



Lake Technical College

Program Requirements and Expectations And Master Plan of Instruction

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The mission of Lake Technical College is to be an integral component of the economic growth and development in our communities by offering a variety of high quality career-education and training opportunities.

Lake Technical College does not discriminate on the basis of race, religion, color, national origin, gender, genetic information, age, pregnancy, disability, or marital status in its educational programs, services or activities, or in its hiring or employment practices. The district also provides access to its facilities to the Boy Scouts and other patriotic youth groups, as required by the Boy Scouts of America Equal Access Act, or any other youth group listed in Title 36 of the United States Code as a patriotic society.

LAKE TECHNICAL COLLEGE

Program Requirements and Expectations

ADMISSION REQUIREMENTS

Applicants must be at least 16 years of age and should be academically, physically, and emotionally capable of meeting the demands of the chosen program. Applicants make initial application through the Admissions Office. A minimum skills evaluation is part of the admission process.

The Career and Technical Education programs have the following minimum admissions requirements:

1. Complete an LTC online application.
2. Take the basic skills examination, if required.
3. Meet with a career advisor.
4. Fulfill additional entry requirements as needed for individual programs.

A high school diploma or GED is not required to enroll in most programs. However, it is **recommended that all students complete either a high school diploma or a GED prior to program completion.**

TESTING REQUIREMENTS

All applicants for Career and Technical Education (CTE) programs 450 hours or more, with the exception of Florida Law Enforcement Academy and Paramedic applicants, take a state mandated basic skills evaluation prior to enrollment. Basic skills evaluation scores must be valid at the time of enrollment. Testers must be 16 years of age or older.

If a student has met or exceeded standard scores on one area of one test, they may use another test to meet the additional skill area requirements. It is acceptable to combine test scores from more than one test. (Rule 6A-10.315, F.A.C.)

Assessment instruments meeting this requirement include:

Per 2020, FS [1008.30](#) – Common placement testing for public postsecondary education and [Rule 6a-10.040](#) (eff. 2/16/21)

No expiration date:

- Tests of Adult Basic Education (TABE), Forms 11 and 12, 2017;
- Comprehensive Adult Student Assessment System (CASAS), GOALS 900 Series, 2019;
- 2014 GED® Tests: Reasoning through Language Arts and Mathematical Reasoning where a minimum score as required in [Rule 6A-6.0201, F.A.C](#) (eff. 3/23/16), has been attained on each test.

Good for 2 years from the date of testing:

- A common placement test where a minimum score has been achieved pursuant to [Rule 6A-10.0315, F.A.C.](#)(eff. 9/24/19);
- PERT, SAT, The College Board, ACT, Next Generation, ACCPLACER, The College Board

Per 2020, FS [1004.91](#), FS [1008.30](#), and the [2021 CTE Basic Skills Assessment Technical Assistance Paper](#) – Requirements for career education program basic skills – Programs 450 hours or more

- An adult student with a disability may be exempted. (per [Rule 6a-10.040](#)(eff. 2/16/21), FS [1004.02\(6\)](#)(eff. 2020) – must follow LTC policy and process);
- A student who possesses a college degree at the associate in applied science level or higher;
- Any student who entered 9th grade in a Florida public school in the 2003-2004 school year, or any year thereafter, and earned a Florida standard high school diploma. (Graduated 2007+)
- A student who is serving as an active duty member of any branch of the United States Armed Services;
- A student who passes a state or national industry certification or licensure examination that is identified in State Board of Education rules and aligned to the career education program in which the student is enrolled;
- An adult student who is enrolled in an apprenticeship program that is registered with the Department of Education in accordance with chapter 446;

- A student who demonstrates readiness for public postsecondary education pursuant to s. [1008.30](#) (see *testing chart below*) and applicable rules adopted by the State Board of Education. If a student has met or exceeded standard scores in one area of one test, another test may be used to meet the additional skill area requirements. It is acceptable to combine test scores from more than one test;
- A student who was previously tested and referred to developmental education at a Florida College System (FCS) institution college may be reported as meeting basic skills requirements once they successfully complete the required developmental education and will not need to be retested.
- Students enrolled in school district or FCS institution law enforcement training academies are not subject to basic skills exit requirements in s. 1004.91 F.S. or Rule 6A-10.040 F.A.C. The Florida Department of Law Enforcement (FDLE) has designated the Florida Basic Abilities Test (FBAT) for use with these students; please refer to [s. 943.17\(6\), F.S.](#), for more information.

Applicants transferring appropriately leveled TABE, CASAS GOALS, GED® test sections, or other common placement tests must do so by having an official score report sent directly to the Admissions Office prior to enrollment in the program. Scores brought by hand will be accepted only if the document provided by the outside testing center is in a sealed envelope.

Remediation of Basic Skills

According to Florida Department of Education rules, students who do not meet basic skills exit scores may only retest after 60 documented hours of remediation or three months if no documented remediation is available. Students may not retake the same test version for six months. We, therefore, strongly recommend that students test early, especially for licensure programs, in order to allow time for remediation and retesting should the need arise.

Students who do not meet the minimum basic skills exit scores set by the Florida Department of Education for their program may begin attending remediation classes prior to or at the time of enrollment in a Career and Technical Education program and make acceptable progress as determined by the AAEE faculty member. It is highly recommended students meet state mandated basic skills requirements by the time they have completed 50% of their program. Students who do not meet state mandated basic skills exit scores may not receive a certificate of completion as per Florida Department of Education rules.

Some basic skills test scores are only good for two years and must be valid at the start date of the initial enrollment period. Basic skills test scores that expire during continuous enrollment remain valid until the end of such enrollment. Under continuous enrollment, students must be enrolled at least 50% of each semester. Continuous enrollment applies to attendance in a single program.

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 postsecondary student's accommodations plan to meet individual needs to ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their postsecondary provider.

Students desiring accommodations or updates to their accommodations are encouraged to self-identify before or as soon as possible to the Special Populations Coordinator and provide documentation that clearly shows evidence of a disability and applicable accommodations. The Special Populations Coordinator will schedule a meeting with the student and faculty to discuss the documented disability and applicable accommodations.

Accommodations received in postsecondary 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, assessments, time demands, schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodation requested and provided is maintained in a confidential file.

Students in need of academic accommodations for a disability may consult with the Special Populations Coordinator to arrange appropriate accommodations. Students are required to give reasonable notice (typically 5 working days) prior to requesting an accommodation.

TUITION

Tuition is charged to adult students at a rate established by the State legislature. Current fee information is available in the Admissions Office. Tuition is waived for eligible high school, career dual enrolled students. Tuition is due prior to the first

day of each payment period based on the Lake Technical College payment calendar. Failure to pay fees at the time class begins may result in not being able to attend class and/or clinical.

INSURANCE

Personal injury/school accident insurance is required for all Career and Technical Education students. This insurance is provided through Lake Technical College at the rate of \$1.50 a month. The accident insurance fee will be charged to students per payment period.

Health programs with clinical experiences require liability insurance in conjunction with requirements by the healthcare facilities. The liability insurance fee is charged to students at the time of enrollment.

ATTENDANCE POLICY

Guidelines for All Students

In an effort to develop professional skills, regular attendance is required of all students. Students are expected to be in their class promptly in the morning, after break, and after lunch. If it is necessary to be absent due to illness or emergencies, all students are to notify the faculty member as soon as possible prior to the start of class, as is expected in the workplace. Students may be eligible to have up to 10% of the hours in a program per pay period as excused absences. LTC employs a Student Retention Specialist who works with students and faculty to track attendance, assists in developing strategies to improve attendance, and coordinates make-up time.

Enrollment Period – period of time a student begins his education and training in a CTE program (i.e., August 15th, January 3rd) through the date of withdrawal or completion.

Payment Period – a set block of time in which a student pays for program hours (i.e., 300 hours, 450 hours)

Excused absence – one that is unforeseeable, unavoidable, and/or unusual. Examples of excused absences include but are not limited to personal illness, court appearance, medical appointment, insurmountable conditions such as extreme weather conditions, religious observances, communicable disease outbreaks, and local conditions determined by LTC, and death in the immediate family. Documentation may be required. No more than 10% of program hours per payment period may be excused.

Unexcused absence – Absences that fall outside of the excused category. Students may make up a maximum of 5% of unexcused absences per payment period. Unexcused absences exceeding this amount will remain unexcused and may result in discipline and/or dismissal from the program. Make-up time must be completed within a reasonable amount of time in order remain in pace with the class and to remain in good standing with Lake Tech.

Make-up time – Students are required to successfully complete hours missed via attendance during designated hours outside of the regularly scheduled program hours. Failure to complete make-up time may result in withdrawal from the program. Make-up hours may not exceed 5% of the scheduled hours in the payment period. There is a \$25.00 make-up time fee per payment period.

Students in non-licensure programs must have achieved a minimum of 85% attendance at the end of each payment period. If the student's attendance does not improve but drops below 75%, the student may be withdrawn unless documentation regarding extenuating circumstances is provided to the Student Retention Specialist. School Intervention Team (SIT) meetings will be held as necessary to attempt to alleviate issues resulting in excessive absences and to counsel the student of possible alternatives and consequences. Students may be placed on attendance contracts. Students on attendance contracts are deemed to be on academic probation.

**Note: licensure program attendance policies may be more rigid due to licensure requirements and supersede this policy.*

Regularly scheduled class hours will be reported for attendance. Coursework completed at home will not count toward hours in a program. Students will be enrolled in additional hours if needed. Current tuition and fees will apply.

Excessive absences - A student who is absent for six (6) consecutive class sessions will be withdrawn from his/her program. A student must petition and be approved in order to return. Students exhibiting a pattern of consecutive absences of less than six days will be subject to dismissal as determined by a School Intervention Team. A School Intervention Team will review all petitions for re-enrollment. No additional fees will be charged if the student returns during that current payment period, provided fees have not been refunded.

The excessive absences policy also applies to the adult education student. If the student requests to be re-enrolled during the same enrollment period, he or she will be assessed a \$10.00 re-enrollment fee. This may be waived depending upon mitigating circumstances.

Students with excessive absences will face the possibility of the loss of financial aid, lower professional skills grades and the ability to continue in the program.

Leaving Campus During School Hours

For safety reasons, students will notify their faculty when leaving campus early. Students may leave campus for lunch provided this is done within the allotted time.

PLAN OF INSTRUCTIONAL PRACTICES

Teaching Methods

Lecture, demonstration, discussion, group interaction, verbal and written quizzes, skill practice, individualized instruction, computerized tutorials, interactive learning, web-based learning, textbooks, workbooks, projects, journals, reports, simulations, hands-on computer experience, collaborative learning, video-taped instructions, guest speakers, field trips, customer service projects, program job shadowing, cooperative on-the-job training, interactive learning, and web-based learning are among the teaching methods utilized.

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.

Online Access

Technology is an integral part of our daily lives. From smart phones to electronic tablets, these devices are becoming items that many cannot function without. In addition, the Internet is changing the way education is delivered. Lake Technical College strives to ensure that our students are able to compete in this technology driven world. With this in mind, it is recommended that students have an online presence and access to the internet.

It is also important that students have an email address that they check on a regular basis. A lot of information may come to you through your email, so it is important that you check it regularly. If you do not have an email address, there are numerous services that provide FREE email addresses. Please make sure your faculty have a current, working email address for you. See your faculty for more information.

Social Media

The advent of social media has created a world-wide communication medium for persons of all ages. While extremely popular, these websites have also created their own set of “not-so-popular” problems such as cyber-stalking, identity theft, cyber-bullying, cyber-cheating (posting of exam, or other course material), and a host of other nebulous challenges that users may face. Another reality associated with social media is its far-reaching consequences for those who share posts that may be seen by others as inappropriate.

Potential employers, current employers, civic, or educational organizations you may be associated with, and many others are looking at social media sites for information that may tell them things about an individual. Students should also be cautioned on how private their social media content really is – despite the settings on an account. All social media sites are potentially vulnerable. A simple search of how to view pages that are set as “private” for a popular social media website yielded numerous responses for ways to view the content. Everything from blogs to online videos offer to explain how to accomplish this task.

Students in all programs need to be cognizant of the fact that most professions rely on great moral character. It is recommended that when using social media, assume that all posts will be seen/read by everyone with access to the internet.

Evaluation

Class performance, quizzes, tests, attendance, portfolio assessments, completion of project assignments, decision-making, professional skills, achievement of entry-level competencies, and other methods are used for evaluation. See “Grading Procedures”.

Work Based Activities

Work-based learning activities play an integral part of the curriculum of LTC’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 a “real world” experience using the knowledge and skills attained in the program. Second, the activity provides the

faculty 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/lab activities to provide customer service opportunities under the direct supervision of the program faculty.
- 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 faculty.
- 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 faculty.

Cooperative Education

Cooperative training is available for students and coordinated by the faculty. 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 at least grade 12. Students must be enrolled in their last course of their program in order to participate in Co-op. In addition, basic skills exit levels must be met and the student can have no outstanding debt with the school. Students must be approved for Co-op prior to beginning, including clearance through financial aid.

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 faculty.

Veterans will be accepted into the program in accordance with the Department of Veterans Affairs approved program.

Additional information regarding co-op opportunities may be obtained from the program faculty.

Job Shadowing

Job shadowing experiences, or volunteer experiences, are available to students as part of their program training. These experiences are designed to give the student actual hands-on experience doing a variety of related tasks. Length and type of experiences will vary. The program faculty determines appropriateness of the experience. Additional information regarding job-shadowing experiences may be obtained from the program faculty.

Career Dual Enrollment Students

All students enrolled in Lake Technical College are expected to function as adults. High school students will be held to the same behavioral and performance standards as adult students.

GRADING PROCEDURE

Grading Scale

The grading policy for this program is as follows:

90-100	Excellent
80- 89	Passing
< 80	Failing

Lake Technical College is a postsecondary institution designed to provide trained individuals to industry. The grading scale for this program reflects industry standards. The approved postsecondary program grading requirements must be met if the student is to receive a certificate.

Program grades are based on the three criteria: Skills, Knowledge, and Professional Skills. Each area counts as one-third of the grade. Students have access to final course grades through the student portal. A minimum grade of 80% in each area is required in order to receive a passing grade. If a student's grade is below 80%, the student will be counseled as to what steps need to be taken to bring the grade to a satisfactory level.

Licensure programs may have a grading scale reflective of their industry that varies from the above.

Program Progress

Students are expected 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 faculty and the Student Retention Specialist to ensure program completion in a timely manner. Most tests, projects, and similar assignments must be completed in class under the direction of the instructor.

Requirements for a Certificate

All competencies specified in the State of Florida Curriculum Framework for the program must be successfully completed with at least an 80 percent in the areas of skills, knowledge, and professional skills. Students must also meet minimum TABE requirements prior to graduation.

Professional Skills

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

Attendance: Attends class for all scheduled hours assigned, arrives/leaves on time, contribute to class discussion and is actively involved in all activities.

Character: Displays academic integrity (inclusive of not committing plagiarism), trustworthiness, dependability, reliability, self-discipline, and self-responsibility.

Teamwork: Respects the rights of others; is a team worker; is cooperative; ensures confidentiality in all classroom, clinical and other matters; demonstrates professional behavior in interactions with peers, preceptors, and faculty.

Appearance: Displays appropriate dress, grooming, hygiene, and wears full regulation uniform of the day.

Attitude: Displays a willingness to cooperate and accept constructive criticism; sets realistic expectations; approaches assignments with interest and initiative.

Productivity: Follows safety practices; conserves materials and supplies; maintains equipment; stays on task and utilizes time constructively; demonstrates proactive learning through involvement in activities and contributions to class discussions.

Organization: Manifests skill in prioritizing and management of time and stress; demonstrates flexibility in handling change; completes assignments on time; uses work time appropriately.

Communication: Contacts faculty to report concerns; notifies faculty of tardy/absence one hour before start of class; seeks clarification and understanding through appropriate, pertinent questions.

Leadership: Displays leadership skills; appropriately handles conflict and concerns; demonstrates problem-solving capability; maintains appropriate relationships with supervisors/faculty and peers; follows the chain of command.

Respect: Deals appropriately with cultural/racial diversity; does not engage in harassment of any kind to include but not limited to verbal, nonverbal, and written; addresses faculty and peers in appropriate tone and with appropriate language to include but not limited to electronic (email, text, etc.) communications.

STUDENT DRESS CODE

Students who attend Lake Tech shall dress in a manner appropriate for the job in which they are receiving training, including any special protective gear and professional uniforms. All clothing, makeup, and jewelry must be clean, neat, modest, in good repair, appropriately sized, and be neither distracting nor offensive. Students are expected to display their valid student ID, or have on their person when unable to display due to safety in the program, at all times.

The Executive Director or designee has the final authority for determining whether or not a student's apparel conforms to the dress code. If it is determined that it does not, students will be required to change into clothing which will conform to this code or leave campus. Students may return to campus when they have changed into appropriate clothing.

Students will wear the designated program uniform each day to class and while on a Job Shadow experience, Co-op or clinical assignment. Shirts may be worn with pants or skirts. Shorts are not permitted. On designated days, some programs will required students to dress in business attire suitable for a job interview. This is defined to be clothing that would be acceptable for most job candidates to wear to a standard job interview.

NOTE - Remember that you are preparing for employment in a position in which public relations may be a factor in your success. Individual desires cannot always take precedence.

GENERAL SCHOOL INFORMATION

Campus Safety

Lake Technical College makes every effort to provide a safe environment for all students, visitors, faculty and staff. Basic safety standards, which will include fire drills, weather drills, equipment usage, and traffic regulations, will be covered in the program orientation. These basic safety standards will be reinforced throughout the program enrollment. See the current school catalog for additional campus safety information.

Follow Up

Lake Technical College is proud of its graduates and celebrates the next step graduates take whether it is employment, military or further education. Prior to completing, students may visit the Career Success Center for assistance with employability skills such as resume writing. In addition, faculty may provide students with employment leads. However, it is up to the individual student to actively pursue employment opportunities. We like to hear how our graduates are doing and want to celebrate your successes so be sure to communicate with your faculty any employment, military, or further education you enter. Students are required to participate in an Exit Interview prior to their last day in their program.

Food and Drink

To protect equipment and furnishings in the classroom and laboratory areas, only water, in closed, covered containers, is permitted. No other food or drinks are allowed, unless specific permission is granted by the faculty. However, under no circumstance may food or drinks be in the computer lab areas.

Lunch

Food services are provided on the main campus in the Lake Tech Café and are available during breaks and lunch. Adult students may leave the LTC campus during the scheduled 30-minute lunch break as long as they return to the program on time.

Parking Regulations

Students may park only in the south parking lot in spaces not designated as staff or customer service parking. For safety, loitering in or around vehicles once the vehicle is parked is not allowed, and a 5 mph speed limit is enforced. In consideration of the neighbors and classes in session, loud music in vehicles on campus is prohibited.

Smoking

Lake Tech is a tobacco free institution. The use of tobacco products of any kind, including e-cigarettes, is not permitted at any Lake Tech location. This includes the parking lots.

FINANCIAL AID

Policies and guidelines for the administration of all financial aid are established according to federal and state law. Applicants complete an information form, Free Application for Federal Student Aid, and furnish documentation needed to verify eligibility. More information on the application process may be obtained in the Financial Aid Office.

The Financial Aid Office will assist students, where possible, with access to financial support offered by federal agencies (U.S. Department of Education – Pell Grants, Department of Veterans' Affairs), other state and local agencies and local organizations (scholarships).

TEXTBOOKS

For the most recent book list for any program visit Lake Technical College's bookstore located in the Business Office.

LAKE TECHNICAL COLLEGE

Administrative Office Specialist

INTRODUCTION

The Administrative Office Specialist program prepares students for entry-level employment in the general office/clerical and secretarial area. Students have been placed as administrative assistants, general office clerical, and receptionists. Administrative Office Specialist is part of the Business, Management and Administration career cluster at Lake Technical College (LTC) along with Accounting Operations.

This program consists of a series of courses which provide coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills. The content includes but is not limited to the use of technology to develop communications skills, higher level thinking skills, and decision making skills; the performance of office procedures tasks; the production of quality work in an efficient manner using advanced features of business software applications; research of job opportunities; and the production of high quality employment portfolios and job-seeking documents.

The program also focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the office support services industry: planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues, and health, safety, and environmental issues.

This program requires basic skills exit scores of Reading/Language 10 and Math 10.

PROGRAM MISSION

The mission of the Business Technology Education programs is to prepare students for productive business careers in a global economy. This will be accomplished by providing a good foundation in basic skills, thinking skills, and personal qualities.

PROGRAM PHILOSOPHY

We believe that competent workers in the high-performance workplace need:

1. Skills in communications, mathematics, critical thinking, teamwork, and effective professional skills
2. Training in emerging concepts and technologies
3. Relevant work-based learning experiences

LTC provides a caring atmosphere that promotes a high degree of student-faculty interaction and fosters development of business and industry partnerships.

ESSENTIAL TRAINING TASKS

Physical Requirement

1. Ability to reach above shoulder level
2. Ability to demonstrate a high degree of manual dexterity, i.e. to handle file folders, documents, computer disks, records, etc.
3. Ability to stoop, crouch, and/or bend
4. Ability to lift at least 10 pounds
5. Ability to see (near acuity)
6. Ability to work in an atmosphere of moderate machine and other noises
7. Ability to communicate with others in verbal and written form

Cognitive Requirements

1. Ability to demonstrate predictable, reliable, and timely attendance.
2. Ability to follow written and verbal directions and to complete assigned tasks on schedule.
3. Ability to read, write and communicate in English and understand basic math.
4. Ability to learn from directions, observations, and mistakes, and apply procedures using good judgment.
5. Ability to work independently or part of a team; ability to interact appropriately with others.
6. Ability to work with supervision, receiving instructions/feedback, coaching/ counseling and/or action/discipline.
7. Ability to cope with anger, fear, and hostility of others in a calm manner
8. Ability to cope with moderate to high levels of stress
9. Ability to cope with confrontation and frustration

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| 10. Ability to interpret a variety of instructions furnished in written, oral, and diagrammatic form
11. Ability to assist with problem resolution
12. Ability to demonstrate a high degree of patience
13. Ability to work in areas that are close and crowded
14. Ability to plan, organize, and manage time and daily activities
15. Ability to apply common sense understanding to carry out instructions furnished in both written and oral form. | 16. Ability to tolerate moderate noise level
17. Ability to perform repetitive tasks
18. Ability to measure accurately
19. Ability to work without close, direct supervision
20. Ability to work on multiple tasks and priorities
21. Ability to perform and complete tasks of relative complexity
22. Ability to read and understand computer, related equipment, and software manuals |
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CLASS SCHEDULE

Full-time students attend class from 8:15 AM to 4:15 PM Monday through Thursday with a 30 minute lunch period. This schedule provides 7.5 hours of instruction each day for a total of 30 hours per four-day week, excluding holidays and school breaks as outlined in the current school calendar.

Leaving Campus during School Hours

For safety reasons, students will notify their faculty when leaving campus early. Students may leave campus for lunch provided this is done within the allotted time.

BREAK TIME PROCEDURES

- Breaks will be allowed at times indicated on the schedule unless directed otherwise by the LTC staff or Faculty.
- Students shall return promptly to the classroom after each break. Tardiness is prohibited.
- Students may leave the grounds for lunch break provided they return within the 30 minute allotted time frame.
- Food and beverages, except bottled water, are not allowed in the classrooms, except with the permission of the faculty.

CHEATING

- Cheating is prohibited whether actual, attempted, written or oral and is viewed as a flagrant ethical violation.
- Any student found to be cheating will be subject to severe disciplinary action, up to and including removal from the program.
- Cheating includes, but is not limited, to the following:
 - Copying or buying the work or answers of someone else.
 - Copying or buying the work of former students including, but not limited to, notebooks.
 - Looking at another student's paper during testing (for any reason).
 - Obtaining copies of answers to examinations and/or examinations prior to test administration.
 - Receiving or distributing examinations or examination answers.
 - Carrying hidden notes to class during examination. This includes writing on a desk, on one's hands, arms, clothing, or any other objects, or use of any other external or electronic device or source including smart watches.
- Cheating in any other form not covered above.

PROGRESS AND PERFORMANCE

- Students may be called in periodically for individual conferences to discuss their progress and performance.
- Students will be counseled if they have demonstrated an attitude or performance level that does not meet the expected standard.
- All conferences or counseling concerning performance that falls below standards will be documented and placed in the student's file.
- Behavior that falls below acceptable standards is grounds for dismissal from the class/program.

CLASSROOM RULES

Students will:

1. Maintain a neat, clean, appropriate appearance.
 - When in uniform, be dressed according to the dress code.
 - Notify a faculty ½ hour prior to expected arrival time regarding tardiness or absences.
 - Seek permission and follow procedure to leave early when necessary.
 - Return from breaks and meal times at the specified time.

2. Respect the rights of others.
 - Be attentive and polite.
 - Do not distract neighbors thus preventing others from learning.
 - Respect the property of others.
 - Be patient and considerate of others.
 - Pay attention.
 - Think before speaking to avoid misunderstanding.
 - Be respectful of others opinions and questions.
3. Demonstrate good interpersonal relationships with peers and faculty.
 - Exhibit a congenial and cooperative attitude with others.
 - Show respect for faculty and peers.
4. Contribute to a learning atmosphere.
 - Wait for recognition before speaking.
 - Do not interrupt class.
 - Assist classmates if able and time is appropriate.
 - Contribute new or pertinent material on topic when appropriate.
 - Do reading or assignments when no lecture or formal class is in progress.
 - Make good use of classroom/laboratory time.
5. Take responsibility for own learning.
 - Come to class prepared by bringing pen, pencil, paper, and books.
 - Complete reading assignments and participate in class discussions.
 - Be responsible for all assigned books and equipment.
6. Attempt to do the best possible.
 - Try to achieve full potential.
 - Make an effort to answer questions when called upon. The faculty will recognize students before asking a question.
 - Use time wisely.
 - Make an appointment to see the teacher privately to clarify any unclear material.
7. Respect school property.
 - Always leave the classroom and conference areas neater than found.
 - Do not eat, drink, or smoke except in designated areas.
 - Do not deface property of others.
 - Be proud of your school and remember to be an ambassador to the public.
 - Students will not, under any circumstances, make long distance calls to be billed to this College.
 - Students will not use College copiers for personal use.

REASONS FOR DISMISSAL FROM PROGRAM

1. Unsatisfactory academic, lab or job shadow work.
2. Cheating in any manner.
3. Violations of the attendance policy.
4. Failure to satisfy identified probationary requirements within the stated time.
5. Failure to comply with requirements as stated in the Master Plan of Instruction.

STUDENT DRESS CODE FOR SAFETY

Students will wear the LTC Business Programs collared shirt each day to class and while on a Job Shadow experience or on Co-op. Shirts may be worn with pants or skirts. Shorts are not permitted. On other designated days, students will be required to dress in business attire suitable for a job interview. This is defined to be clothing that would be acceptable for most job candidates to wear to a standard job interview. If a student is absent on a designated day, they will dress in normal business attire or business attire suitable for a job interview on their next day of attendance. Designated days will be announced at least five class days in advance.

NOTE - Remember that you are preparing for employment in a position in which public relations may be a factor in your success. Individual desires cannot always take precedence.

PROGRAM OCCUPATIONAL COMPLETION POINTS (OCPs)

Information Technology Assistant/Front Desk Specialist (OCP A and B)

Rather than performing a single specialized task, Information Technology Assistants often have daily responsibilities that change with the needs of the specific job and the employer. Whereas some assistants spend their days filing or

keyboarding, others enter data at a computer terminal. They also can be called upon to operate photocopiers, fax machines, and other office equipment; prepare mailings; proofread copies; and answer telephones, deliver messages, greet customers, provide basic software and hardware assistance, utilize the Internet effectively, pay close attention to numerous details, and to multi-task.

Although the day-to-day duties may differ considerably, many clerks greet customers, guests, or other visitors. Many also answer telephones and either obtain information from, or provide information to, the public. Most clerks use multi-line telephones, fax machines, and personal computers. Many are a visitor's or caller's first contact within an organization, providing information and routing calls.

The specific duties assigned to a clerk also vary by level of experience. Whereas inexperienced employees make photocopies, stuff envelopes, or record inquiries, experienced clerks usually are given additional responsibilities. For example, they may maintain financial or other records, set up spreadsheets, verify statistical reports for accuracy and completeness, handle and adjust customer complaints, work with vendors, make travel arrangements, take inventory of equipment and supplies, answer questions on departmental services and functions, or help prepare invoices or budgetary requests. Senior office clerks may be expected to monitor and direct the work of lower level clerks.

Assistant Digital Production Designer (OCP C)

This position involved creating presentations, reports, and documents by using digital publishing software and digital graphics. Scanners, digital cameras, and other equipment may be used.

Administrative Office Specialist (OCP D)

As the reliance on technology continues to expand in offices, the role of the office professional has greatly evolved. Office automation and organizational restructuring have led secretaries and administrative assistants to assume a wider range of responsibilities once reserved for managerial and professional staff. Many secretaries and administrative assistants now provide training and orientation for new staff, conduct research on the Internet, and operate and troubleshoot new office technologies. In the midst of these changes, however, their core responsibilities have remained much the same—performing and coordinating an office's administrative activities, and storing, retrieving, and integrating information for dissemination to staff and clients.

Secretaries and administrative assistants are responsible for a variety of administrative and clerical duties necessary to run an organization efficiently. They serve as an information manager for an office, plan and schedule meetings and appointments, organize and maintain paper and electronic files, manage projects, conduct research, and provide information by using the telephone, postal mail, and e-mail. They also may handle travel arrangements.

Secretaries and administrative assistants are aided in these tasks by a variety of office equipment, such as facsimile machines, photocopiers, and telephone systems.

Specific job duties vary with experience and titles. *Executive secretaries and administrative assistants*, for example, perform fewer clerical tasks than do other secretaries. In addition to arranging conference calls and scheduling meetings, they may handle more complex responsibilities such as conducting research, preparing statistical reports, training employees, and supervising other clerical staff.

Secretaries and administrative assistants usually work in schools, hospitals, corporate settings, or legal and medical offices. Their jobs often involve sitting for long periods. If they spend a lot of time typing, particularly at a video display terminal, they may encounter problems of eyestrain, stress, and repetitive motion, such as carpal tunnel syndrome.

MATERIALS

Some instructional materials are audio/visual computerized tutorials. For hygienic reasons, students must furnish their own standard computer headphones to use in listening to the instructional programs. Students must also furnish their own flash drive with at least 4 gigabytes of ram.

PROGRAM OBJECTIVES

See the attached Florida State Department of Education Curriculum Framework for program objectives and desired competencies.

**Florida Department of Education
Curriculum Framework**

Program Title: Administrative Office Specialist
Program Type: Career Preparatory
Career Cluster: Business Management and Administration

Career Certificate Program		
Program Number	B070330	
CIP Number	0552040103	
Grade Level	30, 31	
Standard Length	1050 hours	
Teacher Certification	Refer to the Program Structure section.	
CTSO	Phi Beta Lambda BPA	
SOC Codes	15-1151 – Computer User Support Specialists 43-1011 – First-Line Supervisors of Office and Administrative Support Workers 43-9031 – Desktop Publishers 43-6011 – Executive Secretaries and Executive Administrative Assistants	
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml	
Basic Skills Level	Computation (Mathematics): 10	Communications (Reading Language Arts): 10

Purpose

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 Business Management and Administration 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 Business Management and Administration career cluster.

The content includes but is not limited to the use of technology to develop communications skills, higher level thinking skills, and decision making skills; the performance of office procedures tasks; the production of quality work in an efficient manner using advanced features of business software applications; research of job opportunities; and the production of high quality employment portfolios and job-seeking documents.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of four 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.

To teach the courses listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Teacher Certification	Length	SOC Code
A	OTA0040	Information Technology Assistant	OTA0040 Teacher Certifications	150 hours	15-1151
B	OTA0041	Front Desk Specialist	ADMIN ASST 7 G BUS ED 1 @2 CLERICAL @7 7 G MANAG SUPV 7 G SECRETAR 7 G TC COOP ED @7 VOE @7	300 hours	43-1011
C	OTA0030	Assistant Digital Production Designer		150 hours	43-9031
D	OTA0043	Administrative Office Specialist		450 hours	43-6011

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

Information Technology Assistant (OTA0040) is the first course in this and other programs within the Business Management & Administration Career Cluster. Standards 01.0 – 15.0 are associated with this course.

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

- 01.0 Demonstrate knowledge, skill, and application of information technology to accomplish job objectives and enhance workplace performance.
- 02.0 Develop an awareness of microcomputers.
- 03.0 Demonstrate an understanding of networks.
- 04.0 Use word processing applications to enhance the effectiveness of various types of documents and communication.
- 05.0 Use presentation applications to enhance communication skills.
- 06.0 Use spreadsheet applications to enhance communication skills.
- 07.0 Use database applications to store and organize data.
- 08.0 Use electronic mail to enhance communication skills.
- 09.0 Investigate individual assessment and job/career exploration and individual career planning that reflect the transition from school to work, lifelong learning, and personal and professional goals.
- 10.0 Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance.
- 11.0 Demonstrate competence using computer networks, internet and online databases to facilitate collaborative or individual learning and communication.
- 12.0 Develop awareness of computer languages, web-based & software applications, and emerging technologies.
- 13.0 Demonstrate an understanding of basic html by creating a simple web page.
- 14.0 Demonstrate comprehension and communication skills.
- 15.0 Use social media to enhance online communication and develop an awareness of a digital footprint.

- 16.0 Demonstrate knowledge, skill, and application of information systems to accomplish job objectives and enhance workplace of performance in order to apply ergonomic principles applicable to the configuration of computer workstations.
- 17.0 Demonstrate language arts knowledge and skills.
- 18.0 Apply professional oral and written communication skills in a courteous, concise, and correct manner.
- 19.0 Solve problems using critical thinking skills, creativity and innovation and by interpreting information and ideas.
- 20.0 Practice quality performance incorporating customer service strategies in the learning environment and the workplace.
- 21.0 Apply appropriate supervision techniques, standards of personal ethics, and knowledge of workplace regulatory practices to accomplish job objectives and enhance workplace performance.
- 22.0 Incorporate knowledge gained from individual assessment and job/career exploration to design an individual career plan that reflects the transition from school to work, lifelong learning, and personal and professional goals.
- 23.0 Demonstrate human relations/interpersonal skills appropriate for the workplace.
- 24.0 Perform administrative office functions and responsibilities to accomplish job objectives and enhance workplace performance.
- 25.0 Describe the importance of professional ethics and legal responsibilities.
- 26.0 Participate in simulated work-based learning experiences.
- 27.0 Use technology to increase administrative office support productivity and enhance workplace performance.
- 28.0 Use information technology tools.
- 29.0 Demonstrate proficiency in computer skills.
- 30.0 Demonstrate knowledge of digital publishing concepts.
- 31.0 Perform decision-making activities.
- 32.0 Demonstrate proficiency in digital imaging.
- 33.0 Demonstrate proficiency in the safe and ethical use of the Internet to locate information.
- 34.0 Demonstrate the ability to set project requirements, engage in project planning, and utilize the design process.
- 35.0 Perform layout, project design, and measurement activities associated with digital publishing.
- 36.0 Demonstrate an understanding of typography.
- 37.0 Develop an awareness of the emergent technologies associated with digital design.
- 38.0 Apply communication skills (reading, writing speaking, listening and viewing) in a courteous, concise, and correct manner on personal and professional levels.
- 39.0 Use information to accomplish job objectives and enhance workplace performance.
- 40.0 Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance.
- 41.0 Perform administrative office functions and responsibilities to accomplish job objectives and enhance workplace performance.
- 42.0 Participate in simulated work-based learning experiences.
- 43.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
- 44.0 Demonstrate the importance of health, safety, and environmental management in organizations and their importance to organizational performance and regulatory compliance.
- 45.0 Use technology to increase administrative office support productivity and enhance workplace performance.
- 46.0 Assess the importance of professional ethics and legal responsibilities.
- 47.0 Explain the importance of employability skill and entrepreneurship skills.
- 48.0 Perform administrative office functions and responsibilities to accomplish job objectives and enhance workplace performance.