

SPECIALIZED CAREER EDUCATION, COMPREHENSIVE

MASTER PLAN OF INSTRUCTION 2026 – 2027

Ryan White, Instructor
Renato Freitas, HIRE Coordinator



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 or 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, Title VII of the Civil Rights Act of 1964, Title IX of the United States Education Amendments of 1972, (ADEA) Age Discrimination in Employment Act of 1967, (IDEA) Individuals with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, Florida Civil Rights Act of 1992, Genetic Information Nondiscrimination Act of 2008, (ADAAA) Americans with Disabilities Act of 1990 (ADA), the Amendment Act of 2008, 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.



Fort Myers Technical College
3800 Michigan Avenue
Fort Myers, FL 33916
(239) 334-4544



The purpose of this individualized job preparatory program is to provide specialized career education for students with significant cognitive/learning disabilities. The goal is integrated competitive employment in the student's chosen occupation.

PROGRAM MISSION

The mission of the Specialized Career Education – Comprehensive program is to provide students with intellectual disabilities the technical knowledge and soft skills training to become more self-sufficient through meaningful employment.

PROGRAM STANDARDS

- Demonstrate self-advocacy and self-determination skills.
- Discuss individual interests, aptitudes, and opportunities.
- Review and discuss career and employment opportunities.
- Determine realistic employment goals.
- Demonstrate work-related skills.
- Demonstrate mastery of selected standards and benchmarks from one or more job preparatory programs (not previously mastered).
- Describe the rights, responsibilities and benefits of employment.
- Manage interpersonal relationships.
- Demonstrate job seeking and employability skills.
- Demonstrate personal productivity.
- Demonstrate employability and work-related skills appropriate to the workplace.
- Demonstrate proper and safe procedures while working with tools, equipment, systems, and materials.
- Demonstrate mastery of selected standards and benchmarks from one or more job preparatory programs (not previously mastered).
- Describe the duties and responsibilities of a successful employee.
- Demonstrate how to request job accommodations.
- Define key terms related to the chosen occupation.
- Demonstrate oral and written communication skills in creating, expressing and interpreting information and ideas.
- Demonstrate industry related mathematical skills.
- Demonstrate industry related science knowledge and skills based on CTE standards and benchmarks.
- Demonstrate industry related language arts knowledge and skills based on CTE standards and benchmarks.
- Demonstrate mastery of selected standards and benchmarks from one or more job preparatory programs (not previously mastered).
- Create an employment plan.
- Explain job accommodations as they relate to the workplace.
- Demonstrate communication skills necessary for successful employment.
- Demonstrate employability skills.
- Demonstrate a familiarity with information technology.
- Demonstrate workplace safety practices.
- Demonstrate mastery of selected standards and benchmarks from one or more job preparatory programs (not previously mastered).
- Demonstrate an understanding of workplace organization.
- Describe the roles within teams, work units, departments, organizations, and the larger environment.
- Explain the impact of technology on occupations related to the field of study in which the student is enrolled.
- Demonstrate positive human relations and leadership skills.
- Explain the importance of health, safety, and environmental management systems in organizational performance and regulatory compliance.
- Solve problems using critical thinking skills, creativity, and innovation.
- Demonstrate mastery of selected standards and benchmarks from one or more job preparatory programs (not previously mastered).
- Demonstrate employability skills.
- Use information technology tools.

- Practice quality performance.
- Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- Describe the importance of professional ethics and legal responsibilities.
- Demonstrate skills acquired through On-the-Job-Training (OJT).
- Demonstrate mastery of selected standards and benchmarks from one or more job preparatory programs (not previously mastered).
- 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:

- Navigate campus.
- View text at short and long ranges.
- Remain seated for extended periods of time.
- Meet physical requirements for program of choice.

Cognitive Requirements

Ability to:

- Collaborate with others.
- Make decisions.
- Cope with others' anger/hostility in a calm manner.
- Cope with moderate to high levels of stress.
- Cope with confrontations.
- Cope with frustration.
- Assist with problem resolutions.
- Demonstrate a high degree of patience.
- Work in areas that are close and crowded.
- Plan and organize daily activities.
- Apply common sense understanding to carry out instructions furnished in both written and oral form.
- Tolerate moderate noise level.
- Perform repetitive tasks.
- Measure accurately.
- Work without close, direct supervision.
- Work on multiple tasks and priorities.
- Perform and complete tasks of relative complexity.
- Perform basic mathematical operations.
- Resolve conflicts with patience.

ESSENTIAL EMPLOYABILITY SKILLS

Foundational Skills:

- Be organized.
- Arrive to work on time or early.
- Be dependable.
- Have a positive attitude toward work.
- Exert high levels of effort and perseverance.
- Complete tasks on time and accurately.

- Seek out information to improve skills.
- Be flexible and adaptable.
- Complete all tasks, even if unpleasant.
- Understand dress code or uniform guidelines.
- Maintain personal hygiene.

Interpersonal Skills:

- Be friendly and polite.
- Respect supervisors and coworkers.
- Respond appropriately to customer requests.
- Ask for feedback.
- Take constructive criticism.
- Resolve conflicts calmly and appropriately.

Communication Skills:

- Read and understand written materials.
- Listen, understand, and ask questions.
- Follow directions.
- Express ideas clearly when speaking or writing.
- Learn required technology and use appropriately.

Problem Solving and Critical Thinking:

- Accept change.
- Be willing to start, stop, and switch duties.
- Work calmly in busy environments.
- Start tasks without prompting.
- Ask questions to solve problems and/or do the job better.

Teamwork:

- Be comfortable working with people of diverse backgrounds.
- Be sensitive to other peoples' needs.
- Take responsibility for own share of work.
- Contribute to team goals.

Ethics and Legal Responsibilities:

- Take responsibility for own decisions and actions.
- Understand and follow company rules and procedures.
- Be honest and trustworthy.
- Act professionally and with maturity.

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

Lecture, demonstrations, discussion, group interaction, verbal and written quizzes, skill practice, individualized instruction, and web-based learning are among the teaching methods utilized. Textbooks, workbooks, projects, journals, board examples, interactive learning, and guest speakers are used for instruction.

Among the provisions made to allow for individual differences are pre-testing to determine entry level, workbooks and study guides for progress at individual rate, progress grading, individualized instruction, individual project assignments, and referral for basic skills remediation. Curriculum may be adapted to meet the individual needs and individual goals of students.

Safety

A basic outline of safety standards and practices is covered at the beginning of class along with a continuous implementation of safety principles.

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.

GRADING POLICIES

Grading Categories:

Assessments	20%
Career Application	50%
Employability Skills	30%

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 uniform charcoal grey polo shirt (ordered at orientation), black pants or jeans, casual shoes (no sandals), and visible FMTC student ID badge.

PROGRAM STRUCTURE

Below is a summary of the Specialized Career Instruction - Comprehensive 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/additional-cte-programs-courses.stml>

OCP A	Specialized Career Education, Basic 1	(150 Hours)
	Specialized Career Education, Basic 2	(150 Hours)
	Specialized Career Education, Basic 3	(150 Hours)
OCP B	Specialized Career Education, Advanced 1	(150 Hours)
	Specialized Career Education, Advanced 2	(150 Hours)
	Specialized Career Education Internship	(150 Hours)

TEXTBOOKS

Required textbooks for the program are ordered by the instructor.