



MASTER PLAN OF INSTRUCTION 2023 - 2024 Donna Hernandez, Instructor

MISSION

The mission of Fort Myers Technical College is to provide high quality career and technical training, in order to prepare students for current and emerging industries, delivered by a professional and caring staff in a positive learning environment.

The School Board of Lee County, Florida does not discriminate nor tolerate discrimination on the basis of race (including anti-Semitism), color, ethnicity, national origin, sex, sexual orientation, gender identification, gender expression, disability (physical or mental), pregnancy, marital status, age (except as authorized by law), religion, military status, socioeconomic status, linguistic preference, genetic information, ancestry, or any other reason protected under applicable federal, state, or local law in the provision of educational programs, activities or employment policies as required by Title II, Title VI, and Title VII Civil Rights Act of 1964 including, Title IX of the United States Education Amendments of 1972, Age Discrimination in Employment Act of 1967 (ADEA), Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, Florida Civil Rights Act of 1992, Genetic Information Nondiscrimination Act of 2008, Americans with Disabilities Act of 1990 (ADA) and the Amendment Act of 2008 (ADAAA), and the Florida Educational Equity Act of 1984. The School Board also provides equal access of its facilities to youth groups, as required by the Boy Scouts of America Equal Access Act. Any sections of the District's collectively bargained, negotiated agreements dealing with hiring, promotion, and tenure will contain a statement of nondiscrimination similar to that in the Board's statement above. As required by Florida's Educational Equity Act, the Superintendent shall submit an annual equity report addressing the District's educational and employment practices. The School Board of Lee County, Florida, prohibits retaliation by any District personnel against a person for reporting, filing or being a witness in a discrimination (including harassment) charge, complaint, investigation or lawsuit associated or in connection with this policy. Established grievance procedures and appropriate discrimination complaint forms are available from the Office of Civil Rights & Equity, Academic and Student Support Services or the Equity Coordinator at each school. Complaints/inquiries regarding compliance with these regulations may be submitted in writing to: For Employees: Office of Civil Rights & Equity Compliance at (239) 337-8134 or at CivilRightsEquity@leeschools.net. For Students: Office of Positive Prevention at (239) 939- 6858.

Lack of English language skills will not be a barrier to admission and participation. The District may assess each student's ability to benefit from specific programs through placement tests and counseling, and, if necessary, will provide services or referrals to better prepare students for successful participation.



Fort Myers Technical College
3800 Michigan Avenue
Fort Myers, FL 33916



The Early Childhood Education (ECE) Program at FMTC is the perfect place for individuals that are interested in the care and education of children aged 0-5. The ECE program is the place to expand your knowledge of child growth and development. You will learn to meet the needs of children's emotional, physical and cognitive development through class lectures, projects and learning activities, as well as, by working hands-on in classrooms with children aged 0-5 under the guidance of experts in the field. Students will have the joy of planning experiences to support this development and seeing the magic in a child's eyes when they master new skills. Participants in the class will also complete the DCF required training and the courses needed to complete the literacy requirements to work in a VPK classroom. If requirements are met, students may also work towards the Florida Early Childhood Professional Certification. Join us in the first steps to beginning a career as an early childhood professional.

PROGRAM MISSION

The mission of the Early Childhood Education Program at Fort Myers Technical College is to provide an individualized system of training designed to assist students with acquiring knowledge, mastering skills and demonstrating attitudes necessary for entry level and career advancement in the field of early childhood education.

PROGRAM PHILOSOPHY

The Early Childhood Education staff believes that quality child care begins with quality students receiving education, training, and the opportunity for practical hands-on experience from a qualified and caring staff.

The laboratory pre-school (Fort Myers Technical College Tech Tots) is a state-licensed (DCF), accredited child care center and VPK provider, which provides a protective and nurturing environment full of stimulating experiences which will supplement those provided within the child's family.

PROGRAM CONTENT

- State-Mandated Training (DCF)
- Orientation to Early Childhood Careers
- Career Ready Practices
- Childcare Regulations
- Health, Safety, and Nutrition for Young Children
- Child Development
- Assessment Methods
- Recognition of Child Abuse and Neglect
- Emergent Literacy
- Developmentally Appropriate Practices for Young Children
- Inclusion of Children with Special Needs

ESSENTIAL FUNCTIONS AND PHYSICAL REQUIREMENTS

Working in child care occupations may be emotionally and physically strenuous. Before enrolling in a program in this field, one may want to observe in a child care setting. It is important to review the following "tasks" which have been established for child care training prior to enrolling in the program.

Visual: Student has the ability to...

- see sufficiently for observation, supervision, and data collection necessary to provide a safe environment for children.
- perform visual tasks without special aids (excluding glasses/contacts) needed for supervising children on the playground and in the classroom.

Auditory: Student has the ability to...

- hear to sufficiently monitor and meet children's needs.
- interpret children's audible sounds of distress.

Gross and Fine Motor Coordination: Student has the ability to...

- grip firmly.

- perform a high degree of manual dexterity.
- handle a mop and broom for cleanups in the classroom.
- use kitchen utensils and equipment to prepare meals and snacks.

Mobility: Student has the ability to...

- stoop, kneel, bend, sit on the floor, and lift, push or pull 40 pounds.
- walk the equivalent of five miles per day.
- run short distances.
- maintain balance.
- reach above shoulder level.
- work in areas that are close and crowded.

Communication: Student has the ability to...

- project audible verbal communication a distance of 10 feet.
- apply common sense understanding to carry out instructions furnished in written and oral form.
- communicate using proper language and written skills.

Critical Thinking: Student has the ability to...

- make fast and assertive decisions under high pressure.
- assist with problem resolution.
- respond quickly and professionally to unsafe conditions which may put children at risk.

Healthy/Safe Environment: Student has the ability to...

- work with chemicals and detergents needed to maintain a clean and healthy environment.
- perform necessary duties in food preparation such as walk the distance to pick up the food/absence of health issues that may make it unsanitary for preparing and serving foods/ability to follow strict sanitation and preparation guidelines.

Social and Emotional Requirements: Student has the ability to...

- work with others.
- cope with high levels of stress.
- demonstrate a high degree of patience.
- manage altercations.
- cope with the anger/fear/hostility of others in a calm manner.

ACCOMMODATIONS

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or post-secondary student's accommodations plan to meet individual needs to ensure equal access. Post-secondary students with disabilities must self-identify, present documentation, required accommodations if needed, and develop a plan with their post-secondary service provider. Accommodations received in post-secondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology, and special communication systems. Documentation of the accommodations requested and services provided are maintained in a confidential file.

TUITION

Tuition is charged for adult students at a reasonable rate that may vary slightly from year to year and is due prior to the first day of each payment period. Current fee information is available from Student Services. Tuition is waived for eligible high school dual-enrolled students. Failure to pay all fees due at the time class begins will result in the student not being able to attend class and/or clinical.

CLASS SCHEDULE

Classes meet Monday through Friday from 8:00 A.M. until 2:30 P.M. This amounts to 30 hours of classroom instruction per week. Lunch breaks are 30 minutes in length.

ATTENDANCE POLICY

In an effort to develop appropriate employability skills, FMTC students are expected to attend all class sessions. As is expected in the workplace, when it is necessary to be absent due to illness or emergency situations, all students are to notify the instructor on or before the date of the absence. The student attendance policy for each post-secondary program is consistent with industry standards.

Campus attendance is kept via a computerized system. It is the responsibility of the student to **log in and out** in order to receive credit for class time. This allows the school to keep accurate attendance records for the actual number of hours and minutes attended.

All adult students are expected to be in attendance at least 90% of their scheduled hours during each payment period. Adult students failing to maintain the 90% attendance standard may not be permitted to continue in their program and may be withdrawn.

Absences

A student who is absent for 6 consecutive class sessions, without prior approval and without contacting the instructor, will be withdrawn from enrollment in his/her program.

Students who are late for class, including returning late from lunch, must clock in. Students who leave school early must notify their instructor and clock out. This time out of class is recorded as time absent and is counted against the required 90% attendance.

Adult students who know they will be out of school for an extended period of time may apply for a Leave of Absence from their program. Students who exercise a leave of absence may have to extend their time in their program and pay additional fees.

Leaving Campus During School Hours

Students must notify their instructor when leaving campus early. This is for the safety of students, to accurately track time, and to allow the instructor to best utilize instructional resources.

PLAN OF INSTRUCTIONAL PRACTICES

Teaching Methods

Knowledge of the emotional, social, physical, and intellectual needs of young children are strengthened through classroom and child care center experience. Methods of instruction in the program provide for group and individualized instruction.

Methods of instruction include:

- Individualized, competency-based instruction
- Teacher presentations and various demonstrations
- Teacher-pupil discussions
- Student presentations
- Observations of occupational skills
- Use of resource personnel and field trips
- Use of textbooks, workbooks, audio-visual equipment and materials
- Student use of other classroom equipment and supplies
- Written assignments
- Pretesting and post-testing
- Formative and summative evaluation
- Hands-on training/field placement

Minimum Standards of Good Moral Character

Under the provisions of the Florida Statutes, every child care employee must sign an affidavit of good moral character and be screened through the Florida Department of Law Enforcement (FDLE), and the Federal Bureau of Investigation (FBI). Results of a Level 2 Background Screen stating eligibility to work in childcare is required before the first day of class.

Evaluation

Class performance, quizzes, tests, attendance, portfolio assessments, completion of project assignments, decision-making, work habits, achievement of entry-level competencies, and other methods are used for evaluation.

Work-Based Activities

Work-based learning activities play an integral part of the curriculum of FMTC's career-technical training programs. These activities are planned with two objectives in mind. First, the activity provides students with the opportunity to develop and apply 'real world' experience using the knowledge and skills attained in the program. Second, the activity provides the instructor with objective input from potential employers or customers of program graduates. Each work-based activity has a written instructional plan outlining objectives, experiences, competencies, and evaluation required during the activity.

Work-based activities are program specific and may include:

- Unpaid in-school shop activities to provide customer service opportunities under the direct supervision of the program instructor.
- Unpaid job shadowing experiences that may include in-school or off-campus employer-based experiences under the supervision of a qualified employer representative who is working closely with the program instructor.
- Paid or unpaid cooperative training experiences conducted at the employer's work location under the supervision of a qualified employer representative and under the direction of the program instructor.

Cooperative Education

Cooperative training is available for students and coordinated by the instructor and career specialist. Cooperative training is for students who have shown competence in program training that indicates readiness for placement in an on-the-job program. High school students participating in the cooperative job placement program must be in the 12th grade. To be eligible for a cooperative education experience, students must have completed at least one-half of the required program hours and requirements.

Student may be returned to the program for additional training if they do not function satisfactorily on the job or when the cooperative agreement is terminated at the request of the student, parent, employer, or program instructor. Veterans will be accepted into the program in accordance with the Department of Veterans Affairs approved program.

Additional information regarding cooperative training opportunities may be obtained from the program instructor or career specialist.

GRADING POLICIES

Grading Categories:

Assessments	25%
Career Application	40%
Employability Skills	35%

Grading Scale:

A	90-100
B	80-89
C	70-79
D	60-69
F	0-59

Each program has an employability skills rubric based on employee expectations in the industry.

Program Progress

Students are required to complete the program of training within the hours allotted by the state of Florida for completion. Progress must be at a rate that will allow completion of the program with the number of hours stated in the Curriculum Frameworks.

Work Habits

Effective work habits are the cornerstone to successful employment. Students are expected to demonstrate productive work habits during all phases of enrollment. Instructors will work with students who need assistance in this area to improve all overall possibility for successful employment.

SATISFACTORY ACADEMIC PROGRESS

In order to receive and continue to receive financial assistance of any type, a student must maintain satisfactory academic progress. The Financial Aid Administrator will require a progress report to be completed and submitted to the Financial Aid Office prior to each disbursement.

Students are considered to be making Satisfactory Academic Progress (SAP) if they successfully complete their scheduled clock hours, achieve a specific cumulative grade average (CGA), and do not exceed the maximum time limits to complete their course of study. Each student's academic progress will be checked at 450 clock hours (300 hours for CHCA) and prior to subsequent disbursements for students enrolled in programs one academic year or greater. Progress will be checked at the half-way point for programs less than one academic year.

No SAP is required prior to the first disbursement.

REQUIREMENTS FOR CERTIFICATE

Certification for FULL program completion is determined by (1) mastery of 85% of program competencies as determined by the instructor, (2) a final grade of 75% or better (80% Health Sciences) in each course, and (3) proof of state-mandated basic skills levels; (4) attendance of a minimum of 90% of scheduled program hours (95% of scheduled hours for some Health Science programs). Under unique circumstances, instructors in our competency-based programs have the discretion to graduate students who fall short of 90% as long as #1-3 above are met. Students meeting these requirements are awarded a full program certificate.

A record of the student's progress is kept up-to-date by the instructor and available to the student in the FOCUS Student Portal. High school grades are reported to the assigned high school.

STUDENT DRESS CODE

Each program at FMTC has a designated uniform.

Required Uniform: FMTC uniform red polo shirt, black scrub pants, athletic shoes, and visible FMTC student ID badge.

Since students will be working with young children (birth - 5), long nails of any type are not permitted. They can harbor bacteria and are also a safety hazard when handling children, especially the infants.

Many young children suffer from asthma. Our classroom and the lab classrooms are located in "Scent-Free" buildings. Perfumes, aftershave, scented lotion, bath products, and hair products are not allowed.

Rings that may scratch children or loop earrings, necklaces, and other jewelry that may be pulled by small children must not be worn.

PROGRAM STRUCTURE

Below is a summary of the Early Childhood Education program structure. For more detailed information for each course, visit the FLDOE Curriculum Framework website: <https://www.fldoe.org/academics/career-adult-edu/career-tech-edu/curriculum-frameworks/2023-24-frameworks/edu-training.stml>.

OCP A Child Care Worker 1

This course covers the competencies that support the DCF mandated training coursework. Also included are components on communication skills, methods of guidance, and literacy activities. Students must pass the required DCF exams in order to work with young children. A Child Care Worker 1 will work with the teacher and assume responsibilities for handling routines such as toileting, feeding, hand-washing, serving snacks, etc.

OCP B Child Care Worker 2

This course covers competencies on professionalism, community resources, the importance of relationship skills and communicating with children's families, use of technology in the child care profession, and observing and recording methods. Child Care Worker 2 will assist the teacher with routines and help set- up the environment for learning centers.

OCP C Teacher Aide-Preschool

This course includes competencies in developing lesson plans, child development theories, factors that affect the development of a child, and developmentally appropriate practices and activities for infants/toddlers, preschoolers, and school-age children. Also covered are components on working with students with special needs, classroom management techniques and creating optimum environments for all children. The Teacher-aide-Preschool will assist the teacher in observing and recording children's behaviors, work with small groups of children during learning centertime and small group time, doing daily reports, helping to prepare materials for teaching, etc.

OCP D Preschool Teacher

In this course students will acquire competence in the areas of creating a successful developmentally appropriate curriculum, mentoring, developing the ability to motivate children, recognizing cultural differences when planning activities, including children with special needs, recent trends and issues in early childhood education, and professionalism. The Preschool Teacher is responsible for planning, preparing, teaching, and evaluating the progress of the children through the curriculum.

TEXTBOOKS

Textbooks will be included in tuition and fees and will be ordered by the instructor.