

SOLAR PHOTOVOLTAIC SYSTEM DESIGN, INSTALLATION AND MAINTENANCE – ENTRY LEVEL

MASTER PLAN OF INSTRUCTION

2026 – 2027

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The Solar Photovoltaic System Design, Installation and Maintenance – Entry Level program is a 600-hour program responsible for training individuals to attain an entry-level position in the renewable energy industry. The program covers a broad range of instruction that may be found in the program outline. An appropriate amount of time is spent in each area to thoroughly cover needed instructional material as well as to gain manipulative skills. The program utilizes both theory and practical application of material to help the students gain needed knowledge and skills. Each student must successfully complete written test material on theory and related topics as well as successfully demonstrate the practical application of this information in the laboratory environment. Prerequisites for this program should include a solid background in math and science in general with emphasis on basic math, formulas, fraction and decimal conversion, and the use of precision measuring equipment, physics, chemistry and metallurgy. These areas are taught as part of the program of study, but it would be helpful to have these skills in advance. Competencies in each area are completed after both written and performance testing.

PROGRAM MISSION

We are committed to helping develop the renewable energy industry one professional at a time. It is our goal to create a diversified workforce of skilled professionals in various areas of the industry, including project management, leadership and all areas of installation, as well as programming and monitoring with the latest innovations. It is our goal to create career opportunities that diversify the industry in gender, race and skillset. We are proud partners with NABCEP (North American Board of Certified Energy Practitioners) and it is our goal to certify students at the proper industry standards.

PROGRAM STANDARDS

After successfully completing this program, the student will be able to perform the following:

- Demonstrate the importance of health, safety and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
- Identify systems and their components.
- Identify global environmental impact issues and issues specific to the industry.
- Describe alternative forms of energy and the benefits of environmental awareness.
- Demonstrate mathematics knowledge and skills.
- Demonstrate science knowledge and skills.
- Explain the importance of employability and entrepreneurship skills.
- Identify, use and maintain the tools used in the industry.
- Adapt a PV design.
- Conduct a site assessment.
- Read and interpret basic blueprints, job specifications and codes.
- Demonstrate a practical knowledge of basic electricity skills and electrical components.
- Install PV systems.
- Install operation and identification tags and labels.
- Perform a system checkout.
- Maintain and troubleshoot a solar PV system.
- Layout and coordinate a job.
- Install solar collectors.
- Demonstrate knowledge of PV and electrical wiring.
- Install PV and electrical wiring.
- Apply relevant technology to workplace scenarios to aid productivity.
- Interpret and express interpersonal communication.
- Interact with others to accomplish workplace goals.
- Manage personal behavior to maximize productivity and professional growth.
- Find, assess and apply to job opportunities.
- Communicate personal competence, character and fit for a job opportunity.
- Cultivate and leverage relationships to professionally advance.

ESSENTIAL TRAINING TASKS

Physical Requirements

Ability to:

- Maintain a high degree of manual dexterity
- Stoop
- Kneel
- Lift at least 60 pounds and walk with it
- Use voice, hearing and sight effectively to perform jobs
- Crouch or bend
- High degree of finger dexterity
- Crawl
- Differentiate colors
- Handle and manipulate supplies
- Use depth perception
- Work in an atmosphere of loud noise
- Work in an atmosphere of changes in temperature
- Perform repetitive tasks
- Measure accurately
- Work without close, direct supervision
- Work on multiple tasks and priorities
- Perform and complete tasks of relative complexity

Cognitive Requirements

- Handle confrontation and frustration and assist in problem solving
- Interpret a variety of instructions furnished in written, oral, and diagrammatic form
- Collaborate with others
- Cope with high levels of stress
- Perform mathematical computations at a level of tenth grade or higher
- Make fast decisions under pressure
- Demonstrate a high degree of patience
- Read and understand precision measuring devices and related equipment
- Work in close or crowded areas

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 rate established by the Florida legislature; tuition is waived for eligible high school dual-enrolled students. Current tuition and fee information is available from Student Services and is due prior to the first day of each payment period. 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. Lunch breaks are 30 minutes in length. This amounts to 30 hours of classroom instruction per week.

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

Absences and Tardies

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 notify their instructor and clock in upon arrival. 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. 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. Students may leave campus for lunch provided they return in the time allotted.

PLAN OF INSTRUCTIONAL PRACTICES

Teaching Methods

Material used is self-paced and competency based. Students proceed at their own pace with written, audio-visual, and hands-on training. They are tested periodically with written and practical testing. Practical shop experiences are designed to enhance and reinforce the theories involved as well as to develop manipulative skill and good work and safety practices. Teaching aids utilizing digital presentations, online digital design software, NABCEP certified materials and manufacture approved trainings, are used largely throughout all instruction. Wall charts, specification charts, and other reference materials are on constant display throughout the classroom and laboratory. A great deal of tools and equipment must be utilized for “hands-on” skill requirements. The students will acquire rapport in working with such equipment. Materials are reviewed and updated periodically to keep them as current and as relevant as possible. Students are made responsible for all laboratory requirements such as maintaining tools, equipment, and facilities, writing all required job reports, tool room management, and cleanup of shop areas.

Safety

A basic outline of safety standards and practices is covered the first week of class along with a continuous implementation of safety principles specific to the construction and solar industry. Students will also earn their OSHA 10 certification.

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 (Co-Op)

Cooperative training is coordinated by the instructor and career specialist. Co-Op is for students who have shown competence in program training that indicates readiness for placement in an on-the-job program. To be eligible for a Co-Op experience, students must have completed at least 75% of the required program hours. Requirements may differ for those receiving VA Benefits. Veterans will be accepted into the program in accordance with the Department of Veterans Affairs’ approved program.

Students 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.

Additional information regarding cooperative training opportunities may be obtained from the program instructor or career specialist. The lack of a valid driver’s license may be a barrier to obtaining a Co-Op placement.

GRADING POLICIES

Grading Categories:

Assessments	60%
Career Application (shop)	20%
Employability Skills	20%

Grading Scale: Students must maintain a minimum of a 75% grade average to progress in the program (80% is health science programs). A record of the student’s progress is kept by the instructor and available to the student in the FOCUS Student Portal. High school grades for dual enrolled students are reported to the assigned high school.

90 – 100	A
80 – 89	B
75 – 79	C
< 75	Failing

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. The student’s rate of progress will be closely monitored by the instructor to ensure program completion in a timely manner.

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 department 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 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

Students meeting the following requirements are awarded a full program certificate:

- 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
- 3) Proof of state-mandated basic skills levels
- 4) Attendance of a minimum of 90% of scheduled hours each payment period (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.

STUDENT DRESS CODE

Required Uniform: FMTC khaki uniform work shirt, belt, jeans, closed toe shoes, and visible FMTC student ID badge.

PROGRAM STRUCTURE

Below is a summary of the Solar Photovoltaic System Design, Installation and Maintenance – Entry Level 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/2026-27-frameworks/energy.stml>

OCP A Solar Photovoltaic Design Installation and Maintenance Helper

Students complete OSHA 10 certification. They will be able to identify safety issues, organize and identify tools, prepare proper materials for installation and handle basic attachment hardware, panel mounting & conduit runs.

OCP B Solar Photovoltaic Design Installation and Maintenance Technician

Students complete NABCEP Certification. They will identify safety issues, organize and identify tools, prepare proper materials for installation and handle basic attachment hardware, panel mounting & conduit runs as well as, wire inverters, battery back-up systems, perform system start-ups, identify issues, troubleshoot and be crew lead.

TEXTBOOKS

Required textbooks for the Solar Photovoltaic System Design, Installation and Maintenance – Entry Level program are ordered by the instructor.