency required for completion, and appropriateness of the instructional delivery method(s) for the program.

EMPLOYER

Name: Heather Boyd
Company Name: Englewood Community Hospital
Address: 100 Medical Blvd
City/State/Zip: Englewood, FL 34223
Title: Clinical Educator
Phone Number/Extension: 941-473-5839

Verifiable range of remuneration based on yearly, full-time employment for those who enter this field upon completion of the program is from $ / to $ annually.

Signature: [Signature]
Date: 8/24/2017

(October 2018)
Commission of the Council on Occupational Education  
EMPLOYER PROGRAM VERIFICATION FORM  
for Postsecondary Programs

INSTRUCTIONS:
- Complete three of these forms for each program at each campus.
- This form must be signed by a bonafide potential employer who is in a position to make hiring decisions.

<table>
<thead>
<tr>
<th>Name of Institution</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Charlotte Technical College</td>
<td></td>
</tr>
<tr>
<td>Address</td>
<td>18150 Muscock Circle, Port Charlotte, FL 33954</td>
</tr>
<tr>
<td>Name of Program</td>
<td>Charlotte Tech College Poly and Ctr Program</td>
</tr>
</tbody>
</table>

Model(s) of Delivery of Program (check all that apply):
- [ ] 100% Traditional
- [ ] Hybrid
- [ ] Distance Education

The length of this program is (indicate the number of hours in all boxes that apply):
- [ ] 1350 Clock Hours
- [ ] Semester Credit Hours
- [ ] Quarter Credit Hours

The amount of tuition and fees charged for the total program is: $5000.00

EMPLOYER'S VERIFICATION STATEMENT
I have reviewed the (name of program):
program and recommended requirements for admissions, program content, program length, program objectives, competency tests, learning activities, instructional materials, equipment, method of evaluation, the skills and/or proficiency required for completion, and appropriateness of the instructional delivery method(s) for the program.

| EMPLOYER |
|-------------------------|-------------------------|
| Name: Melissa Shepard | Title: Executive Director |
| Company Name: Consulate Health Care of Port Charlotte | Phone Number/Extension: 641-743-4700 |
| Address: 18480 Cochran Blvd | City/State/Zip: Port Charlotte, FL 33948 |

Verifiable range of remuneration based on yearly, full-time employment for those who enter this field upon completion of the program is from $28800.00 to $59520.00 annually.

Signature: [Signature]
Date: (October 2016)
Commission of the Council on Occupational Education
EMPLOYER PROGRAM VERIFICATION FORM
for Postsecondary Programs

INSTRUCTIONS:
- Complete three of these forms for each service area served by the program.
- This form must be signed by an employee who is in position to make hiring decisions on behalf of the employer.

<table>
<thead>
<tr>
<th>Name of Institution</th>
<th>LPN Program at Health Tech College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>700 Westland Ave, Port Charlotte, FL 33404</td>
</tr>
<tr>
<td>Name of Program</td>
<td>LPN Program</td>
</tr>
<tr>
<td>Mode(s) of Delivery of Program (check ALL that apply)</td>
<td>☑️ 100% Traditional, Hybrid, Distance Education</td>
</tr>
</tbody>
</table>

The length of this program is (indicate the number of hours in all boxes that apply):

☐ 1350 Clock Hours        ☐ Semester Credit Hours: ☐ Quarter Credit Hours: |

The amount of tuition and fees charged for the total program is: $ |

EMPLOYERS' VERIFICATION STATEMENT

I have reviewed the (name of program): ____________________________
program and recommended requirements for admissions, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, the skills and/or proficiency required for completion, and appropriateness of the instructional delivery method(s) for the program.

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chas Ziegler</td>
<td>Program Specialist</td>
</tr>
<tr>
<td>Company Name:</td>
<td>DHEC/Charlotte</td>
</tr>
<tr>
<td>Address</td>
<td>700 Westland Ave, Port Charlotte, FL 33404</td>
</tr>
</tbody>
</table>

Verifiable range of remuneration (based on year-round, full-time employment) that can reasonably be expected by those who wear title(s) upon completion of the program is from $ annually.
NURSING ASSISTANT (ARTICULATED)

STANDARD 2

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Program: Paramedic
Program Planner:
Jennifer Truman, B.S., A.S., EMT-P
Part-Time Instructors:
O’Neal Cunanan, A.S., EMT-P
Michael Davis, B.S., EMT-P
Matthew McElroy, A.S., EMT-P
Nathan McManus, A.S., EMT-P
Alejandro Valdes, A.S., EMT-P
STANDARD 2
PARAMEDIC PROGRAM

INTRODUCTION

Charlotte Technical College currently offers 20 full time training programs. Each program is an “in demand” program for our service delivery area. All programs are designed to meet students’ needs by providing students with the opportunity to acquire skills and knowledge necessary for performing successfully in business, industry, and entrepreneurship. Strong work ethic and technical skills are integrated in every subject in every class.

This program operates within the frameworks of the Florida Department of Education, Florida Department of Health, Bureau of Emergency Medical Services legislative guidelines, and under the policies and procedures of Charlotte Technical College (CTC). In addition, this program is accredited by the Council on Occupational Education (COE).

The Paramedic Program is 1100 hours. The purpose of the Paramedic program is to offer a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Health Science career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of Health Science career cluster.

Purpose of the Paramedic program is designed to prepare students for employment as a Paramedic. The Florida Department of Health, Bureau of EMS, must approve the program so the graduate may apply to take the examination to practice as a Paramedic.

Paramedic curriculum content includes, but is not limited to, theoretical instruction and clinical experience in pharmacology, medical, surgical, obstetric, pediatric, cardiac, trauma, and geriatric emergencies; theoretical instruction and clinical experience in hospital, pre-hospital, acute care, long term care and community settings.
Students who complete the Paramedic program, and successfully earn their NREMT and/or State of Florida Paramedic, can gain employment with local hospitals, doctor’s offices, fire departments, and EMS agencies. Positions with these agencies vary from part-time to full-time, depending on the needs of the specific employer.

CTC offers the Paramedic Program for post-secondary students only. Paramedic Students are enrolled in August and complete the Paramedic Program in one year.

ANALYSIS

ADMISSIONS/RECRUITING

The institution’s admissions policies and processes are:

1. Published;
2. Clearly stated;
3. Consistently communicated to students;
4. Made available to students prior to enrollment; and,
5. Any changes to these publications are communicated in a timely manner.

The admission policies for the Charlotte Technical College are published in various locations: the College’s website www.charlottetechcollege.net, the College Student Handbook and visual publications. The admissions policies and processes are clearly stated so readers can easily understand enrollment requirements and complete the enrollment process in a timely manner. Admissions policies are consistently communicated to students through the College’s website, College Student Handbook, and face-to-face interaction with faculty and staff. Prior to enrollment, potential students are provided admissions requirements along with a requirements check sheet listing each item/action required for admission to College. A timeline is established on the website to assist students in completing all requirements. The timeline takes students from the application process through the orientation and start of class. All steps are thoroughly explained, and hard copy packets are available at Student Services. All admissions are clearly stated and provided for students prior to enrollment in the admissions packet.
All changes and/or updates to the admission policies and processes are made available to students and the public through the College’s website, the College Student Handbook, and interaction with faculty and staff.

The Paramedic Program has specific admissions requirements that include:

- High School Diploma or GED
- In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C. the minimum basic skills grade level required for postsecondary adult career and technical students to complete the Paramedic Program are: Mathematic 11, Language 11, and Reading 11. These grade level numbers correspond to a grade equivalent score on a state designated basic skill examination.
- Paramedic candidates must be interviewed by the Emergency Medical Services program manager.
- Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.
- Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed on the Basic Skills and Licensure Exemption List which may be accessed from the CTE Program Resources page.
VOCATIONAL ENGLISH-AS-SECOND-LANGUAGE PROGRAM

6. For all students admitted to a Vocational English-As-A-Second-Language Program, the institution utilizes written admission procedures that comply with policies established by the Commission.

Charlotte Technical College and the off-site instructional service center do not have an “English-As-A-Second Language” program. This criterion does not apply.

Exhibit AR.6: Not Applicable Statement

7. The institution clearly defines and publishes a policy on the transfer of students between programs within the institution and the transfer of students from other institutions.

Charlotte Technical College’s policy on the transfer of students between institutional programs, as well as the transfer from other institutions, is clearly defined and published. The policy is published on the College’s website at (charlottetechnicalcollege.net) and the CTC Student Handbook. The published policy includes the following relevant criteria:
CTC students requesting to transfer to another program within the college must first discuss the request with the current instructor and then meet with the Post-Secondary Career Specialist. The Career Specialist can approve the transfer request, if space is available in the program.

Acceptance of hours completed at another institution will be in compliance with Florida Statute 1007.24(7). Students with previous technical training from other institutions may receive credit for that training. A transcript from a public accredited institution documenting student performance standards and/or occupational completion points achieved for a specific technical program will be accepted in transfer at Charlotte Technical College for the same technical program. CTC reserves the right to require a competency test to validate the competencies learned/earned at another (non-CTC) institution. The student will then be enrolled in training at the student’s proficiency level.

Training from a non-public institution that is fully accredited by a regional or national accrediting agency recognized by the United States Department of Education, and that participates in the common course numbering system will be accepted in transfer for the same course/program. Transcripts will be accepted, evaluated and relevant clock hours will be applied to the student’s CTC training program and the student’s transcript.

Exhibit AR.7a: Student Handbook/Catalog Transfer of Credit Screenshot
Exhibit AR.7b: CTC Transfer Policy
Exhibit AR.7c: Screenshot from CTC Handbook Transfer of Credit Policy
Charlotte Technical College clearly defines its policy on the transfer of credits and publishes the policy on both the College website (www.charlottetechncollege.net) and the CTC Student Handbook. The published policy includes the following relevant criteria regarding the transfer of credit earned at another institution:

- Acceptance of hours completed at another institution will be in compliance with Florida Statute 1007.24(7). Students with previous technical training from other institutions may receive credit for that training. A transcript from a public accredited institution documenting student performance standards and/or occupational completion points achieved for a specific technical program will be accepted in transfer at Charlotte Technical College for the same technical program. CTC reserves the right to require a competency test to validate the competencies learned/earned at another (non-CTC) institution. The student will then be enrolled in training at the student’s proficiency level.

- Training from a non-public institution that is fully accredited by a regional or national accrediting agency recognized by the United States Department of Education, and that participates in the common course numbering system will be accepted in transfer for the same course/program. Transcripts will be accepted, evaluated and relevant clock hours will be applied to the student’s CTC training program and the student’s transcript.

Exhibit AR.8a: Student Handbook/Transfer Policy
Exhibit AR.8b: CTC Transfer Policy
PROGRAM COMPLETION

9. Admission requirements offer reasonable expectations for successful completion of the occupational programs offered by the institution regardless of the delivery mode.

The Paramedic program follows the U.S. DOT Paramedic National Standard Curriculum. Department of Education’s basic skill exit requirements for students and the requirements can be found in the CTC catalog/Handbook and Section 1004.91, Florida Statute (F.S.) and the State Board of Education Rule 6A-10.040. These regulations mandate that students who enroll in a program of 450 hours or more “may not receive a career and technical certificate of completion without first demonstrating the basic skills required in the state curriculum frameworks for the career education program.” CTC provides opportunity for students to demonstrate basic skill requirement through the Test of Adult Basic Education (TABE). The Florida Department of Education has placed basic skill levels on all programs in the curriculum frameworks. Only advanced and difficult level of the TABE meets requirements. The purpose of assessment is to determine whether or not the student as the basic skills necessary to be successful in the chosen career program.

A student enrolled in a career education program that does not meet the basic skills requirements, but passes an identified licensure exam/certification, should be recorded as “incomplete” until the Technical College receives documentation of the licensure and then reports the student as a completer from the career and technical education program. If the student does not meet the basic skills requirements for completion, is not exempt, or does not pass the NREMT, the student cannot be reported as a program completer from the final OCP and cannot earn a Paramedic Certificate of Completion.

Paramedic program completers are required to take a written and practical comprehensive predictor examination, through the EMS program, at the end of Paramedic I, Paramedic II, and Paramedic III, and earn a score of at least 75%. Students, who do not earn at least a 75% on a comprehensive predictor exam, will not be permitted to continue to the next portion of the program. Any student who does not pass all parts of the written and practical comprehensive predictor
examinations at the end of Paramedic III, will not be eligible to be a program completer and will not be eligible to sit for the NREMT or State of Florida Paramedic Exam.

Exhibit AR.9a: Paramedic Program Completion Requirements
Exhibit AR.9b Health Science Program Handbook

10. **Students admitted into Associate Degree programs have a high school diploma or its equivalent.**

Charlotte Technical College and the off-site instructional service center do not offer Associate Degrees. This criterion does not apply.

Exhibit AR.10: Not Applicable Statement

ABILITY TO BENEFIT

An institution that admits students by exception to its standard admissions policies must:

11. Have written admissions policies and procedures for these exceptions;
12. Apply them uniformly;
13. Provide documented evidence on how they are used;
14. Maintain records on student progress; and,
15. Regularly evaluate the effectiveness of the procedures used in admitting students by exception.

Charlotte Technical College and the off-site instructional service center do not admit students by exception to its Paramedic program. This criterion does not apply.

Exhibit AR.11: Not applicable statement
Exhibit AR.12: Not applicable statement
Exhibit AR.13: Not applicable statement
Exhibit AR.14: Not applicable statement
Exhibit AR.15: Not applicable statement
RECRUITING ACTIVITIES

16. The institution ensures that recruiting activities are ethical and that all materials used in recruiting accurately describe the mission, instructional outcomes, student performance expectations, and completion requirements of each program.

Recruitment is an ongoing priority at the College. Charlotte Technical College has post-secondary and secondary occupational counselors to lead recruitment activities. The College is actively involved in a number of recruiting activities, including career days sponsored by local high schools, college job fairs, classroom presentations in local middle and high schools, campus tours for secondary students, chamber and community groups. Instructors also play a pivotal role in recruitment activities for the College. Many different mediums, such as printed materials, newspaper advertising, social media, student and alumni recruitment, employees, and the College website (www.charlottetechcollege.net) are used in recruitment.

The institution ensures recruiting activities are ethical and all mediums used in recruiting accurately describe the College mission, program outcomes, student performance expectations, and completion requirements of each program.

Exhibit AR.16a: Program Flyer
Exhibit AR.16b: 2017-2018 Student Handbook
Exhibit AR.16c: Job Fair Flyer
Exhibit AR.16d: Website page for Paramedic Screenshot
Exhibit AR.16e: Paramedic Course Syllabi

PROGRAM COSTS

17. Prior to admission, students are informed of the costs, equipment, services, time, and technical competencies, if any, required by the program, including if applicable, personal data collection and processes, and charges associated with verification of student identity.
Prior to admission, students are informed of the costs of the Paramedic program and any equipment and services required. Fees charged to students are in accordance with Florida Department of Education guidelines with all fees and tuition approved by the Charlotte County School Board. Paramedic Program cost sheets are available to students prior to admission. Student Services maintains a cost sheet for each program, including costs of registration, tuition, books, clinical admission requirements, licensure and industry certification examination, and instructional supplies. Cost sheets for Paramedic are updated prior to enrollment of each paramedic cohort. Cost sheets are available upon request, available in Student Services, School store and on the College’s website. Paramedic students meet with the EMS Program Manager and Instructors for orientation prior to admission. The Program Director and instructor can best inform the student of the technical competencies and time needed to complete the program.

**Exhibit AR.17a: Paramedic Cost Sheet 2017-2018**  
**Exhibit AR.17b: Paramedic Capstone Cost Sheet 2017-2018**

**ORIENTATION TO TECHNOLOGY**

**18. Orientation to technology is provided and technical support is available to students.**

Prior to enrolling, paramedic students attend a program orientation. An overview of the technology used in the training area is covered during the program orientation session. In addition, the college employs a part-time Network Administrator who works at the site a minimum of two days per week and a Technology Facilitator who is available to assist students and program instructors with technical support daily.

**Exhibit AR.18a: Paramedic Acceptance Letter with Orientation Information**  
**Exhibit AR.18b: CCPS Technology Plan/internet usage policy**
DISTANCE EDUCATION

19. For all coursework delivered via distance education: The institution has processes in place to establish that the student who registers for a distance education course or program is the same student who participates in and completes the program and receives the academic credit.

The Charlotte Technical College and and the Instructional Service Center do not deliver coursework via distance education. This criterion does not apply.

Exhibit AR.19: Not-applicable

PROGRAMS

MISSION STATEMENT

Occupational education program policies are congruent with:
1. The governing organization;
2. The mission of the institution; and,
3. The occupational needs of the people served by the institution.

The policies established for the Paramedic Program is congruent with the policies of the Charlotte Technical College and Charlotte County Public Schools.

The Paramedic is congruent with the Charlotte Technical College mission to provide an effective, innovative technical education preparing students to enter, advance and succeed in the workplace. The College meets its objectives by providing cost effective, competency-based training that prepares persons for entry-level jobs, enhances the skills of persons holding a job, and/or retrains those who may be displaced workers.

Exhibit P.1-3a: EMS Department of Health Website
Exhibit P.1-3b: NREMT Paramedic Website
Exhibit P.1-3c: CCPS Website
Exhibit P.1-3d: CTC Website
Paramedic program policies are publicly accessible through the College Student Handbook and the Website. Policies are written and administered in a non-discriminatory manner. Policies are consistently applied to all occupational programs.

**Exhibit P.4-6a: Screenshot of Discrimination Policy**

**Exhibit P.4-6b: CTC Student Catalog/Handbook 2017-2018 Pages 18 & 19**

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**Differences, if any, in occupational education program policies are justified by:**

7. Student learning outcomes; and/or,

8. Program outcomes.

Charlotte Technical College and the off-site instructional service center has occupational education program policies that are uniform and consistent.

**Exhibit P.7-8: Not applicable**

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**PROGRAM OBJECTIVES, CONTENT, AND STUDENT EVALUATION**

Each occupational education program has:

9. Clearly stated objectives

10. Defined content relevant to these objectives and the current needs of business and industry, and,

11. Assessment of student achievement based on the program objectives and content.

12. The objectives for each educational program are evaluated annually.
The Paramedic Program has a statewide curriculum committee that assists with the development of program objectives and course content. The curriculum committees meet periodically to review objectives and content. While statewide input determines the broad parameters of a curriculum, the Colleges are allowed to establish objectives and competencies deemed critical for the successful operation in the healthcare industry.

The Paramedic Program has clearly stated objectives, defined content relevant to these objectives and the current needs of business and industry, and assessment of student achievements are based on the program objectives and content which is included in the course syllabi given to each student at the beginning of each course.

CTC grading policy is detailed in the CTC Student Catalog/Handbook.

Exhibit P.9-10a: Paramedic Course Syllabi
Exhibit P.9-10b: FLDOE Curriculum Frameworks

Student evaluation is based on program objectives and content. Instructors use a variety of methods to determine student mastery of subject matter. Such methods include traditional exams following NREMT format, lab exercises, competency demonstrations, and clinical activities. Grades are assigned for the aforementioned methods and determine a student’s movement through the curriculum. The Paramedic grading policy is detailed in the Program Handbook.

Exhibit P.11a: Health Science Handbook/Grading Policy
Exhibit P.11b: Paramedic Student Exams
Exhibit P.11c: CTC Employability Skills Rubric
Exhibit P.11d: Paramedic Skills Evaluation/Check sheets

Instructors gain valuable employer input through program advisory meetings. During these meetings, instructors talk with peers and learn more about new technologies, current equipment, and processes utilized by the healthcare industry. Information obtained is used to evaluate and improve program effectiveness. The Paramedic Program Advisory Committee
meets a minimum of twice a year. During these advisory meetings, Advisory Committee members evaluate program objectives and rate the objectives accordingly. Advisory Committee evaluations and meeting minutes are kept for documentation. All Emergency Medical Services faculty are actively employed as Emergency Medical Technicians and/or Paramedics in Charlotte County; keeping abreast of current trends in the industry.

Exhibit P.12a: Paramedic Program Advisory Committee Member Roster
Exhibit P.12b: Paramedic Program Advisory Committee Agenda
Exhibit P.12c: Paramedic Program Advisory Committee Minutes

A systematic process has been implemented to document:

13. That the objectives and content of programs are current; and,
14. That coursework is qualitatively and quantitatively relevant.

A systematic process has been implemented to document the objectives and that content of the Paramedic program is current. The Florida Department of Education reviews the curriculum frameworks on a cyclical schedule to maintain their current status. These reviews are through committees and include department staff, educators, and business people from across the state. A “change document summary” issued in the spring of each year highlights changes in programs and any added or deleted programs. They also publish a “Basic Skills Document” showing any changes in the basic skill exit requirements. Based on the information from FLDOE, the EMS Program Manager provides each teacher with information in order to establish appropriate planning for the upcoming school year. As instructors review curriculum frameworks, adjustments are made to update curriculum materials. Each program instructor may choose to incorporate relevant information into his or her curriculum.

Exhibit P.13a: Paramedic Course Syllabus
Exhibit P.13b: Annual Approval Letter
Exhibit P.13c: FLDOE Curriculum Frameworks
Annually, the Advisory Committee, EMS Program Manager, and faculty review program content and objectives to ensure they remain current. The Advisory Committee provides input on the qualitative and quantitative aspects of the coursework ensuring students are provided the necessary instruction and hands-on experience to progress in their career path. An Annual Program Report is submitted to the Florida Board of Nursing each December. The program receives confirmation of continued approval from the Florida Department of Health, Bureau of EMS every two years.

Exhibit P.14a: Paramedic Advisory Committee Members
Exhibit P.14b: Paramedic Advisory Meeting Agenda
Exhibit P.14c: Paramedic Advisory Board Meeting Minutes 3.9.17

EMPLOYER VERIFICATION

15. Three bona fide potential employers review each educational program annually and recommend:
16. Admission requirements;
17. Program content that is consistent with desired student learning outcomes;
18. Program length;
19. Program objectives
20. Competency tests;
21. Learning activities;
22. Instructional materials;
23. Equipment;
24. Methods of program evaluation;
25. Level of skills and/or proficiency required for completion; and,
26. Appropriate delivery formats for the subject matter being taught.

The Paramedic program undergoes a comprehensive program review by three bona fide potential employers using the Employer Program Verification form. These employers provide
suggestions for program modifications. This review include admissions requirements, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, and levels of skills and/or proficiency required for completion and appropriateness of the delivery mode for the program. Evaluation forms are kept for documentation.

**Exhibit P.16-26a: Paramedic Advisory Committee Members**

**Exhibit P.16-26b: Paramedic Advisory Committee Agenda**

**Exhibit P.16-26c: Paramedic Advisory Meeting Minutes**

**Exhibit P.16-26d: Not applicable statement**

**PROGRAM CONSIDERATION**

| 27. | The institution considers the length and the tuition of each program in relation to the documented entry level earnings of completers. |

The State Board of Education establishes tuition and length of programs with input from the Florida Department of Health, Bureau of EMS. The tuition cost is approved by the Charlotte County School Board. CTC, in conjunction with the Paramedic Advisory Board and CareerSource Florida, evaluates the relationship between these two factors and the documented entry level earnings of completers. Program costs and length are reviewed annually by employers completing Employer Verification Statements to ensure time and costs are reasonable for entry-level paramedics. The Regional Demand Occupations List illustrates mean and entry level hourly rates along with expected growth and annual job openings. When analyzing new program offerings, this information is also utilized.

**Exhibit P.27: Regional Demand Occupations List**
Charlotte Technical College enrolls post-secondary Paramedic students annually. The 1100 clock hour program, requires 12 months to complete. Students following the curriculum plan complete the program within the publicized time frame. Students who withdraw and meet the eligibility criteria may re-enter when a cohort reaches the course the student needs. Re-admission is subject to school/program policies and clinical space availability.

The Paramedic instructor acts as a coach/facilitator for the training as the student progresses. Timetables outlined in the FLDOE Paramedic Curriculum Frameworks, conveys the length of time needed to satisfactorily complete the course as communicated to all students, in each course syllabus.

28. **Courses required for each program are offered with sufficient frequency for the student to complete the program within the publicized time frame**
| Exhibit P.28a: Paramedic Weekly Curriculum Sequence  
Exhibit P.28b: Health Science Handbook/Re-admission  
Exhibit P.28.c: Paramedic Program Syllabus  

| Exhibit P.29-32: Not Applicable Statement  
Exhibit P.33: Not Applicable Statement  

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**Associate Degree programs offered must meet the following requirements:**

- **29.** The program is designed to lead graduates directly to employment in a specific career.

- **30.** The appropriate applied degree title, such as Associate of Applied Technology, Associate of Applied Science, Associate of Occupational Studies, Associate of Science, or Associate of Occupational Technology, is used and includes the specific career and technical education field (i.e. Associate of Applied Science in Veterinary Technology)

- **31.** The program has a minimum of 60 semester hours or 90 quarter hours.

- **32.** The program includes a minimum of 15 semester hours or 23 quarter hours of general education courses, with a minimum of one course from each of the following areas: humanities, behavioral sciences, natural or applied sciences, and mathematics.

Charlotte Technical College and the off-site instructional service center do not offer associate degrees; these criteria are not applicable.

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**Exhibit P.29-32: Not Applicable Statement**

- **33.** For all coursework delivered via distance education: The institution’s distance education courses and programs are identical to those on campus in terms of the quality, rigor, breadth of academic and technical standards, completion requirements, and the credential awarded

Charlotte Technical College and the Instructional Service Center do not offer programs via distance learning education. The criterion does not apply.

**Exhibit P.33: Not Applicable Statement**
### PROGRAM APPROVAL

<table>
<thead>
<tr>
<th>Each program offered by the institution:</th>
</tr>
</thead>
<tbody>
<tr>
<td>34. Is approved and administered under established institutional policies and procedures and supervised by an administrator who is part of the institutional organization;</td>
</tr>
<tr>
<td>35. Has appropriate and continuous involvement of on-campus administrators and faculty in planning, and approval;</td>
</tr>
<tr>
<td>36. Has varied evaluation methodologies that reflect established professional and practice competencies;</td>
</tr>
<tr>
<td>37. Is qualitatively and quantitatively consistent at each campus where it is offered;</td>
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<tr>
<td>38. Has measures of achievement of the student learning objectives:</td>
</tr>
<tr>
<td>39. Has individual student records, including period of enrollment, financial, and educational program records, permanently maintained by the institution at the main campus;</td>
</tr>
<tr>
<td>40. Is identically described in appropriate catalogs, brochures, and/or other promotional materials and include tuition/fee charges, refund policies, admissions and academic requirements, and information technology requirements; and,</td>
</tr>
<tr>
<td>41. Provides for timely and meaningful interaction among faculty and students.</td>
</tr>
</tbody>
</table>

The CTC Paramedic program is approved by the Florida Department of Education, Florida Department of Health, Bureau of EMS and supervised by the EMS Program Manager.

The College utilizes the services of the EMS Program Manager to provide technical expertise germane to the healthcare industry. The Emergency Medical Services Program Manager acts as a resource to ensure compliance with the directives issued by the Florida Department of Health’s Bureau of EMS, Florida Department of Education, and clinical facilities. The EMS Program Manager is employed by Charlotte County Public Schools as an instructional unit; however, the job description for the duties and responsibilities of the position is managerial.
The EMS Program Manager schedules regular meetings with the department and with administration to discuss program updates and future growth. Final decisions are made through a facilitative and collaborative process with “student success” driving all decision making processes. The Paramedic Program demonstrates qualitative and quantitative achievements through End of Course Assessments (EOCA), given at the end of each section of the program and at the end of the program.

Exhibit P.34a: COE Approved Programs
Exhibit P.34b: Organizational Chart
Exhibit P.34c: Job Description of EMS Program Manager
Exhibit P.35a: Yearly schedule of EMS department meeting dates
Exhibit P.35b: Minutes of Dept. Meeting
Exhibit P 35c: Faculty Licenses

The Emergency Medical Services Program Manager of Health Science serves as the supervisor over EMS instructional areas and performs annual goal setting with the department. Faculty performance appraisal sessions for personnel within the department are the responsibility of the Director or Asst. Director. The EMS Program Manager collects and reviews student evaluations of programs. Each cohort instructor serves as the supervisor of his or her class and is responsible for administering nursing policies and guidelines as related to assigned students. During the training week, students are exposed to a combination of lectures, lab exercises, clinical practice, and one-on-one sessions with the instructor.

Exhibit P.36a: Not Applicable
Exhibit P.36b: Not Applicable

Emergency Medical Services Program Manager reviews the NREMT Test Plan to validate the program meets professional and practice competencies. The Paramedic program has learning objectives for various competency-based assessments and lab exercises utilized in the program. Clinical competency, reflected by the clinical evaluation, is utilized to measure student mastery of those learning objectives.
The Student Services Department maintains permanent student and financial aid records and other pertinent information. Daily attendance, grades, and counseling notes are reported to Student Services via the computerized Student Information Management System (SIMS). The Charlotte County Public School System uses the FOCUS (SIMS) system for Post-Secondary collection of information.

Exhibit P.38a: Dynamic Cardiology
Exhibit P.38b: Integrated Out of Hospital Scenario
Exhibit P.38c: Oral Scenario
Exhibit P.38d: Oral Station Template
Exhibit P.38e: Oral Station
Exhibit P.38f: Paramedic Drug Quiz
Exhibit P.38g: Static Cardiology
Exhibit P.38h: Trauma

Exhibit P.39: Paramedic Student Record Gradebook (attendance, grades, teacher documentation, standards based assessments)

The College Student Handbook describes training programs, tuition/fee charges, refund policies, admission policy, and the grading policy.

The Paramedic Program is clearly described and documented in the CTC Student Catalog/Handbook, program flyers, as well as on the CTC website (www.charlottetechcollege.net). Program information including tuition, fees, refund policy, admissions requirements and other requirements are all stated in the publication listed.
The faculty workweek and student class schedule allows for ample time for students, faculty, and staff to interact. Instructors work from 5:00-9:30 Monday and Tuesday and 4:00 to 9:30 Thursday, all which includes a 30 minute duty free lunch. Students attend the Paramedic Program from 5:00-9:00 Monday and Tuesday evenings and Thursday from 4:00 – 9:00 (including a 30 minute lunch not included as program completion hours) for a total of 13 hours/week. Paramedic students complete clinical hours on assigned days and times, with length of each clinical lasting from 6 hours to 24 hours.

Charlotte Technical College’s educational programs are based on a contact clock hour system. This criterion is not applicable.
DISTANCE EDUCATION

43. For all coursework delivered via distance education: The institution ensures timeliness of its responses (synchronously or asynchronously) to students’ requests by placing a requirement on response time of no more than 24 hours within the institution’s published operational schedule of the program/course.

Charlotte Technical College and the off-site instructional service center do not offer programs via distance education. This criterion is not applicable.

Exhibit P.43: Not Applicable Statement

REQUIREMENT FOR CLOCK/CREDIT HOUR CONVERSION FOR FEDERAL STUDENT FINANCIAL AID

If this program was used as a sample for course prep review, it meets the requirements on the Course Prep Review Worksheet. (If the program was not part of the sampling OR if the institution is not required to use the Federal Clock Hour Conversion for Student Financial Aid, indicate N/A).

The College is not required to use the Federal Clock Hour Conversion for Student Financial Aid. This criterion is not applicable.

Exhibit P Clock-Credit Hours Conversion: Not Applicable Statement
INSTRUCTION

ACADEMIC COMPETENCIES AND OCCUPATIONAL SKILLS

1. Academic competencies and occupational skills are integrated into the instructional program for each occupational area.

The Paramedic program is designed so that each student progresses at his or her maximum level. Utilization of lectures, hands-on exercises, PowerPoint presentations, audiovisuals, written materials, and other instructional methodologies provide for different types of learners. The Paramedic program’s curriculum is sequential, providing optimal learning by correlating theory with clinical practice. Written unit exams and quizzes are given to validate learning. Multiple choice exams with innovative NREMT style items are designed to prepare the student for the licensure exam. Clinical practice allows students the opportunity to apply classroom theory to real life situations. The clinical experience and student performance is evaluated after each clinical shift. Each item on the clinical evaluation is structured to evaluation the student’s performance as a whole. The evaluation looks at critical areas of patient assessment, implementation of care, communication, medication administration, patient safety, professional conduct, and critical thinking.

Exhibit I.1a: FLDOE Curriculum Frameworks
Exhibit I.1b: Paramedic Syllabus
Exhibit I.1c: Paramedic Student Exams
Exhibit I.1d: Paramedic Skill/Lab Competencies Checklists
Exhibit I.1e: Paramedic Weekly Curriculum Schedule

2. The instructional programs provide instruction in the competencies essential to success in the occupation, including job knowledge, job skills, work habits, and attitudes.
The course outline and description for each area of curriculum details adequate experiences to develop the skill proficiencies necessary for employment. The classroom lab provides students the opportunity to practice and develop skill proficiency in a control environment under the direction of qualified faculty. The ability to perform is monitored by written tests and performance appraisals administered by the instructor(s). Clinical performance is evaluated by the instructor(s) in lab and simulation. The classroom and lab are available to students both before and after regular class hours to assist those students who require assistance or need a place to study. Students are also evaluated during clinical rotations by the individual they are shadowing.

Employability skills to include; work habits, attitudes, and interpersonal skills are integral parts of the EMS curriculum. Beginning day one and extending throughout the entire program, instructors are actively involved in teaching and role modeling the skills needed for gainful employment. Students’ clinical performance, which includes attitude and job knowledge as well as skill proficiency, is evaluated monthly beginning the first term to ensure training competencies are met. In the last term of the program, students learn specific skills to aid gaining entrance into the workplace. Cover letter and resume writing, completion of the job application, dressing for and conducting an interview as well as how to terminate employment are among some of the areas explored in the curriculum.

**Exhibit I.2a: FLDOE Curriculum Frameworks**

**Exhibit I.2b: Paramedic Course Syllabi**

**Exhibit I.2c: Paramedic Clinical Competencies**

**Exhibit I.2d: CTC Employability Rubric**

| 3. The sequence of instruction required for program completion (lecture, lab, and work-based activities) is determined by desired student learning outcomes. |

The curriculum, both didactic and clinical, is structured in such a manner that the student is guided in a sequential approach through the theory and practical competencies for each subject area. The instructional sequence, which includes lecture, lab, and work-based activities, has been successful as demonstrated by positive student learning outcomes.
Paramedic is one of 21 programs at the College. Students must adhere to an established timeline for completion with defined entry and exit points. Movement within the established timelines for the Paramedic program is highly regimented.

Exhibit I.3a: Paramedic Weekly Curriculum Schedule
Exhibit I.3b: Paramedic FL DOE Frameworks

<table>
<thead>
<tr>
<th>The sequence of instruction required for program completion is used to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Organize the curriculum;</td>
</tr>
<tr>
<td>5. Guide the delivery of instruction;</td>
</tr>
<tr>
<td>6. Direct learning activities; and,</td>
</tr>
<tr>
<td>7. Evaluate student progress in order to maximize the learning of competencies essential to success in the occupation.</td>
</tr>
</tbody>
</table>

The didactic portion of the Paramedic program is organized so that the student begins his or her educational program with the basic concepts and advances to more difficult concepts of health care dynamics.

The curriculum plan provides a breakdown for each section of the paramedic program. Paramedic II and Paramedic III both provides clinical hours. Students are provided with a timeline of expectations in order to keep the student on track for program completion.

Each curriculum area incorporates theory, lab, and clinical experiences with worker ethics integrated in the curriculum. Student evaluation is based on the competencies required to be successful in the chosen occupation. Instructors use a variety of methods to determine student mastery of subject matter. Such methods include, but are not limited to, exams patterned after the NREMT format, lab / clinical experience, presentations, and competency demonstrations.

Exhibit I.4-7a: FL DOE Paramedic Curriculum Frameworks
Exhibit I.4-7b: Paramedic Syllabi
Exhibit I.4-7c: Paramedic Weekly Curriculum Schedule
Exhibit I.4-7d: Paramedic Skill/Lab Competencies
OCCUPATIONAL ADVISORY COMMITTEES

8. The institution has appointed an occupational advisory committee for each program or program area offered.

The Paramedic Program has established an advisory committee that plays a pivotal role in the College’s ability to offer Paramedic which responds to both student and community needs in the service delivery area.

Exhibit I.8: Paramedic Advisory Committee Board Members

9. Occupational advisory committees appointed for each program or program areas are used to ensure that desirable, relevant, and current practices of each occupation are being taught.

The Paramedic Advisory Committees evaluate the paramedic program to ensure that course content is current, to suggest appropriate changes, and to confirm that the program meets the workforce needs of area healthcare businesses. The Paramedic Committee played a major role in identifying the need to expand clinical affiliations to include; more community based settings and hospice.

Exhibit I.9a: Paramedic Program Advisory Agenda
Exhibit I.9b: Paramedic Program Advisory Board Minutes
Each occupational advisory committee must:

10. Consist of a minimum of three members external to the institution;
11. Has at least three external members who represent the geographical service area covered by the programs taught by the institution.
12. Has at least three external members who have expertise in the occupational program;
13. Meet at least twice annually;
14. Have at least three external members who meet these criteria present at each meeting (with at least two members physically present and one virtually present); and for membership physically present at each meeting; and,
15. Keeps minutes to document their activities, recommendations, and meeting attendance.

The Paramedic Advisory committee consists of a minimum of three health care professional members who are external to the institution. These members represent local healthcare industry within the service area of their respective nursing program. These committee members bring experience and expertise from the field of emergency medicine. At least two (2) meetings are held each year with a minimum two committee members attending the meeting. Minutes and a member roster of each meeting are kept to document activities, recommendations, and attendance.

Exhibit I.10-15a: Paramedic Advisory Board Members
Exhibit I.10-15b: Paramedic Advisory Board Agendas
Exhibit I.10-15c: Paramedic Advisory Board Minutes
At least once a year, the Paramedic Advisory Committees reviews the appropriateness of the instructional methods in order to ensure that students master the competencies required in the field. The committee’s activities and recommendations are recorded in minutes of the meetings. The Paramedic Advisory Committee advises program instructors and Leadership Team regarding technical programs for the Paramedic occupation. It function includes making recommendations on the following matters:

- Community Surveys
- Course Planning
- Recruitment/Retention of faculty and students
- Affiliations suggestions
- Program Evaluation
- Legislation
- Public Relations

Exhibit I.16: Paramedic Program Advisory Committee Minutes
HEALTH, SAFETY, AND FIRE-PREVENTION

17. Job-related health, safety, and fire-prevention are an integral part of instruction.

Health, safety and fire prevention is introduced to the students in the first weeks of class by the instructor. A first aid kit is available on the first floor of Building A at both reception areas for minor emergencies, as well as in the Emergency Medical Service’s lab. An evacuation plan is posted in each classroom/lab/clinic area. Students are subsequently instructed on safety in the dental assisting lab and clinical setting.

During pre-school in-service days each school year, district policies concerning internal and external emergencies and potential disasters are reviewed and given to each staff member. All Paramedic faculty members are American Heart Association CPR certified. A copy of the current BLS and ACLS cards are kept in each teacher’s file.

The Paramedic Program follows the CDC Guidelines for blood borne and infectious diseases. The Student Handbook also contains the link.

All Health Science faculty are required annually to view a training video posted by the Florida Department of Health. This self-training video familiarizes employees with procedures for proper handling of biomedical waste. The video teaches Florida’s regulations for the handling, packaging, labeling, and transportation of biomedical, bio-hazardous, and infectious medical waste.

Emergency procedures are included in the student handbook and during CPR training. Office Emergencies scenarios help students apply this knowledge and skill to the office setting. Formal instruction is presented during the office emergencies section of the curriculum and during other material dealing with administration of medications and medical emergencies.
Certification in cardiopulmonary resuscitation for students is a pre-requisite prior to the first day of class. Certification is for a two-year period so students have a valid card for their entire program and one year following graduation. Student files are checked at enrollment and prior to all clinical hours starting, to insure current certification. Paramedic faculty personnel files are checked annually to insure current certification.

All policies and procedures are included in the instructional content of the relevant course. In addition, policies may be included in the student handbook, posted on bulletin boards, doors or walls, and made available on reference shelves in the classroom and the Health Science Resource Center.

Exhibit I.17: CTC Health and Safety Plan

EQUIPMENT AND MATERIALS

18. To develop skill proficiency, sufficient practice is provided with equipment and materials similar to those currently used in the occupation.

In order to develop skill proficiency, students are provided sufficient practice with equipment similar to that currently used in the occupation. Skill proficiency checklist and written exams are used as documentation to measure learning effectiveness and hands-on skills within the paramedic program. Provisions are made for classroom lab practice and clinical training. The program strives to have equitable equipment and supplies. Students use equipment and supplies in the clinical lab for skills demonstrations that are similar to supplies utilized in the program’s clinical agencies.

The Paramedic Program uses a systematic approach to student learning where a skill is introduced/studied/tested in theory in the classroom, practiced/processed in a corresponding lab, then reinforced while on clinical rotations. Students must prove competency in a skill by passing theory content on exams and passing a skill process in lab before being allowed to perform on a live patient during clinical rotations.
All of the lab procedures are practiced repetitively and processed in the lab courses and, on occasion, in clinic on each other. When lab activities call for students to practice in clinic, they are monitored to follow infection control protocol and maintain equipment and treatment area upon completion of procedures.

Charlotte Technical College made a commitment to provide the Paramedic program with equipment necessary to meet the objectives of the curriculum. The Paramedic Advisory Committee played a major role in identifying the need to purchase a birthing simulator, airway mannequins, intraosseous training legs, and cardiac monitors to meet the objectives of the curriculum that cannot be taught in a clinical environment

Exhibit I.18a: Paramedic Competency Skills Assessments.
Exhibit I.18b: Paramedic Equipment List
Exhibit I.18c: Paramedic Kit Equipment Pictures

LESSON PLANS, COMPETENCY TESTS, AND INSTRUCTIONAL MATERIALS

19. All instruction is effectively organized as evidenced by course outlines, lessons, competency tests, and other instructional materials

Instruction in the Paramedic Program and clinical areas follows an organized curriculum plan utilizing current textbooks, course outlines, lesson plans, and instructional materials.

Exhibit I.19a: Paramedic Weekly Curriculum Schedule
Exhibit I.19b: Paramedic Skill/Lab Competencies
Exhibit I.19c: Paramedic Cost Sheet with Textbook List
Exhibit I.19d: Paramedic Capstone Cost Sheet
Exhibit I.19e: Paramedic Syllabus
Exhibit I.19f: Paramedic Class Schedule 2017-2018
20. **The institution uses a systematic, objective, and equitable method of evaluating student achievement based on required competencies.**

Progress in the Paramedic Program utilizes written guidelines and is detailed in the Paramedic Program Handbook.

Standards of achievement are clearly outlined and explained in the Health Science Handbook. These standards are introduced and discussed at the information session, pre-admission interview, reviewed at the Program Orientation and reinforced throughout the program. Each course outline includes specific standards of achievement identified for that course. Each student must maintain at least a C average (75%) in the course in order to be eligible for clinical rotations. In addition, each student must complete each portion of the course, Paramedic I, Paramedic II with at least a C average (75%), and earn at least a C average (75%) on all portions of the written and practical exams to continue on in the program. Students must complete Paramedic III with at least a C average (75%) on all portions of the written and practical exams in order to be considered a program completer. In addition, paramedic students must complete all required clinical and field internship hours, evaluations, and patient contacts to be considered a program completer.

**Exhibit I.20a: CTC Student Catalog/Handbook (Grading Policy Screenshot)**

**Exhibit I.20b: Paramedic Course Syllabus**

**Exhibit I.20: Health Science Handbook/Grading Policy Page 32**

21. **For all coursework delivered via distance education: The institution directly verifies the currency and quality of all contracted courseware on an annual basis, is directly responsible for such currency and quality, and maintains curriculum oversight responsibility within all contracts.**
Charlotte Technical College and the off-site instructional service center do not offer courses via distance learning. This criterion does not apply.

Exhibit I.21: Not applicable Statement

22. For all coursework delivered via distance education: The institution has in place a standardized course template, course descriptions, learning objectives, course requirements (i.e. standard syllabus, outcomes, grading, resources, etc.), and learning outcomes of its programs in order to facilitate quality assurance and the assessment of student learning.

Charlotte Technical College and the off-site instructional service center do not offer courses via distance learning. This criterion does not apply.

Exhibit I.22: Not applicable Statement

23. For all coursework delivered via distance education:
The institution monitors student progress and participation by means such as course management systems that provide student time online, frequency of logins, electronic footprints, electronic grade book, and percentage of course completed.

Charlotte Technical College and the off-site instructional service center do not offer courses via distance learning. This criterion does not apply.

Exhibit I.23: Not Applicable Statement
WORK-BASED ACTIVITY

Written agreements with work-based activity agencies, if any:

24. Are current;
25. Specify expectations for all parties; and,
26. Ensure the protection of students.

The Paramedic program maintains current, signed clinical agreements with several clinical facilities specifying the experiences or activities that are required of the Affiliate and the Institution. Each clinical agreement must be approved by the Charlotte County Public School Board/administration, and the clinical agency prior to students participating in clinical experience. These contracts ensure the protection of students and specify the expectations of both parties.

Exhibit I.24-26: Paramedic Clinical Affiliation Agreement

27. Each work-based activity has a written instructional plan for students.

The Paramedic Program utilizes a Clinical Instructional Plan for the core clinical areas to guide the student’s learning process and detail expectations of all parties.

Exhibit I.27a: Paramedic Weekly Curriculum Schedule
Exhibit I.27b: Paramedic Course Syllabi
Exhibit I.27c: CTC Employability Rubric

28. The written instructional plan for each work-based activity specifies the particular objectives, experiences, competencies, and evaluations that are required.

The Clinical Instructional Plan for core clinical areas specifies the objectives, experiences, competencies, and evaluations associated with the activity.

Exhibit I.28a: Paramedic Weekly Curriculum Schedule
Exhibit I.28b: Paramedic Lab/Skill checklists
29. The written instructional plan for each work-based activity designates the on-site employer representative responsible for guiding and overseeing the students’ learning experiences and participating in the students’ written evaluations.

The Education Department at the major clinical facilities in cooperation with the Program Director and/or instructors are responsible for guiding and overseeing the students’ learning experiences. The clinical agreement approved by the College’s governing body, (Charlotte County School Board) specify the clinical instructor shall have the responsibility for directly supervising and evaluating the students’ hands-on clinical practice at the clinical site.

Exhibit I.29: Clinical Agreement, Fawcett Memorial Hospital

30. All work-based activities conducted by the institution are supervised by a designated employee possessing appropriate qualifications.

All clinical activities conducted by the Charlotte Technical College’s Paramedic program are supervised by instructors who are Paramedics, each possessing an unencumbered license valid in State of Florida. Each instructor has a transcript of college courses leading to either an Associate, Bachelor degree. Lead instructors of the paramedic program will also possess Level A and Level B EMS instructor certifications. Adjunct instructors of the paramedic program will possess at least a Level A EMS instructor certification. Verification of unencumbered, valid license to practice as a Paramedic is performed upon initial employment and then annually by the Program Director.

Exhibit I.30a: Paramedic Licenses

Exhibit I.30b: Paramedic Teaching Certificates
CHALLENGES AND PROPOSED SOLUTIONS

As with any publically funded institution, The Charlotte Technical College experiences challenges when funding upgrades and purchases of equipment for the Paramedic program. The program is fortunate to have an exceptional working relationship with the health care facilities who provide students clinical experiences. The Advisory Committee and area employers are often sources of equipment and supplies to provide the skilled training required in our service delivery area.

SUMMARY

The greatest strengths exhibited by the Paramedic program revolve around program flexibility, the ability to update curricula to meet the needs of the ever changing healthcare industry and the strong relationship with its clinical agencies. The Paramedic program offers area employers graduates that possess a combination of sound academics and high quality hands-on clinical experience which can transition immediately into the healthcare workplace.

Graduates of the Paramedic program are recruited by local hospital, ambulance transport services, and local fire departments.

Support from local emergency medicine providers is reflected in the active role they take on the Advisory Committees and the willingness to provide clinical training and equipment.
STANDARD 2

PARAMEDIC PROGRAM

EXHIBIT LIST

Exhibit AR.1-5a : CTC Admissions Policy
Exhibit AR.1-5b : CTC Student Catalog/Handbook Screenshot/Admissions
Exhibit AR.1-5c : Screenshot of Paramedic Enrollment Timeline/Checklist
Exhibit AR.1-5d1: Online Application Weblink
Exhibit AR.1-5d2: CTC Adult Online Application
Exhibit AR.1-5e: CTC Student Catalog/Handbook
Exhibit AR.6 : Not Applicable Statement
Exhibit AR.7a: CTC Transfer Policy, page 22
Exhibit AR.7b: Student Handbook/Catalog Transfer of Credit Screenshot
Exhibit AR.8a: Student Handbook/Transfer Policy
Exhibit AR.8b: CTC Transfer Policy
Exhibit AR.9a: Paramedic Program Completion Requirements
Exhibit AR.9b Health Science Program Handbook
Exhibit AR.10: Not Applicable Statement
Exhibit AR.11: Not applicable statement
Exhibit AR.12: Not applicable statement
Exhibit AR.13: Not applicable statement
Exhibit AR.14: Not applicable statement
Exhibit AR.15: Not applicable statement
Exhibit AR .16a: Program Flyer
Exhibit AR.16b: 2017-2018 Student Handbook
Exhibit AR.16c: Job Fair Flyer
Exhibit AR.16d: Website page for Paramedic Screenshot
Exhibit AR.16e: Paramedic Course Syllabi
Exhibit AR.17a: Paramedic Cost Sheet 2017-2018
Exhibit AR.17b: Paramedic Capstone Cost Sheet 2017-2018
Exhibit AR.18a: Paramedic Acceptance Letter with Orientation Information
Exhibit AR.18b: CCPS Technology Plan/internet usage policy
Exhibit AR.19: Non-applicable
Exhibit P.1-3a: EMS Department of Health Website
Exhibit P.1-3b: NREMT Paramedic Website
Exhibit P.1-3c: CCPS Website
Exhibit P.1-3d: CTC Website
Exhibit P.4-6a: Screenshot of Discrimination Policy
Exhibit P.4-6b: CTC Student Catalog/Handbook 2017-2018 pg 3
Exhibit P.7-8: Not applicable
Exhibit P.9-10a: Paramedic Course Syllabi
Exhibit P.9-10b: FLDOE Curriculum Frameworks
Exhibit P.11a: Health Science Handbook/Grading Policy
Exhibit P.11b: Paramedic Student Exams
Exhibit P.11c: CTC Employability Skills Rubric
Exhibit P.11d: Paramedic Skills Evaluation/Check sheets
Exhibit P.12a: Paramedic Program Advisory Committee Member Roster
Exhibit P.12b: Paramedic Program Advisory Committee Agenda
Exhibit P.12c: Paramedic Program Advisory Committee Minutes
Exhibit P.13a: Paramedic Course Syllabus
Exhibit P.13b: Annual Approval Letter
Exhibit P.13c: FLDOE Curriculum Frameworks
Exhibit P.14a: Paramedic Advisory Committee Members
Exhibit P.14b: Paramedic Advisory Meeting Agenda
Exhibit P.14c: Paramedic Advisory Board Meeting Minutes 3.9.17
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Exhibit I.2a: FLDOE Curriculum Frameworks
Exhibit I.2b: Paramedic Course Syllabi
Exhibit I.2c: Paramedic Clinical Competencies
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Exhibit I.3a: Paramedic Weekly Curriculum Schedule
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Exhibit I.10-15c: Paramedic Advisory Board Minutes
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Exhibit I.18a: Paramedic Competency Skills Assessments.
Exhibit I.18b: Paramedic Equipment List
Exhibit I.18c: Paramedic Kit Equipment Pictures
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Exhibit I.19b: Paramedic Skill/Lab Competencies
Exhibit I.19c: Paramedic Cost Sheet with Textbook List
Exhibit I.19d: Paramedic Capstone Cost Sheet
Exhibit I.19e: Paramedic Syllabus
Exhibit I.19f: Paramedic Class Schedule 2017-2018
Exhibit I.20a: CTC Student Catalog/Handbook (Grading Policy Screenshot)
Exhibit I.20b: Paramedic Course Syllabus
Exhibit I.20: Health Science Handbook/Grading Policy pg 32
Exhibit I.21: Not applicable Statement
Exhibit I.22: Not Applicable Statement
Exhibit I.23: Not Applicable Statement
Exhibit I.24-26: Paramedic Clinical Affiliation Agreement
Exhibit I.27a: Paramedic Weekly Curriculum Schedule
Exhibit I.27b: Paramedic Course Syllabi
Exhibit I.27c: CTC Employability Rubric
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STANDARD 2

PROGRAM: PRACTICAL NURSING

Nursing Program Manager:
Linda Rogers Antuono, RN, MSN/Ed.

Full-Time Instructors:
Marlise James, RN, MSN/Ed.
Carol Kurtz, RN, BSN, M.Ed.
Vicky McNutt, RN, ADN
Shawn O’Connor, RN, BSN
Ellen Pion, RN, BSN
Eric Stefanik, RN, ADN
Kim Wilkie, RN, ADN

Part-Time Instructor:
Roberta Bannon, RN, MSN/Ed.
STANDARD 2

PRACTICAL NURSING

INTRODUCTION

Charlotte Technical College currently offers 20 full-time training programs. Each program is an “in demand” program for the service delivery area. All programs are designed to meet students’ needs by providing students with the opportunity to acquire skills and knowledge necessary for performing successfully in business, industry, and entrepreneurship. Strong work ethic and technical skills are integrated in every subject in every class.

This program operates within the frameworks of the Florida Department of Education, Florida Board of Nursing legislative guidelines, and under the policies and procedures of Charlotte Technical College (CTC). In addition, this program is accredited by the Council on Occupational Education (COE).

The Practical Nursing Program is 1350 hours. Clinical instruction of nursing students will meet the requirements of Florida Statute 464.019. Clinical experience must make up or least 50% of the total program. Simulated practice and clinical experiences are included as an integral part of this program. Clinical Simulation may be used for no more than 50% of the total clinical experience.

Purpose of the Practical Nursing program:

The Practical Nursing Program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Health Science career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Health Science career cluster.
The Practical Nursing Program is designed to prepare students for employment as Licensed Practical Nurses (SOC 29-2061). The program must be approved by the Florida State Board of Nursing so the graduate may apply to take the examination to practice as a Licensed Practical Nurse. The program must also be approved by the BON as a nursing assistant program in order for students to apply to take the C.N.A. exam at the end of OCP B as a program completers.

The Practical Nursing Program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the the student on a transcript in accordance with Section 1001.44 (3)(b), F.S.

The following table illustrates the post-secondary program structure:

<table>
<thead>
<tr>
<th>OCP</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Course Length</th>
<th>SOC CODE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>PRN0098</td>
<td>Practical Nursing Foundations 1</td>
<td>300 Hours</td>
<td>31-1014</td>
</tr>
<tr>
<td>B</td>
<td>31-1014</td>
<td>Practical Nursing Foundations 2</td>
<td>300 Hours</td>
<td>29-2061</td>
</tr>
<tr>
<td></td>
<td>31-1014</td>
<td>Medical Surgical Nursing 1</td>
<td>300 Hours</td>
<td>29-2061</td>
</tr>
<tr>
<td></td>
<td>31-1014</td>
<td>Medical Surgical Nursing 2</td>
<td>300 Hours</td>
<td>29-2061</td>
</tr>
<tr>
<td></td>
<td>31-1014</td>
<td>Comprehensive Nursing and Transitional Skills</td>
<td>300 Hours</td>
<td>29-20161</td>
</tr>
</tbody>
</table>

The Practical Nursing curriculum content includes, but is not limited to, theoretical instruction and clinical experience in medical, surgical, obstetric, pediatric, and geriatric nursing; theoretical instruction and clinical experience in acute, care, long term care and community settings; theoretical instruction and clinical application of vocational role and function; personal, family and community health concepts; nutrition; human growth and development over the life span; body structure and function; interpersonal relationship skills, mental health concepts;
pharmacology and administration of medications; legal aspects of practice; and current issues in nursing.

According to the Bureau of Labor Statistics, “Licensed practical and licensed vocational nurses work in many settings, including nursing homes and extended care facilities, hospitals, physicians’ offices, and private homes. Most work full time. Employment of licensed practical and licensed vocational nurses is projected to grow 16 percent from 2014 to 2024, much faster than the average for all occupations. As the baby-boom population ages, the overall need for healthcare services is expected to increase. LPNs and LVNs will be needed in residential care facilities and in home health environments to care for older patients. The median annual wage for licensed practical and licensed vocational nurses was $43,170 in May 2015.”

CTC offers both full-time and part-time postsecondary Practical Nursing Programs. The postsecondary full-time Practical Nursing Program is completed in 11 months; and the part-time program is completed in 20 months. CTC enrolls full-time postsecondary Practical Nursing Students in August and January; and part-time postsecondary Practical Nursing Students are enrolled every 24 months.

ANALYSIS

ADMISSIONS/RECRUITING

<table>
<thead>
<tr>
<th>The institution’s admissions policies and processes are:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Published;</td>
</tr>
<tr>
<td>2. Clearly stated;</td>
</tr>
<tr>
<td>3. Consistently communicated to students;</td>
</tr>
<tr>
<td>4. Made available to students prior to enrollment;</td>
</tr>
<tr>
<td>5. Any changes to these publications are communicated in a timely manner.</td>
</tr>
</tbody>
</table>

The admission policies for the Charlotte Technical College are published in various locations: the College’s website [www.charlottetechcollege.net](http://www.charlottetechcollege.net), the College Student Handbook and visual publications. The admissions policies and processes are clearly stated so prospective students can easily understand enrollment requirements and complete the enrollment process in a
timely manner. Admissions policies are consistently communicated to students through the College’s website, College Student Handbook, and face-to-face interaction with faculty and staff. Prior to enrollment, potential students are provided admissions requirements along with a requirements check sheet listing each item/action required for admission to College. A timeline is established on the website to assist students in completing all requirements. The timeline takes students from the application process through the orientation and start of class. All steps are thoroughly explained, and hard copy packets are available at Student Services. All admissions are clearly stated and provided for students prior to enrollment in the admissions packet.

All changes and/or updates to the admission policies and processes are made available to students and the public through the College’s website, the College Student Handbook, and interaction with faculty and staff.

The Practical Nursing Program has specific admissions requirements that include:

- High School Diploma or GED before enrollment.
- In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C. the minimum basic skills grade level required for postsecondary adult career and technical students to complete the Practical Nursing Program are: Mathematic 11, Language 11, and Reading 11. These grade level numbers correspond to a grade equivalent score on a state designated basic skill examination.
- Practical Nursing candidates must take the ATI TEAS entrance examination and score at or above the Basic Skill range 50-60. The ATI TEAS entrance examination is used to identify problem areas for students.
- Practical Nursing candidates must be interviewed by nursing program manager and faculty member.
- Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.
- Students who possess a college degree at the Associate of Applied Science level or higher;
who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed on the Basic Skills and Licensure Exemption List which may be accessed from the CTE Program Resources page.

Exhibit 1-5  AR 1a: Charlotte Technical College Admissions Policy
Exhibit 1-5  AR.1b: CTC Student Catalog Admissions Screenshot
Exhibit 1-5  AR.1c: CTC Student Catalog- Handbook 2016-17
Exhibit 1-5  AR.1d: Post-Secondary Application and Registration
Exhibit 1-5  AR.1e: PN Registration Timeline-Checklist
Exhibit 1-5  AR.1f: PN Interview Questions
Exhibit 1-5  AR.1g: PN Interview Rubric
Exhibit 1-5  AR 1 h: PN Interview Matrix

VOCATIONAL ENGLISH-AS-SECOND-LANGUAGE PROGRAM

6. For all students admitted to a Vocational English-As-A-Second-Language Program, the institution utilizes written admission procedures that comply with policies established by the Commission.

Charlotte Technical College and the offsite instructional service center do not have an “English-As-A-Second Language” program. This criterion does not apply.

Exhibit AR 6: Not Applicable Statement

7. The institution clearly defines and publishes a policy on the transfer of students between programs within the institution and the transfer of students from other institutions.
Charlotte Technical College’s policy on the transfer of students between institutional programs, as well as the transfer from other institutions, is clearly defined and published. The policy is published on the College’s website at (charlottetechcollege.net) and the CTC Student Handbook, page 22. The published policy includes the following relevant criteria:

- CTC students requesting to transfer to another program within the college must first discuss the request with the current instructor and then meet with the postsecondary occupational specialist. The occupational specialist can approve the transfer request, if space is available in the program.

- Acceptance of hours completed at another institution will be in compliance with Florida Statute 1007.24(7). Students with previous technical training from other institutions may receive credit for that training. A transcript from a public accredited institution documenting student performance standards and/or occupational completion points achieved for a specific technical program will be accepted in transfer at Charlotte Technical College for the same technical program. CTC reserves the right to require a competency test to validate the competencies learned/earned at another (non-CTC) institution. The student will then be enrolled in training at the student’s proficiency level.

- Training from a non-public institution that is fully accredited by a regional or national accrediting agency recognized by the United States Department of Education, and that participates in the common course numbering system, will be accepted in transfer for the same course/program. Transcripts will be accepted, evaluated and relevant clock hours will be applied to the student’s CTC training program and the student’s transcript.
Charlotte Technical College clearly defines its policy on the transfer of credits and publishes the policy on both the College website (www.charlottetechncollege.net) and the CTC Student Handbook, page 22. The published policy includes the following relevant criteria regarding the transfer of credit earned at another institution:

- Acceptance of hours completed at another institution will be in compliance with Florida Statute 1007.24(7). Students with previous technical training from other institutions may receive credit for that training. A transcript from a public accredited institution documenting student performance standards and/or occupational completion points achieved for a specific technical program will be accepted in transfer at Charlotte Technical College for the same technical program. CTC reserves the right to require a competency test to validate the competencies learned/earned at another (non-CTC) institution. The student will then be enrolled in training at the student’s proficiency level.

- Training from a non-public institution that is fully accredited by a regional or national accrediting agency recognized by the United States Department of Education, and that participates in the common course numbering system, will be accepted in transfer for the same course/program.
Transcripts will be accepted, evaluated and relevant clock hours will be applied to the student’s CTC training program and the student’s transcript.

Exhibit 8 AR 1a: Charlotte Technical College Transfer Policy
Exhibit 8 AR 1b: CTC Student Catalog-Handbook Transfer of Credit
Screenshot
Exhibit 8 AR 1c: CTC Student Catalog-Handbook

PROGRAM COMPLETION

9. Admission requirements offer reasonable expectations for successful completion of the occupational programs offered by the institution regardless of the delivery mode.

The Practical Nursing program follows the Florida Department of Education’s basic skill exit requirements for students, and the requirements can be found in the CTC catalog/Handbook and Section 1004.91, Florida Statute (F.S.) and the State Board of Education Rule 6A-10.040. These regulations mandate that students who enroll in a program of 450 hours or more “may not receive a career and technical certificate of completion without first demonstrating the basic skills required in the state curriculum frameworks for the career education program.” CTC provides opportunity for students to demonstrate basic skill requirement through the Test of Adult Basic Education (TABE). The Florida Department of Education has placed basic skill levels on all programs in the curriculum frameworks. Only advanced and difficult level of the TABE meets requirements. The purpose of assessment is to determine whether or not the student as the basic skills necessary to be successful in the chosen career program.

A student enrolled in a career education program that does not meet the basic skills requirements, but passes an identified licensure exam/certification, should be recorded as “incomplete” until the Technical College receives documentation of the licensure and then reports the student as a completer from the career and technical education program. If the student does not meet the basic skills requirements for completion, is not exempt, or does not pass the National
Council Licensure Examination (NCLEX), the student cannot be reported as a program completer from the final OCP and cannot earn a Practical Nursing Certificate of Completion.

Practical Nursing program completers are required to take a comprehensive predictor examination through ATI at the end of the program and obtain a Level 2 or score of 85% probability of passing the state licensure examination. Should a student score below a level 2 or 85% probability, he or she will be provided a focus review that outlines a remediation plan based on his or her individual scores. After the student completes remediation, a second comprehensive predictor through ATI will be administered and the student is required to obtain a Level 2 or 85% probability. Should a student fail the comprehensive predictor retake through ATI, he or she will be required to purchase a NCLEX review program, PrepU, offered through PassPoint to provide preparation and remediation for students based on his or her weaknesses. Student who take the Passpoint comprehensive predictor need to obtain a mastery level of 4 on all topics and to answer questions at the same difficulty level as those students who achieve the passing standard on the NCLEX examination.

Exhibit 9 AR 1a: Charlotte Technical College Admissions Policy

Exhibit 9 AR 1b: CTC Student Catalog-Handbook

Exhibit 9 AR 1c: CTC Student Catalog-Handbook-Admissions Screenshot

Exhibit 9 AR 1d: Health Science Handbook-PN Program Completion Policy

10. Students admitted into Associate Degree Programs have a high school diploma or its equivalent.

Charlotte Technical College and the off-site instructional service center does not offer Associate Degrees. This criterion does not apply.

Exhibit AR 10: Not Applicable Statement
ABILITY TO BENEFIT

An institution that admits students by exception to its standard admissions policies must:

11. Have written admissions policies and procedures for these exceptions;
12. Apply them uniformly;
13. Provide documented evidence on how they are used;
14. Maintain records on student progress; and,
15. Regularly evaluate the effectiveness of the procedures used in admitting students by exception.

Charlotte Technical College and the off-site instructional service center do not admit students by exception to its Practical Nursing program. This criterion does not apply.

Exhibit AR 11: Not applicable statement
Exhibit AR 12: Not applicable statement
Exhibit AR 13: Not applicable statement
Exhibit AR 14: Not applicable statement
Exhibit AR 15: Not applicable statement

RECRUITING ACTIVITIES

16. The institution ensures that recruiting activities are ethical and that all materials used in recruiting accurately describe the mission, instructional outcomes, student performance expectations, and completion requirements of each program.

Recruitment is an ongoing priority at the College. Charlotte Technical College has postsecondary and secondary career counselors/recruiters to lead recruitment activities. The College is actively involved in a number of recruiting activities, including career days sponsored by local high schools, college job fairs, classroom presentations in local middle and high schools, campus tours for secondary students, chamber and community groups. Instructors also play a
pivotal role in recruitment activities for the College. Many different mediums, such as printed materials, newspaper advertising, social media, student and alumni recruitment, employees, and the College website (www.charlottetechcollege.net) are used in recruitment.

The institution ensures recruiting activities are ethical and all mediums used in recruiting accurately describe the College mission, program outcomes, student performance expectations, and completion requirements of each program.

Exhibit 16 AR 1a: CTC Student Catalog-Handbook

Exhibit 16 AR 1b: Practical Nursing Rack Card

Exhibit 16 AR 1c: Website page for PN Screenshot

PROGRAM COSTS

17. Prior to admission, students are informed of the costs, equipment, services, time, and technical competencies, if any, required by the program, including if applicable, personal data collection and processes, and charges associated with verification of student identity.

Prior to admission, students are informed of the costs of the Practical Nursing program and any equipment and services required. Fees charged to students are in accordance with Florida Department of Education guidelines with all fees and tuition approved by the Charlotte County School Board. Practical Nursing Program cost sheets are available to students prior to admission. Student Services maintains a cost sheet for each program, including costs of registration, tuition, books, clinical admission requirements, licensure and industry certification examination, and instructional supplies. Cost sheets for practical nursing are updated prior to enrollment of each nursing cohort. Cost sheets are available upon request, available in student services, school store and on the College’s website. Practical Nursing students meet with the Nursing Program Manager and Instructors for orientation prior to admission. The Nursing Program Manager and instructor can best inform the student of the technical competencies and time needed to complete the program.
ORIENTATION TO TECHNOLOGY

18. Orientation to technology is provided and technical support is available to students.

Prior to enrolling, nursing students attend a program orientation. An overview of the technology used in the training area is covered during the program orientation session. In addition, the college employs a part-time Network Administrator who works at the site a minimum of two days per week and a Technology Facilitator who is available to assist students and program instructors with technical support daily.

DISTANCE EDUCATION

19. For all coursework delivered via distance education: The institution has processes in place to establish that the student who registers for a distance education course or program is the same student who participates in and completes the program and receives the academic credit.

Charlotte Technical College and the off-site instructional service center do not deliver coursework via distance education. This criterion does not apply.

Exhibit AR 17: Practical Nursing Cost Sheet 2017-2018

Exhibit AR 17: Practical Nursing Cost Sheet Screenshot 2017-2018

Exhibit AR 18: Practical Nursing Acceptance Letter with Orientation Information

Exhibit AR 18: CCPS Technology Plan/internet usage policy

Exhibit AR 19: Non-applicable
PROGRAMS

MISSION STATEMENT

Occupational education program policies are congruent with:

1. The governing organization;
2. The mission of the institution; and,
3. The occupational needs of the people served by the institution.

The policies established for the Practical Nursing Program is congruent with the policies of the Charlotte Technical College and Charlotte County Public Schools.

The Practical Nursing is congruent with the Charlotte Technical College mission to provide an effective, innovative technical education preparing students to enter, advance and succeed in the workplace. The College meets its objectives by providing cost effective, competency-based training that prepares persons for entry-level jobs, enhances the skills of persons holding a job, and/or retrains those who may be displaced workers.

The Practical Nursing faculty support the Charlotte Technical College mission and goals; the Practical Nursing Program mission includes preparation of individuals to be competent and caring health care professionals.

The Philosophy of the CTC Practical Nursing Program include:

- Nursing Education is a lifelong process.
- Each individual learner unique individual, capable of self-direction, and responsible for learning.
- Learners should be treated with respect and included in his or her educational plan.
- Instructors are expected to maintain licensure requirements and professional competencies.
- Instructors should be motivating, resourceful, mentors, and role models.
- Students are entitled to an environment that promotes freedom to learn and meet program goals.
The Practical Nursing Program Goals include:

Work with patients and families in:
   a. assisting, planning, and providing for health needs
   b. utilizing potential strengths to promote, maintain, and restore optimum health
   c. carrying out the therapeutic plan as initiated by the physician
   d. evaluating the effectiveness of nursing care given

Work with members of the nursing team in:
   a. interpreting his/her place on the health team and functioning within the Practical Nursing scope of practice.
   b. assisting the registered nurse in caring for patients with complex nursing need
   c. contributing to the nursing process

Work with members of the health care team in:
   a. establishing and maintaining communications
   b. utilizing available community resources in planning continuity of patient care

Plan for continuing growth by:
   a. examining his or her own strengths and weaknesses.
   b. seeking assistance and guidance from more skilled and knowledgeable practitioners.
   c. reading current nursing literature.
   d. seeking additional educational experience and professional development.
   e. supporting the professional code of ethics.
   f. participating in a professional organization.

Exhibit 20 P 1-3 1a: CCPS Website
Exhibit 20 P 1-3 1b: CTC Website
Exhibit 20 P 1-3 1c: Florida Board of Nursing Website Screenshot
Exhibit 20 P 1-3 1d: Practical Nursing Mission, Philosophy, and Goals
Exhibit 20 P 1-3 1e: Practical Nursing Mission, Philosophy, and Goals Screenshot from Classroom
Occupational education program policies are:

4. Publicly accessible;
5. Non-discriminatory; and,
6. Consistently applied

The Practical Nursing program policies are publicly accessible through the College Student Handbook and the Website. Policies are written and administered in a non-discriminatory manner. Policies are consistently applied to all occupational programs.

Exhibit P 4, 5, 6: CTC Student Catalog/Handbook/Non-Discrimination Statement

Differences, if any, in occupational education program policies are justified by:

7. Student learning outcomes; and/or,
8. Program outcomes.

Charlotte Technical College and the off-site instructional service center has occupational education program policies that are uniform and consistent.

Exhibit P 7, 8: Completion Placement Licensure Report
Exhibit P 7, 8: Florida Board of Nursing Pass Rate Reports
PROGRAM OBJECTIVES, CONTENT, AND STUDENT EVALUATION

Each occupational education program has:

9. Clearly stated objectives
10. Defined content relevant to these objectives and the current needs of business and industry, and,
11. Assessment of student achievement based on the program objectives and content.
12. The objectives for each educational program are evaluated annually.

The Practical Nursing Program has a statewide curriculum committee that assists with the development of program objectives and course content. The curriculum committees meet periodically to review objectives and content. While statewide input determines the broad parameters of a curriculum, the Colleges are allowed to establish objectives and competencies deemed critical for the successful operation in the healthcare industry.

The Practical Nursing Program has clearly stated objectives, defined content relevant to these objectives and the current needs of business and industry, and assessment of student achievements are based on the program objectives and content which is included in the course syllabi given to each student at the beginning of each course.

Each framework has the skills and competencies called occupational completion points (OCPs) that are grouped to correspond with the Practical Nursing Occupation. OCPs are related to the current needs of business and industry and are earned at the completion of courses. Each student works through the OCPs and is evaluated for mastery of skills and competencies. CTC grading policy is detailed in the CTC Student Catalog/Handbook.

Exhibit P 9, 10: FLDOE Practical Nursing Curriculum Frameworks
Exhibit P 9, 10: Practical Nursing Course Syllabi
Student evaluation is based on program objectives and content. Instructors use a variety of methods to determine student mastery of subject matter. Such methods include traditional exams following NCLEX format, lab exercises, competency demonstrations, ATI, and clinical activities. Grades are assigned and determine a student’s movement through the curriculum. The Practical Nursing grading policy is detailed in the Program Handbook.

Exhibit P 11: Health Science Handbook/Grading Policy
Exhibit P 11: Practical Nursing Student Exams
Exhibit P 11: ATI completion certificates
Exhibit P 11: Practical Nursing Clinical Evaluation
Exhibit P 11: CTC Employability Skills Rubric
Exhibit P 11: Practical Nursing Skills Evaluation/Check sheets

Instructors gain valuable employer input through program advisory meetings. During these meetings, instructors talk with peers and learn more about new technologies, current equipment, and processes utilized by the healthcare industry. Information obtained is used to evaluate and improve program effectiveness. The Practical Nursing Program Advisory Committee meets a minimum of twice a year. During these advisory meetings, Advisory Committee members evaluate program objectives and rate the objectives accordingly. Advisory Committee evaluations and meeting minutes are kept for documentation.

Exhibit P 12: Practical Nursing Program Advisory Committee Member Roster
Exhibit P 12: Practical Nursing Program Advisory Committee Agenda
Exhibit P 12: Practical Nursing Program Advisory Committee Minutes

A systematic process has been implemented to document:

13. That the objectives and content of programs are current; and,

14. That coursework is qualitatively and quantitatively relevant.
A systematic process has been implemented to document the objectives and that content of the Practical Nursing program is current. The Florida Department of Education reviews the curriculum frameworks on a cyclical schedule to maintain their current status. These reviews are through committees and include department staff, educators, and business people from across the state. A “change document summary” issued in the spring of each year highlights changes in programs and any added or deleted programs. They also publish a “Basic Skills Document” showing any changes in the basic skill exit requirements. Based on the information from FLDOE, the Nursing Program Manager provides each teacher with information in order to establish appropriate planning for the upcoming school year. As instructors review curriculum frameworks, adjustments are made to update curriculum materials. Each program instructor may choose to incorporate relevant information into his or her curriculum.

Exhibit P 13: Florida Board of Nursing Annual Program Report
Exhibit P 13: FLDOE Practical Nursing Curriculum Frameworks
Exhibit P 13: Practical Nursing Course Syllabus
Exhibit P 13: Practical Nursing Curriculum Sequence
Exhibit P 13: COE Annual Report

Annually, the Advisory Committee, Nursing Program Manager, and faculty review program content and objectives to ensure they remain current. The Advisory Committee provides input on the qualitative and quantitative aspects of the coursework ensuring students are provided the necessary instruction and hands-on experience to progress in their career path. An Annual Program Report is submitted to the Florida Board of Nursing each December. The program receives confirmation of continued approval via a letter from the Florida Board of Nursing each year in May. Program content validity is also verified by review of the NCLEX-PN Test Plan and the NCLEX-PN Program Reports issued by the National Council of State Boards of Nursing, Inc.

Exhibit P 14 1a: Practical Nursing Advisory Committee Agenda/Minutes
Exhibit P 14 1b: Practical Nursing Advisory Committee Sign-in Sheets
EMPLOYER VERIFICATION

15. Three bona fide potential employers review each educational program annually and recommend:
16. Admission requirements;
17. Program content that is consistent with desired student learning outcomes;
18. Program length;
19. Program objectives
20. Competency tests;
21. Learning activities;
22. Instructional materials;
23. Equipment;
24. Methods of program evaluation;
25. Level of skills and/or proficiency required for completion; and,
26. Appropriate delivery formats for the subject matter being taught.

Each program formally surveys area businesses and industry annually, utilizing the COE developed Employer Verification Report Form. Administration maintains these responses on file.

Exhibit P 15: Practical Nursing Employer Verification Form
Exhibit P 15: Practical Nursing Employer Surveys

The Practical Nursing program undergoes a comprehensive program review by three bona fide potential employers using the Employer Program Verification form. These employers provide suggestions for program modifications. This review include admissions requirements, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, and levels of skills and/or proficiency required for completion and appropriateness of the delivery mode for the program. Evaluation forms are kept for documentation.
The State Board of Education establishes tuition and length of programs with input from the Florida Board of Nursing. The tuition cost is approved by the Charlotte County School Board. CTC, in conjunction with the Practical Nursing Advisory Board and CareerSource Florida, evaluates the relationship between these two factors and the documented entry level earnings of completers. Program costs and length are reviewed annually by employers completing Employer Verification Statements to ensure time and costs are reasonable for entry-level practical nurses. The Regional Demand Occupations List illustrates mean and entry-level hourly rates along with expected growth and annual job openings. When analyzing new program offerings, this information is also utilized.
Charlotte Technical College enrolls full-time nursing students, bi-annually and part-time every 24 months. These enrollment times give prospective students flexible options. The 1350 clock hour program, requires 11 months to complete when enrolled full-time and 20 months to complete when enrolled part-time. Students following the curriculum plan complete the program within the publicized time frame. Students who withdraw and meet the eligibility criteria may re-enter when a cohort reaches the course the student needs. Re-admission is subject to school/program policies and clinical space availability.

Exhibit P 28 1a: Practical Nursing Curriculum Sequence

Exhibit P 28 1b: Health Science Handbook/Re-admission

The Practical Nursing instructor acts as a coach/facilitator for the training as the student progresses. OCP timetables outlined in the FLDOE Practical Nursing Curriculum Frameworks convey the length of time needed to satisfactorily complete the course as communicated to all students in each course syllabus.

Exhibit P 28: Practical Nursing Program Syllabus
Associate Degree programs offered must meet the following requirements:

29. The program is designed to lead graduates directly to employment in a specific career.

30. The appropriate applied degree title, such as Associate of Applied Technology, Associate of Applied Science, Associate of Occupational Studies, Associate of Science, or Associate of Occupational Technology, is used and includes the specific career and technical education field (i.e. Associate of Applied Science in Veterinary Technology)

31. The program has a minimum of 60 semester hours or 90 quarter hours.

32. The program includes a minimum of 15 semester hours or 23 quarter hours of general education courses, with a minimum of one course from each of the following areas: humanities, behavioral sciences, natural or applied sciences, and mathematics.

Charlotte Technical College and the offsite instructional service center do not offer associate degrees; these criteria are not applicable.

Exhibit P 29-32: Not Applicable Statement

33. For all coursework delivered via distance education: The institution’s distance education courses and programs are identical to those on campus in terms of the quality, rigor, breadth of academic and technical standards, completion requirements, and the credential awarded.

Charlotte Technical College and the off-site instructional service center do not offer programs via distance learning education. The criterion does not apply.

Exhibit P 33: Not Applicable Statement
PROGRAM APPROVAL

| 34. Is approved and administered under established institutional policies and procedures and supervised by an administrator who is part of the institutional organization; |
| 35. Has appropriate and continuous involvement of on-campus administrators and faculty in planning, and approval; |
| 36. Has varied evaluation methodologies that reflect established professional and practice competencies; |
| 37. Is qualitatively and quantitatively consistent at each campus where it is offered; |
| 38. Has measures of achievement of the student learning objectives; |
| 39. Has individual student records, including period of enrollment, financial, and educational program records, permanently maintained by the institution at the main campus; |
| 40. Is identically described in appropriate catalogs, brochures, and/or other promotional materials and include tuition/fee charges, refund policies, admissions and academic requirements, and information technology requirements; and, |
| 41. Provides for timely and meaningful interaction among faculty and students. |

The CTC Practical Nursing program is approved by the Florida Department of Education, Florida Board of Nursing and supervised by the Nursing Program Manager.

The College utilizes the services of the Nursing Program Manager of Health Science programs to provide technical expertise germane to the healthcare industry. The Nursing Program Manager acts as a resource to ensure compliance with the directives issued by the Florida Board of Nursing, Florida Department of Education, and clinical facilities. The Nursing Program Manager for Health Science is employed by Charlotte County Public Schools as an
in instructional unit; however, the job description for the duties and responsibilities of the position is managerial. The Nursing Program Manager for Health Science schedules regular meetings with the department and with administration to discuss program updates and future growth. Final decisions are made through a facilitative and collaborative process with “student success” driving all decision making processes. The Practical Nursing Program demonstrates qualitative and quantitative achievements through End of Course Assessments (EOCA) given at the end of each OCP and NCLEX/Industry Certifications, upon graduation.

Exhibit P 34: COE Approved Programs
Exhibit P 34: Organizational Chart
Exhibit P 34: Job Description of Program Planner OR Nursing Program Manager
Exhibit P 35: Yearly schedule of meetings identifying department meeting dates
Exhibit P 35: Meeting agenda/Minutes of Dept. Meeting
Exhibit P 35: Faculty Licenses
Exhibit P 36: Practical Nursing Industry Certification Spreadsheet
Exhibit P 36: CTC Employability Rubric

The Nursing Program Manager of Health Science serves as the supervisor over nursing instructional areas and performs annual goal setting with the department. Faculty performance appraisal sessions for personnel within the department are the responsibility of the Director or Assistant Director. The Nursing Program Manager of Health Science collects and reviews student evaluations of programs. Each cohort instructor serves as the supervisor of his or her class and is responsible for administering nursing policies and guidelines as related to assigned students. During the training week, students are exposed to a combination of lectures, lab exercises, clinical practice, and one-to-one sessions with the instructor.

Exhibit P 36: Practical Nursing Instructor Evaluations
Exhibit P 36: Student Evaluations of Programs
Nursing Program Manager reviews the NCLEX Test Plan and Practice Analysis provided by the National Council of State Boards of Nursing to validate the program meets professional and practice competencies. The Practical Nursing program has learning objectives for various competency-based assessments and lab exercises utilized in the program. Clinical competency, reflected by the clinical evaluation, is utilized to measure student mastery of those learning objectives.

**Exhibit P 37: NCLEX Test Plan**
**Exhibit P 37: ATI Practice Analysis Comp predictor**
**Exhibit P 37: Practical Nursing Student Exams**
**Exhibit P 37: Practical Nursing Clinical Evaluation**
**Exhibit P 37: Practical Nursing Competency Checklist**

The Practical Nursing Program measures the achievement of the student learning objectives through the use of traditional examinations, lab exercises, competency demonstrations, and clinical rotations in long-term care, acute care, and community settings. Evaluation includes a competency checklist to validate mastery of the competencies that students need to know to become program completers.

**Exhibit P 38: Practical Nursing Instructor Clinical Evaluations**
**Exhibit P 38: Practical Nursing Competency Checklist**
**Exhibit P 38: CTC Employability Rubric**

The Student Services Department maintains permanent student and financial aid records and other pertinent information. Daily attendance, grades, and counseling notes are reported to Student Services via the computerized Student Information Management System (SIMS). The Charlotte County Public School System uses the FOCUS (SIMS) system for postsecondary collection of information.

**Exhibit P 39: Practical Nursing Student Record Sample (attendance, grades, teacher documentation, standards based assessments)**
The College Student Handbook describes training programs, tuition/fee charges, refund policies, admission policy, and the grading policy.

The Practical Nursing Program is clearly described and documented in the CTC Student Catalog/Handbook, program flyers, as well as on the CTC website (www.charlottetechcollege.net). Program information including tuition, fees, refund policy, admissions requirements and other requirements are all stated in the publication listed.

**Exhibit P 40: CTC Admissions Policy**
**Exhibit P 40: CTC Refund Policy**
**Exhibit P 40: Practical Nursing Program Website Screenshot**
**Exhibit P 40: CTC Student Catalog/Handbook (Admissions Screenshot)**
**Exhibit P 40: CTC Student Catalog/Handbook (Grading Policy Screenshot)**

The faculty workweek and student class schedule allow for ample time for students, faculty, and staff to interact. Full-time program instructors work from 7:00 to 3:00 which includes a 30 minute duty free lunch. Students attend the full-time Practical Nursing Program from 7:45 – 3:00 (including a 30 minute lunch not included as program completion hours) for 6.75 hours per day or 33.75 hours/week. Students attend the part-time Practical Nursing Program from 4:00 pm-9:00 pm and every other Saturday from 6:30-1:30 pm (including a 30 minute lunch not included as program completion hours) for 20-26.5 hours/week. Full-time instructors have from 7:00 – 7:45 to provide support for students if not in a scheduled staff meeting or department meeting.

**Exhibit P 41: Practical Nursing Class Calendar**
**Exhibit P 41: Practical Nursing Clinical Schedule**
**Exhibit P 41: Yearly CTC Meeting Calendar**
Charlotte Technical College’s educational programs are based on a contact clock hour system. This criterion is not applicable.

Exhibit P 42: Not Applicable Statement

DISTANCE EDUCATION

Charlotte Technical College and the off-site instructional service center do not offer programs via distance education. This criterion is not applicable.

Exhibit P 43: Not Applicable Statement

REQUIREMENT FOR CLOCK/CREDIT HOUR CONVERSION FOR FEDERAL STUDENT FINANCIAL AID

If this program was used as a sample for course prep review, it meets the requirements on the Course Prep Review Worksheet. (If the program was not part of the sampling OR if the institution is not required to use the Federal Clock Hour Conversion for Student Financial Aid, indicate N/A).

The College is not required to use the Federal Clock Hour Conversion for Student Financial Aid. This criterion is not applicable.

Exhibit P Clock-Credit Hours Conversion: Not Applicable Statement
INSTRUCTION

ACADEMIC COMPETENCIES AND OCCUPATIONAL SKILLS

1. Academic competencies and occupational skills are integrated into the instructional program for each occupational area.

The Practical Nursing program is designed so that each student progresses at his or her maximum level. Utilization of lectures, hands-on exercises, PowerPoint presentations, audiovisuals, written materials, and other instructional methodologies provide for different types of learners. The Practical Nursing program’s curriculum is sequential, providing optimal learning by correlating theory with clinical practice. Written unit exams and quizzes are given to validate learning. Multiple choice exams with innovative NCLEX style items are designed to prepare the student for the licensure exam. Clinical practice allows students the opportunity to apply classroom theory to real life situations. The clinical experience and student performance is evaluated daily with a summary at the end of each month. Each item on the clinical evaluation is structured to evaluation the student’s performance as a whole. The evaluation looks at critical areas of patient assessment, implementation of care, communication, medication administration, patient safety, professional conduct, and critical thinking.

Appropriate levels of Practical Nursing occupational skills are determined by the instructors in accordance with FLDOE and Florida Board of Nursing standards. The Practical Nursing uses both hands-on instruction to meet students’ needs to master the occupational skills.

Exhibit I 1: FLDOE Curriculum Frameworks
Exhibit I 1: Practical Nursing Syllabus
Exhibit I 1: Practical Nursing Student Exams
Exhibit I 1: Practical Nursing Skill/Lab Competencies Checklists
Exhibit I 1: Practical Nursing Competency Checklist
Exhibit I 1: Practical Nursing Clinical Instructional Plan
The course outline and description for each area of curriculum details adequate experiences to develop the skill proficiencies necessary for employment. The classroom lab provides students the opportunity to practice and develop skill proficiency in a controlled environment under the direction of qualified faculty. The ability to perform is monitored by written tests and performance appraisals administered by the instructor(s). Clinical performance is evaluated by the instructor(s) in lab, clinical, and simulation. The classroom and lab are available to students both before and after regular class hours to assist those students who require assistance or need a place to study.

Employability skills include work habits, attitudes, and interpersonal skills as integral parts of the nursing curriculum. Beginning day one and extending throughout the entire program, instructors are actively involved in teaching and role modeling the skills needed for gainful employment. Students’ clinical performance, which includes attitude and job knowledge as well as skill proficiency, is evaluated monthly beginning the first term to ensure training competencies are met. In the last term of the program, students learn specific skills to aid gaining entrance into the workplace. Cover letter and resume writing, completion of the job application, dressing for and conducting an interview as well as how to terminate employment are among some of the areas explored in the curriculum.

Exhibit I 2: FLDOE Practical Nursing Curriculum Frameworks

Exhibit I 2: Practical Nursing Course Syllabi

Exhibit I 2: Practical Nursing Clinical Competencies

Exhibit I 2: Practical Nursing Clinical/Lab Evaluations

Exhibit I 2: CTC Employability Rubric
The curriculum, both didactic and clinical, is structured in such a manner that the student is guided in a sequential approach through the theory and practical competencies for each subject area. The instructional sequence, which includes lecture, lab, and work-based activities, has been successful as demonstrated by positive student learning outcomes.

Practical Nursing is one of 20 programs at the College. Students must adhere to an established timeline for completion with defined entry and exit points. Movement within the established timelines for the Practical Nursing program is highly regimented.

Exhibit I 3: Practical Nursing Curriculum Outline
Exhibit I 3: Practical Nursing Clinical Instructional Plan

The didactic portion of the Practical Nursing program is organized so that the student begins his or her educational program with the basic concepts and advances to more difficult concepts of health care dynamics.

The curriculum plan provides a breakdown for each semester. Each semester provides clinical hours. Students are provided with a timeline of expectations in order to keep the student on track for program completion.

Each curriculum area incorporates theory, lab, and clinical experiences with worker ethics integrated in the curriculum. Student evaluation is based on the competencies required to be...
successful in the chosen occupation. Instructors use a variety of methods to determine student mastery of subject matter. Such methods include, but are not limited to, exams patterned after the NCLEX-PN format, lab/clinical experience, presentations, and competency demonstrations.

Exhibit I 4,5,6,7: Practical Nursing Clinical Instructional Plan
Exhibit I 4,5,6,7: Practical Nursing Syllabus
Exhibit I 4,5,6,7: Practical Nursing Course Calendar
Exhibit I 4,5,6,7: Practical Nursing Skill/Lab Competency Checklist

OCCUPATIONAL ADVISORY COMMITTEES

8. The institution has appointed an occupational advisory committee for each program or program area offered.

The Practical Nursing Program has established an advisory committees that plays a pivotal role in the College’s ability to offer Practical Nursing which responds to both student and community needs in the service delivery area.

Exhibit I 8: Practical Nursing Advisory Committee Roster

9. Occupational advisory committees appointed for each program or program areas are used to ensure that desirable, relevant, and current practices of each occupation are being taught.

The Practical Nursing Advisory Committees evaluate the nursing program to ensure that course content is current, to suggest appropriate changes, and to confirm that the program meets the workforce needs of area healthcare businesses. The Practical Nursing Committee played a major role in identifying the need to expand clinical affiliations to include more community-based settings and hospice.

Exhibit I 9: Practical Nursing Program Advisory Committee Fall/Spring Agenda and minutes

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Exhibit I 9: Practical Nursing Program Advisory Committee Fall/Spring Agenda and minutes
Each occupational advisory committee must:

10. Consist of a minimum of three members external to the institution;
11. Has at least three external members who represent the geographical service area covered by the programs taught by the institution.
12. Has at least three external members who have expertise in the occupational program;
13. Meet at least twice annually;
14. Have at least three external members who meet these criteria present at each meeting (with at least two members physically present and one virtually present); and for membership physically present at each meeting; and,
15. Keeps minutes to document their activities, recommendations, and meeting attendance.

The Practical Nursing Advisory committee consists of a minimum of three healthcare professional members who are external to the institution. These members represent the local healthcare industry within the service area of their respective nursing program. These committee members bring experience and expertise from the field of nursing. At least two (2) meetings are held each year with a minimum of two committee members attending the meeting. Minutes and a member roster of each meeting are kept to document activities, recommendations, and attendance.

**Exhibit I 10,11,12,13,14,15: Practical Nursing Advisory Committee Rosters**

**Exhibit I 10,11,12,13,14,15: Practical Nursing Advisory Committee Agendas and Minutes**

16. Occupational advisory committees review, at least annually, the appropriateness of the type of instruction (such as lecture, laboratory, work-based instruction, and/or mode of delivery) offered within each program to assure that students gain competency with specific skills required for successful completion of the program.
At least once a year, the Practical Nursing Advisory Committees reviews the appropriateness of the instructional methods in order to ensure that students master the competencies required in the field. The committee’s activities and recommendations are recorded in minutes of the meetings. The Practical Nursing Advisory Committee advises program instructors and Leadership Team regarding technical programs for the Practical Nursing occupation. It function includes making recommendations on the following matters:

- Community Surveys
- Course Planning
- Recruitment/Retention of faculty and students
- Affiliations suggestions
- Program Evaluation
- Legislation
- Public Relations

Exhibit I 16: Practical Nursing Program Advisory Committee Minutes

**HEALTH, SAFETY, AND FIRE-PREVENTION**

| 17. Job-related health, safety, and fire-prevention are an integral part of instruction. |

Health, safety and fire prevention is introduced to the students in the first weeks of class by the instructor. A first aid kit is available on the first floor of Building A at both reception areas for minor emergencies. An evacuation plan is posted in each classroom/lab/clinic area. Students are subsequently instructed on safety in the nursing assisting lab and clinical settings.

During pre-school in-service days each school year, district policies concerning internal and external emergencies and potential disasters are reviewed and given to each staff member. All Practical Nursing faculty members are American Heart Association CPR certified. A copy of the current BLS card is kept in each teacher’s file.
The Practical Nursing Program follows the CDC Guidelines for bloodborne and infectious diseases. The Student Handbook also contains the name of the training program.

All Health Science faculty are required annually to view a training module/video posted by the Florida Department of Health. This self-training module/video familiarizes employees with procedures for proper handling of biomedical waste. The module/video teaches Florida’s regulations for the handling, packaging, labeling, and transportation of biomedical, biohazardous, and infectious medical waste.

Emergency procedures are included in the student handbook and during CPR training. Office Emergencies scenarios help students apply this knowledge and skill to the office setting. Formal instruction is presented during the office emergencies section of the curriculum and during other material dealing with administration of medications and medical emergencies.

Certification in cardiopulmonary resuscitation for students is included in the OCP-A curriculum prior to any clinical observation. Certification is for a two-year period so students have a valid card for their entire program and one year following graduation. Practical Nursing faculty personnel files are checked annually to ensure current certification.

All policies and procedures are included in the instructional content of the relevant course. In addition, policies may be included in the student handbook, posted on bulletin boards, doors or walls, and made available on reference shelves in the classroom and the Health Science Resource Center.

Exhibit I 17: Pics of First Aid Kits/Supplies

Exhibit I 17: CTC Health and Safety Plan
### EQUIPMENT AND MATERIALS

| 18. To develop skill proficiency, sufficient practice is provided with equipment and materials similar to those currently used in the occupation. |

In order to develop skill proficiency, students are provided sufficient practice with equipment similar to that currently used in the occupation. Skill proficiency checklist and written exams are used as documentation to measure learning effectiveness and hands-on skills within the nursing program. Provisions are made for classroom lab practice and clinical training. The program strives to have equitable equipment and supplies. Students purchase a nursing kit that contains materials utilized in the clinical lab for skills demonstrations. These materials are similar to supplies utilized in the program’s clinical agencies.

The Practical Nursing Program uses a systematic approach to student learning where a skill is introduced/studied/tested in theory in the classroom, practiced/processed in a corresponding lab, then reinforced while on clinical rotations. Students must prove competency in a skill by passing theory content on exams and passing a skill process in lab before being allowed to perform on a live patient during clinical rotations.

All of the lab procedures are practiced repetitively and processed in the lab courses and, on occasion, in clinic on each other. When lab activities call for students to practice in clinic, they are monitored to follow infection control protocol and maintain equipment and treatment area upon completion of procedures.

Charlotte Technical College made a commitment to provide the Practical Nursing program with equipment necessary to meet the objectives of the curriculum. The Practical Nursing Advisory Committee played a major role in identifying the need to purchase a birthing simulator to meet the objectives of the curriculum that cannot be taught in a clinical environment. In addition, CTC purchased a medication cart with a barcode scanner, enabling the Practical Nursing department to stay current with the needs of the health care community.
LESSON PLANS, COMPETENCY TESTS, AND INSTRUCTIONAL MATERIALS

19. All instruction is effectively organized as evidenced by course outlines, lessons, competency tests, and other instructional materials.

Instruction in the Practical Nursing Program and clinical areas follows an organized curriculum plan utilizing current textbooks, course outlines, lesson plans, and instructional materials.

Exhibit I 19: Practical Nursing Course Syllabus
Exhibit I 19: Practical Nursing Curriculum Sequence
Exhibit I 19: Practical Nursing Clinical Instructional Plan
Exhibit I 19: Practical Nursing Course Calendars
Exhibit I 19: Practical Nursing Skill/Lab Competencies
Exhibit I 19: Practical Nursing Cost Sheet with Textbook List

20. The institution uses a systematic, objective, and equitable method of evaluating student achievement based on required competencies.

Progress in the Practical Nursing Program utilizes written guidelines and is detailed in the Health Science Handbook.

Standards of achievement are clearly outlined and explained in the Health Science Handbook. These standards are introduced and discussed at the information session, pre-admission interview, reviewed at the Program Orientation, and reinforced throughout the program. Each course outline includes specific standards of achievement identified for that course. Successful completion of OCP-A is a pre-requisite for OCP-B, etc. Each student must
maintain at least a C average (75%) in each OCP in order to remain in the Practical Nursing Program. The grading process is the same for each course and is described in the syllabus for each OCP.

Exhibit I 20: CTC Student Catalog/Handbook (Grading Policy Screenshot)
Exhibit I 20: Practical Nursing Course Syllabi/Grading Policy
Exhibit I 20: Health Science Handbook/Grading Policy

21. For all coursework delivered via distance education: The institution directly verifies the currency and quality of all contracted courseware on an annual basis, is directly responsible for such currency and quality, and maintains curriculum oversight responsibility within all contracts.

Charlotte Technical College and the off-site instructional service center do not offer courses via distance learning. This criterion does not apply.

Exhibit I 21: Not applicable Statement

22. For all coursework delivered via distance education: The institution has in place a standardized course template, course descriptions, learning objectives, course requirements (i.e. standard syllabus, outcomes, grading, resources, etc.), and learning outcomes of its programs in order to facilitate quality assurance and the assessment of student learning.

Charlotte Technical College and the off-site instructional service center do not offer courses via distance learning. This criterion does not apply.

Exhibit I 22: Not Applicable Statement
Charlotte Technical College and the off-site instructional service center do not offer courses via distance learning. This criterion does not apply.

Exhibit I 23: Not Applicable Statement

WORK-BASED ACTIVITY

Written agreements with work-based activity agencies, if any:

24. Are current;
25. Specify expectations for all parties; and,
26. Ensure the protection of students.

The Practical Nursing program maintains current, signed clinical agreements with several clinical facilities specifying the experiences or activities that are required of the Affiliate and the College. Each clinical agreement must be approved by the Charlotte County Public School Board/administration, and the clinical agency prior to students participating in clinical experience. These contracts ensure the protection of students and specify the expectations of both parties.

Exhibit I 24,25,26: Practical Nursing Clinical Affiliation Agreement List
Exhibit I 24,25,26: Practical Nursing Clinical Affiliation Agreement

27. Each work-based activity has a written instructional plan for students.

The Practical Nursing Program utilizes a Clinical Instructional Plan for the core clinical areas to guide the student’s learning process and detail expectations of all parties.
Exhibit I 27: Practical Nursing Clinical Instructional Plan
Exhibit I 27: Practical Nursing Course Syllabus
Exhibit I 27: CTC Employability Rubric
Exhibit I 27: Practical Nursing Clinical Evaluation Rubric

28. The written instructional plan for each work-based activity specifies the particular objectives, experiences, competencies, and evaluations that are required.

The Clinical Instructional Plan for core clinical areas specifies the objectives, experiences, competencies, and evaluations associated with the activity.

Exhibit I 28: Practical Nursing Clinical Instructional Plan
Exhibit I 28: Practical Nursing Competency Checklist
Exhibit I 28: Practical Nursing Lab/Skill checklists

29. The written instructional plan for each work-based activity designates the on-site employer representative responsible for guiding and overseeing the students’ learning experiences and participating in the students’ written evaluations.

The Education Department at the major clinical facilities in cooperation with the Nursing Program Manager and/or instructors are responsible for guiding and overseeing the students’ learning experiences. The clinical agreement approved by the College’s governing body, (Charlotte County School Board) specify the clinical instructor shall have the responsibility for directly supervising and evaluating the students’ hands-on clinical practice at the clinical site.

Exhibit I 29: Clinical Agreement, Consulate Health Care

30. All work-based activities conducted by the institution are supervised by a designated employee possessing appropriate qualifications.
All clinical activities conducted by the Charlotte Technical College’s practical nursing program are supervised by instructors who are registered nurses possessing an unencumbered single or multi state license valid in the State of Florida. Each instructor has a transcript of college courses leading to either an Associate, Bachelor or Master degree in nursing and have been county certified as a Vocational Instructor through validation of work experience. Verification of unencumbered, valid license to practice as a Registered Nurse is performed upon initial employment and then annually by the Program Director.

Exhibit I 30: Practical Nursing Registered Nurse Licenses
CHALLENGES AND PROPOSED SOLUTIONS

As with any publically funded institution, Charlotte Technical College experiences challenges when funding upgrades and purchases of equipment for the practical nursing program. The program is fortunate to have an exceptional working relationship with the healthcare facilities who provide students clinical experiences. The Advisory Committee and area employers are often sources of equipment and supplies to provide the skilled training required in the service delivery area.

After reviewing instructional material for the Practical Nursing program for COE, it was noted that a formalized Clinical Instructional Plan (CIP) and comprehensive skill checklist were needed. The new Clinical Instructional Plan and comprehensive skill checklist was developed by faculty and nursing program manager. Faculty was presented with copies of the CIP and comprehensive skill checklist and all approved implementation of both.

Recently, two acute care facilities have decided not to host students training to become practical nurses because licensed practical nurses are not being hired by the hospitals and the limited clinical space is provided to registered nursing programs.

After discussing limited acute care settings for clinical with the Practical Nursing Advisory Committee, it was agreed upon that the Practical Nursing students will gain the required clinical experience through schools, Department of Health, physicians' offices, and Hospice.

SUMMARY

The greatest strengths exhibited by the Practical Nursing program revolve around program flexibility, the ability to update curricula to meet the needs of the ever changing healthcare industry and the strong relationship with its clinical agencies. The Practical Nursing program offers area employers graduates that possess a combination of sound academics and high quality hands-on clinical experience which can transition immediately into the healthcare workplace.

Graduates of the Practical Nursing program are recruited by RN programs. Colleges and universities rely on the program history of excellence and the graduates’ clinical and/or working experience.
Support from local healthcare facilities is reflected in the active role they take on the Advisory Committees and the willingness to provide clinical training and equipment. The job market for Licensed Practical Nurses remains stable as reflected in the program’s high job placement rate. According to the Bureau on Labor Statistics, employment of Licensed Practical and Licensed Vocational Nurses is projected to grow 16 percent from 2014 to 2024, much faster than the average for all occupations.
Commission of the Council on Occupational Education

EMPLOYER PROGRAM VERIFICATION FORM
for Postsecondary Programs

INSTRUCTIONS:
- Complete three of these forms for each program at each campus.
- This form must be signed by a bona fide potential employer who is in a position to make hiring decisions.

<table>
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<th>Name of Institution</th>
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<tbody>
<tr>
<td>Address</td>
<td>18480 Cochen Blvd</td>
</tr>
<tr>
<td></td>
<td>Charlotte, FL 33948</td>
</tr>
<tr>
<td>Name of Program</td>
<td>W &amp; M CU Program</td>
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</table>

Model(s) of Delivery of Program (check ALL that apply):

- [ ] 100% Traditional
- [ ] Hybrid
- [ ] Distance Education

The length of this program is (indicate the number of hours in all boxes that apply):

- [X] 1350 Quarter Credit Hours
- [ ] 165 Semester Credit Hours

The amount of tuition and fees charged for the total program is: $5,000

EMPLOYER'S VERIFICATION STATEMENT

I have reviewed the name of program:

Program and recommended requirements for admissions, program content, program length, program objectives, competency tests, learning activities, instructional materials, equipment, method of evaluation, the skills and/or proficiency required for completion, and appropriateness of the instructional delivery methods(s) for the program.

EMPLOYER

<table>
<thead>
<tr>
<th>Name:</th>
<th>Melissa Shepard</th>
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<tbody>
<tr>
<td>Title:</td>
<td>Executive Director</td>
</tr>
<tr>
<td>Company Name:</td>
<td>Consolidate Health Care of Port Charlotte</td>
</tr>
<tr>
<td>Address:</td>
<td>18480 Cochen Blvd</td>
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</table>

Verifiable range of remuneration based on yearly, full-time employment for those who enter this field upon completion of the program is from $22,980.00 to $39,620.00 annually.

Signature: [Signature]
Date: [October 2016]
Commission of the Council on Occupational Education
EMPLOYER PROGRAM VERIFICATION FORM
for Postsecondary Programs

INSTRUCTIONS:
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- This form must be signed by a bonafide potential employer who is in a position to make hiring decisions.

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<tr>
<td>Zip/City/State</td>
<td>33980</td>
</tr>
<tr>
<td>Program Name</td>
<td>CTC</td>
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<td>Program Delivery</td>
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<tr>
<td>Length of Program</td>
<td>1350 Clock Hours</td>
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<tr>
<td>Tuition Fee</td>
<td>$3,495 at provided</td>
</tr>
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<td>EMPLOYER'S VERIFICATION STATEMENT</td>
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I have reviewed the program and recommended requirements for admissions, program content, program length, program objectives, competency tests, learning activities, instructional materials, equipment, method of evaluation, the skills and/or proficiency required for completion, and appropriateness of the instructional delivery method(s) for this program.

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<td>Phone Number/Extension</td>
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Verifyable range of remuneration based on yearly, full-time employment for those who enter this field upon completion of the program is from $39,100.00 to $53,200.00 annually.

Signature: Chris Ziegler (Electronic) Date: 08/28/2017

(October 2017)
Commission of the Council on Occupational Education
EMPLOYER PROGRAM VERIFICATION FORM
for Postsecondary Programs

INSTRUCTIONS:
- Complete three of these forms for each program at each campus.
- This form must be signed by a bona fide potential employer who is in a position to make hiring decisions.

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<td>Fort Charlotte 3131 33748</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of Program</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Charlotte Technical</td>
<td></td>
</tr>
<tr>
<td>College Nursing</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mode(s) of Delivery of Program (check ALL that apply):</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ 100% Traditional</td>
</tr>
</tbody>
</table>

The length of this program is (indicate the number of hours in all boxes that apply):

<table>
<thead>
<tr>
<th>1350</th>
<th>Clock Hours</th>
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</thead>
<tbody>
<tr>
<td>32</td>
<td>Semester Credit Hours</td>
</tr>
<tr>
<td>59</td>
<td>Quarter Credit Hours</td>
</tr>
</tbody>
</table>

The amount of tuition and fees charged for the total program is: $ 250 per week provided.

EMPLOYER’S VERIFICATION STATEMENT

I have reviewed the [name of program]:
program and recommended requirements for admissions, program content, program length, program objectives, competency tests, learning activities, instructional materials, equipment, method of evaluation, the skills and/or proficiency required for completion, and appositeness of the instructional delivery method(s) for the program.

<table>
<thead>
<tr>
<th>Name:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Jennifer Cox-McIntyre</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Company Name:</th>
<th>Phone Number/Extension:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charlotte County Public Schools</td>
<td>941-755-3980</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Address:</th>
<th>City/State/Zip</th>
</tr>
</thead>
<tbody>
<tr>
<td>3131 Lakeview Blvd</td>
<td>Fort Charlotte 3151 33748</td>
</tr>
</tbody>
</table>

Verify the range of remuneration based on yearly, full-time employment for those who enter this field upon completion of the program is from $ to $24,256.00 annually.

<table>
<thead>
<tr>
<th>Signature:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8/2017</td>
</tr>
</tbody>
</table>

(October 2016)
STANDARD 2
PRACTICAL NURSING

EXHIBIT LIST

Exhibit 1 AR 1a: Charlotte Technical College Admissions Policy
Exhibit 1 AR.1b: CTC Student Catalog Admissions Screenshot
Exhibit 1 AR.1c: CTC Student Catalog- Handbook 2016-17
Exhibit 1 AR.1d: Post-Secondary Application and Registration
Exhibit 1 AR.1e: PN Registration Timeline-Checklist
Exhibit 1 AR.1f: PN Interview Questions
Exhibit 1 AR.1g: PN Interview Rubric
Exhibit 1 AR 1 h: PN Interview Matrix
Exhibit 2 AR 1a: Charlotte Technical College Admissions Policy
Exhibit 2 AR.1b: CTC Student Catalog Admissions Screenshot
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Exhibit 2 AR.1g: PN Interview Rubric
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Exhibit 3 AR.1h: PN Interview Matrix
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Exhibit 5 AR.1f: PN Interview Questions
Exhibit 5 AR.1g: PN Interview Rubric
Exhibit 5 AR.1h: PN Interview Matrix
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Exhibit 7 AR.1a: Charlotte Technical College Transfer Policy
Exhibit 7 AR.1b: CTC Student Catalog-Handbook Transfer of Credit Screenshot
Exhibit 7 AR.1c: CTC Student Catalog-Handbook
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Exhibit 9 AR 1d: Health Science Handbook-PN Program Completion Policy
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Exhibit 11 AR 1: Not Applicable
Exhibit 12 AR 1: Not Applicable
Exhibit 13 AR 1: Not Applicable
Exhibit 14 AR 1: Not Applicable
Exhibit 15 AR 1: Not Applicable
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Exhibit 54 I 1 1d: Practical Nursing Skill/Lab Competency Checklist
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Exhibit 73 I 20 1c: Health Science Handbook Grading Policy
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Exhibit 75 I 22 1a: Not applicable
Exhibit 76 I 23 1a: Not applicable
Exhibit 77-79 I 24-26 1a: Practical Nursing Clinical Affiliation Agreement List
Exhibit 77-79 I 24-26 1b: Practical Nursing Clinical Affiliation Agreement
Exhibit 80 I 27 1a: Practical Nursing Clinical Instructional Plan
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