

LINDSEY HOPKINS TECHNICAL EDUCATION CENTER

***STUDY A CAREER FOR
REAL SUCCESS***

SCHOOL CATALOG 2008 – 2009

This catalog is certified true and correct in content and policy.

Rosa D. Borgen, Ph.D., Principal

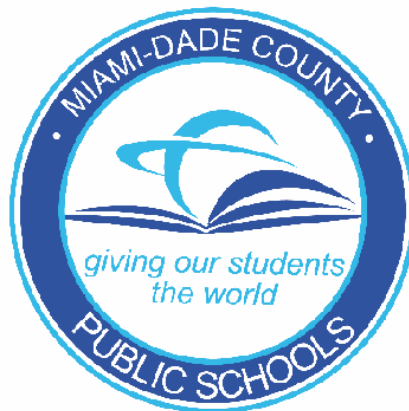


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**LINDSEY HOPKINS
TECHNICAL EDUCATION CENTER
750 N. W. 20TH STREET
MIAMI FLORIDA 33127
PHONE: (305) 324-6070
E-MAIL: lht@dadeschools.net**

ADMINISTRATION

Rosa D. Borgen, Ph.D.	Principal
Dr. Beverly Carter Remy	Vice-Principal
Ms. Sandra Hudson	Assistant Principal
Dr. Wayne Muller	Assistant Principal
Mr. Gonzalo Raventos	Assistant Principal
Mr. Esteban Sardón	Assistant Principal
Mr. Dennis Caldwell	Building Operations
Ms. Tangela Morris	Business Manager

MISSION STATEMENT

The mission of Lindsey Hopkins Technical Education Center is to empower students to achieve their career goals and to develop their ultimate potential.

VISION STATEMENT

Lindsey Hopkins Technical Education Center will be a showcase institution. Our administration, faculty and staff, united in purpose, will provide our student body with the most technically advanced vocational and academic education.

CORE VALUES

Honesty, Integrity, and Respect
Fairness and Kindness
Citizenship, Cooperation, and Responsibility
Excellence

PRINCIPAL'S MESSAGE

Please accept my warmest welcome to Lindsey Hopkins Technical Education Center. Functioning in a rich and diverse South Florida community, Lindsey Hopkins

Technical Education Center sustains an accepting environment which continues to maintain singularly impressive results.

Lindsey Hopkins Technical Education Center was the first career and technical center built in Miami-Dade County. It has a rich history within the educational annals of the school district. Governed by the School Board of Miami-Dade County through its Superintendent Rudolph F. Crew. Lindsey Hopkins Technical Education Center is part of the South Central Regional Center.

The school serves more than 10,000 students each year in both career and technical and adult general education programs. In addition, a dual enrollment program provides technical and vocational training for high school students enrolled in exceptional student education programs at twelve local high schools.

As you browse through the catalog, I believe you will find that our broad range of programs answer the needs of our community in a very supportive way.

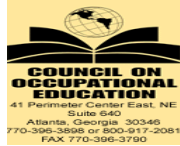
Whether you are a first-time student or a life-long learner looking to update your skills, or broaden your knowledge horizons, I encourage you to review our 2008-2009 catalog to see what Lindsey Hopkins Technical Education Center can offer. We appreciate your interest and hope to see you soon on our campus.

Educationally yours,

**Rosa D. Borgen, Ph.D.
Principal**

ACCREDITATIONS

For 36 years
Lindsey Hopkins
Technical Education Center
is accredited by the
**Commission of the Council on
Occupational Education (COE)**



41 Perimeter Center East, NE
Suite 640
Atlanta, Georgia 30346
Telephone: (800) 917-2081
Fax: (770) 396-3790

The school is approved by the following:
Florida Department of Veterans' Affairs

*The Health Science Education Programs
are approved by the following:*

National League for Nursing



Florida Board of Nursing

*The Automotive Service Technology
Program is approved by the following:*

**The National Automotive Technicians
Education Foundation, Inc.
(NATEF)**



*The Cosmetology Program
is approved by the following:*

Florida Board of Cosmetology

**MIAMI-DADE COUNTY SCHOOL
BOARD POLICY OF NON-
DISCRIMINATION**

The School Board of Miami-Dade County, Florida adheres to a policy of non-discrimination in educational programs/activities and employment and strives affirmatively to provide equal opportunity for all as required by:

- Title VI of the Civil Rights Act of 1964 - prohibits discrimination on the basis of race, color, religion or national origin.
- Title VII of the Civil Rights of Act of 1964, as amended – prohibits discrimination in employment on the basis of race, color, religion, gender or national origin.
- Title IX of the Education Amendments of 1972 – prohibits discrimination on the basis of gender.
- Age Discrimination in Employment Act of 1967 (ADEA), as amended – prohibits discrimination on the basis of age with respect to individuals who are at least 40 years old. Section 504 of the Rehabilitation Act of 1973 – prohibits discrimination against the disabled.
- Americans with Disabilities Act of 1990 (ADA) – prohibits discrimination against individuals with disabilities in employment, public service, public accommodations and telecommunications.
- The Family and Medical Leave Act of 1993 (FMLA) – requires covered employers to provide up to 12 weeks unpaid, job-protected leave to eligible employees for certain family and medical reasons.
- Florida Educational Equity Act – prohibits discrimination on the basis of race, gender, national origin, marital status or handicap against a student or employee. School Board Rules 6Gx13-5D-1.10 and 6Gx13-4A-1.32 prohibit harassment and/or discrimination against a student or employee on the basis of gender, race, color, religion, ethnic or national origin, political beliefs, marital status, age, sexual orientation, social and family background, linguistic preference or disability.
- Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal Law) and Section 295.07 (Florida Statutes), which stipulate categorical preferences for employment.

GENERAL INFORMATION

HISTORY

Lindsey Hopkins Technical Education Center has grown out of a philosophy of service to the educational, cultural and career needs of the people of Miami-Dade County. In its 70 years of existence, the school, as a member of the Miami-Dade County Public Schools, has had a positive impact on the economic growth of the county. Founded in 1937 as Northside Technical School, the center was the first career and technical school established in Miami, Florida. During World War II the school, renamed the Miami Technical High School, was utilized by the United States military for war production training programs.

In 1936 Mr. Lindsey Hopkins, who made a fortune in Atlanta, Georgia in Coca-Cola, moved to Miami. He bought an unfinished fifteen-story *boom-years* hotel, The Roosevelt, for \$38,000 across the street from the Technical High School. Mr. Hopkins paid off all the claims to the hotel and finished the outside of it before dying in 1937. Seven years later the School Board of Dade County bought the hotel for \$225,000 and sold the existing technical school site for \$50,000. Using \$400,000 in federal money, the former hotel building was remodeled. The technical school and the school board's administrative offices were relocated to this building which was renamed the Lindsey Hopkins Building.

Shortly after World War II ended, the school had its first open house as the Miami Technical High School with an initial enrollment of 400 students. Dr. James T. Wilson, Miami-Dade County's Superintendent of Schools at the time, stated in the *Skyscraper*, the school's 1950 yearbook that he wanted to "develop not only a

technical high school, but also a comprehensive vocational program commensurate with the needs of this community." Soon thereafter the school was renamed the Lindsey Hopkins Education Center. In 1968 it was designated the county's first area vocational school. In 1983 the school was relocated to its present site, 750 Northwest 20th Street and offered Hotel Front Desk Operation, including a hotel wing, as one of its career and technical programs. The school affiliated with the Commission on Occupational Education Institutions of the Southern Association of Colleges and Schools in the fall of 1970 and was accredited in 1972.

Since moving to its current site, Lindsey Hopkins Technical Education Center has had four principals. From 1969 to 1990, Dr. John T. Coursey served as the school's principal. Dr. Coursey made key decisions related to the design of the building and oversaw its construction and relocation to its present site in 1983. Dr. Coursey initiated the quest for a multi-level parking garage.

From 1990 to 1997, Mr. John Leyva served as the school's principal. During Mr. Leyva's tenure, the hotel program was closed and the hotel remodeled and converted into much-needed classroom space. Mr. Leyva was also responsible for implementing uniform scheduling of classes and an in-house expansion of course offerings. Mr. Leyva was instrumental in obtaining the funds and zoning needed to begin the construction process for Lindsey Hopkins' parking garage.

From 1997 to 2004, Mr. James V. Parker served as the school's principal. During Mr. Parker's term, the long-awaited construction of the Lindsey Hopkins' parking garage came to fruition. Mr. Parker was a strong advocate of community involvement and became a member of The Miami Chamber of Commerce, providing Lindsey Hopkins with a prominent role. Mr. Parker avidly pursued consulting with area businesses and enlisted their services as partners on the school's Educational Excellence School Advisory Council (EESAC). Because of Mr. Parker's initiative, Lindsey Hopkins was now

part of The Miami Partnership, a joint venture of the City of Miami and the University of Miami, among others, to revitalize the civic center area, of which the school is a part.

Since August 2004 to the present, Rosa D. Borgen, Ph.D. has served as Lindsey Hopkins Technical Education Center's principal. She has fully embraced Lindsey Hopkins' commitment to the community it serves through the business partners on EESAC. Dr. Borgen brings to the school knowledge and vast administrative experience having served as assistant principal and principal at various adult, community and career and technical centers in Miami-Dade County. She has steered the school through major district reorganizations and has successfully secured an excellent working relationship with the South Central Regional Center office, to which the school now reports. Dr. Borgen emphasizes the importance of staff development through a series of faculty meetings devoted to curriculum integration and is actively involved in the incorporation of technology into the academic programs. Under her leadership, Lindsey Hopkins is poised to become a premier training center in this new millennium.

FACILITIES

Lindsey Hopkins Technical Education Center is a full-service adult/career and technical school that offers applied technology and academic programs on a full-time and/or a part-time basis at the main campus and at a number of post-secondary auxiliary instructional sites including Miami-Dade County Department of Corrections and Rehabilitation, the Homeless Assistance Center (HAC), Goodwill Industries, Inc., the Downtown Development Authority of the City of Miami (DDA), New Directions Employment and Training Services, Inc. and the Miami-Dade County Public Schools' Department of Plant Operations. In addition, a dental clinic that serves the local indigent population is operated on campus. More than

135 dentists volunteer their expertise in this multi-cultural community.

The campus houses more than 380,000 square feet of learning and office space. A faculty of more than 100 teachers and more than 100 support staff including clerks, paraprofessionals, custodians, counselors and administrators serve the student body. The school operates Monday through Thursday from 8:00 a.m. to 11:00 p.m. and Friday from 8:00 a.m. to 8:15 p.m.

PROGRAMS

Vocational post-secondary certificate programs are offered in eight different career clusters: Architecture and Construction, Arts, A/V Technology and Communication, Education and Training, Health Science, Human Services, Hospitality and Tourism, Manufacturing and Transportation, Distribution and Logistics. The adult general education curriculum ranges from English for Speakers of Other Languages (ESOL) to Adult Basic Education (ABE), General Educational Development (GED) test preparation and basic skills remediation. Guidance counselors are available to assist all students.

OPEN-ENTRY/OPEN-EXIT PROGRAMS

Many programs are open-entry/open-exit which means that students may enroll at any time during the trimester. Some programs, particularly in the health science area, require a specific entry date and may have an enrollment waiting list. Prospective students are encouraged to check with a counselor, department chairperson and/or instructor to determine the specific admission requirements of their program of interest.

DUAL ENROLLMENT

The Dual Enrollment Program at Lindsey Hopkins Technical Education Center was instituted in the fall of 2002 for the purpose of providing technical and vocational training for high school students enrolled in exceptional student education (ESE) programs. The pilot program included 30 students from three high schools and was so successful that the opportunity to participate was extended to students in other high schools. At the present time 74 students from the following thirteen high schools are participating:

- North Miami Beach Senior High School
- North Miami Senior High School
- Miami Central Senior High School
- Miami Beach Senior High School
- William H. Turner Technical Arts High School
- Booker T. Washington Senior High School
- Miami Senior High School
- Coral Gables Senior High School
- South Miami Senior High School
- Norland Senior High School
- Miami Jackson Senior High School
- Miami Springs Senior High School
- Miami Northwestern Senior High School

The students, who are bused from their home schools to Lindsey Hopkins Technical Education Center for two, three or four class periods in the morning, are returned to their home schools by school bus for the remainder of the day. High school and adult education credits are awarded upon completion of any of the following courses:

- Automotive Service Technology
- Commercial Art Technology
- Commercial Foods and Culinary Arts
- Computer Systems Technology
- Cosmetology
- Early Childhood Education

- Fashion Design Services
- Nails Specialty
- Nutrition & Dietetic Services

The dual enrollment program is generating many positive results. Students are completing the courses with marketable job skills. Some of the students intend to enter the workforce directly after graduation, while others would like to use these skills to further their education in the fields they have selected. A renewed interest in school and education has resulted in an impressive improvement in the students' overall attendance and grades. The return rate for the 2007-2008 school year exceeded 80%, which includes graduates who are returning as adult students. As information about the program is disseminated, inquiries and requests for participation have been received from counselors, parents and students throughout Miami-Dade County.

BOOKSTORE

A currently enrolled student may purchase books, school and art supplies, tools, instruments, novelties and other school-related items in the school bookstore. A valid student identification (ID) badge is required to make purchases. The bookstore is located in Room D-133. Hours of operation are Monday through Thursday, 8:30 a.m. to 3:00 p.m. and 3:30 p.m. to 8:30 p.m. The bookstore is closed on Fridays. All sales are final and CASH only.

LOST AND FOUND

Articles that are lost or found are taken to the security office in Room C-106. Students are required to provide some form of identification when making any claim.

CHILD DAY CARE CENTER

Child-care services are offered for staff members and students with children age two to four. An application packet must be completed in the child-care center office located in Room D-119. Fees are based on a sliding scale. Sign-up early because there is always a waiting list. For eligibility contact the child-care center office at 305-324-6070 ext. 8010 Monday through Friday from 8:00 a.m. to 3:00 p.m.

CAFETERIA

The cafeteria is located in Building F. Breakfast is served Monday through Friday from 7:30 a.m. to 9:45 a.m. Lunch is offered Monday through Friday from 11:00 a.m. to 12:30 p.m. Dinner is available Monday through Thursday from 6:00 p.m. to 8:15 p.m. Vending machines are conveniently located throughout the campus.

LIBRARY MEDIA CENTER

The library media center allows students who are currently enrolled to research academic subjects, to access information on current events and to obtain visual/ancillary materials for school projects. It is located in Room F-221. In order to use the library media center, students are required to provide school identification. Students using computers with Internet access must adhere to the Miami-Dade County Public Schools' Acceptable Use Policy for Internet Use. (*Copies are available in the library media center*). The library media center's hours of operation are Monday through Thursday from 7:30 a.m. to 9:30 p.m. and Fridays from 7:30 a.m. to 6:00 p.m.

TECHNOLOGY SUPPORT

There are various computer laboratories that facilitate learning. They are stationed in English for Speakers of Other Languages (ESOL) classrooms, the Adult General Education Department, the Health Occupations Department, and in the library media center.

SECURITY

Lindsey Hopkins Technical Education Center has a security plan detailing procedures to be followed in the event of both internal and external emergencies. Both security lockdowns and fire drills are held periodically throughout the year as per school district mandates. The school has a staff of 13 security specialists, one security foreperson, and two school resource officers to provide school security to ensure a safe campus at all times students are in class.

STUDENT IDENTIFICATION

Students must wear a current and valid Lindsey Hopkins Technical Education Center identification badge (ID) visible at all times. The badge must be shown upon request by school officials. Student identification badges are obtained by paying a \$5.00 fee at the time of registration for classes. Disciplinary actions may be taken against students not having and/or not displaying a valid school identification badge.

TRANSPORTATION AND PARKING

School transportation is not provided for students. However, local bus and Metrorail service is available in close proximity to the school. Contact the office of the Metropolitan Transit Authority (MTA) for times and stop locations. The telephone number is (305) 770-3131. The school does have a large six-story parking garage, with free parking for currently enrolled students. Security specialists are stationed at all times in the garage, along with security cameras. A parking fee may be charged.

2008-2009 SCHOOL CALENDAR

2008 (1) Trimester

August	18, 2008	Classes begin
September	1, 2008	Holiday
September	30, 2008	Teacher planning day*
October	9, 2008	Teacher planning day
October	24, 2008	Teacher planning day
November	4, 2008	Teacher planning day
November	11, 2008	Holiday
November	27, 2008	Holiday
November	28, 2008	Recess
December	18, 2008	Classes end
December	19, 2008	Teacher planning day
December	22, 2008 to	January 4, 2009
		Winter break

2008 (2) Trimester

January	5, 2009	Classes begin
January	16, 2009	Teacher planning day*
January	19, 2009	Holiday
February	6, 2009	Teacher planning day
February	16, 2009	Holiday
March	27, 2009	Teacher planning day
April	6, 2009 to	April 10, 2009
		Spring break

April	23, 2009	Classes end
April	24, 2009	Teacher planning day

2008(3) Trimester

April	27, 2009	Classes begin
May	25, 2009	Holiday
July	3, 2009	Recess
July	29, 2009	Classes end
July	30, 2009	Teacher planning day*

***No classes on holidays and teacher planning days**

NOTES:

STUDENT SERVICES

ADMISSIONS

Any person 16 years of age or older, officially withdrawn from the K-12 program in Miami-Dade County Public Schools, may enroll in most programs offered through Lindsey Hopkins Technical Education Center. As one of the Miami-Dade County Public Schools, Lindsey Hopkins Technical Education Center adheres to a policy of non-discrimination and strives affirmatively to provide equal opportunity to all potential students. Any individual with physical or mental disorders applying for admission will be referred to vocational rehabilitation or other appropriate agencies that will work closely with the school in determining when the individual is ready to be accepted for admission to the adult program.

Career and technical students who wish to enter programs of 450 clock hours of instruction or more must complete a basic skills examination within the first six (6) calendar weeks after admission into the program, even if they hold a high school diploma. Exceptions from the basic skills testing requisite include students enrolling in continuing workforce education classes, students possessing an associate of applied science, arts, baccalaureate or graduate-level degree, students who have passed or are exempt from the college level communication and computation examination and/or students who are exempt from the college entry-level examination. Students with disabilities may request testing accommodations if they provide written documentation verifying their disability.

The basic skills requirement cannot be used to deny entry or placement in a vocational program. Students who want to enter career and technical programs, who have not met the

minimum basic skills levels established by the State of Florida for completion of their career and technical program, may register for remediation in Adult Basic Education (ABE) classes and/or the Vocational Preparatory Instruction (VPI) laboratory concurrent with their career and technical program or prior to entering their career program.

Prospective students may register directly for many courses that do not have pre-entrance requirements by completing registration and paying a small registration fee plus vocational tuition, if required. For certain adult vocational programs, primarily in the field of health sciences, prospective students must meet with a counselor prior to enrollment because of additional admissions requirements including proof of high school or GED transcripts, minimum scores on an entrance test and orientation sessions. If counseling and/or testing indicate that students do not qualify for the original program choice, then an alternate program or remediation is recommended. Students enrolling in adult education programs are required to take a basic skills test for placement prior to registration to determine the appropriate level of study.

DUAL ENROLLMENT ADMISSIONS

During the second high school semester of each school year, the dual enrollment facilitator visits the participating high schools for recruitment purposes. The students view a power point presentation. A question and answer period ensues, and interested students are given an application. The application, along with a letter explaining the program, is taken home to be signed by a parent or guardian. A separate paper with information about course listings, entrance requirements, duration of programs, class hours and transportation is also sent home at this time. The dual enrollment facilitator interviews the applicants, and the high school counselors and teachers are consulted for the purpose of

determining whether or not the student possesses adequate academic skills for the selected courses. If the course work appears to be academically too demanding, the student is encouraged to select more appropriate options. Applicants receive one of three letters of response. A student may be accepted without conditions, accepted on a probationary basis or encouraged to improve deficiencies and reapply in the following school year. The courses offered to the Exceptional Student Education (ESE) high school students are carefully screened and monitored by the dual enrollment facilitator to ensure appropriate academic and occupational content. Monitoring by the dual enrollment facilitator is ongoing and classes are visited on a daily basis. The high school students are expected to fulfill the same requirements as the adult students in order to be awarded vocational occupational completion points (OCPs) available in each program. On an occasion when it does not appear that a student will be able to attain the OCP requirements, the state and district may award modified occupational completion points. These are considered only after all possible efforts have been made to complete the regular OCPs.

ABILITY-TO-BENEFIT

Ability-to-benefit students are individuals above compulsory school attendance age who have not earned a high school diploma or equivalent and have no desire to earn a high school diploma or equivalent, but would benefit from an occupational education program. Students may be admitted on an ability-to-benefit basis in certificate programs that do not require a high school diploma for entry. If their basic skills levels fall below the minimum levels set by the State of Florida for vocational program completion, the students will be counseled for remediation in Adult Basic Education (ABE) classes and/or the Vocational Preparatory Instruction (VPI) laboratory. Students' progress is monitored

through instructor checklists, periodic retesting of basic skills levels and program completion rates. Instructor competency checklists, basic skills test scores and occupational completion points earned are maintained in the students' official records. Students admitted under the ability-to-benefit category who apply for financial aid are required to achieve passing scores on the Wonderlic Basic Skills Test before financial aid can be awarded.

COUNSELING

Lindsey Hopkins Technical Education Center offers a comprehensive program of guidance and counseling services. These services address individual, small-group and large-group counseling, as well as the personal/social, educational and career needs of all students. The counseling staff is well trained and offers personalized services to each student. Career and technical counselors are available Monday through Thursday from 8:00 a.m. to 9:00 p.m. and on Friday from 8:00 a.m. to 4:20 p.m. in Room D-107.

CAREER RESOURCE CENTER

The Career Resource Center at Lindsey Hopkins Technical Education provides assistance for students in job search and placement, résumé writing, employability skills and the job application process. Students are given the opportunity to participate in workplace readiness classes where they gain information and knowledge about self-esteem and attitude, non-verbal communication skills, professional image and business ethics in the workplace. Students also have the opportunity to complete a career interest survey and receive counseling to assist them with their career choices. The Career Resource Center is located in Room D-106 and is open Tuesday

through Friday from 8:00 a.m. to 3:20 p.m. and on Monday from 1:40 p.m. to 9:00 p.m.

DISABLED STUDENT SERVICES

The disabled student services program has been designed to integrate disabled students into the Lindsey Hopkins Technical Education Center community. The school strives to provide a holistic educational and vocational experience. It is the school's belief that disabled students are best served by placement into existing classes. Therefore, there are no classes or laboratories especially designed for disabled students. The coordinator for the Students with Disabilities Program at Lindsey Hopkins Technical Education Center can be reached at (305) 324-6070, Ext. 7139. Other community-based organizations including Vocational Rehabilitation, Division of Blind Services and the Veterans Administration will also fund disabled students who attend Lindsey Hopkins Technical Education Center. For information about disabled student services assistance, see a guidance counselor.

The following services are available to accommodate the special learning needs of students with disabilities and therefore ensure them an equal opportunity to competitively pursue a quality education:

- Testing accommodations
- Career planning
- Registration assistance
- Adapted aids and equipment
- Referrals to outside agencies
- Interpreters for the deaf
- Note takers for the blind

STUDENT HEALTH

Lindsey Hopkins Technical Education Center has no facilities or personnel to render medical assistance of any type. If a student has a medical problem that might result in an emergency situation, the student should inform the instructor of the condition when initially entering the class. If a student emergency occurs, school officials will call fire rescue. Fire rescue personnel will make the decision as to the need for an ambulance. If an ambulance is dispatched, the student requiring medical attention is responsible for payment.

ATTENDANCE POLICY

All students are expected to attend class regularly and as scheduled. Attendance records are recorded by the teacher on a daily basis. Career and technical students absent from class for six (6) consecutive meetings and adult general education students absent from class for four (4) consecutive meetings are dropped automatically from the class roll. Excessive absences that interfere with academic progress may be grounds for disciplinary action.

TRANSFER POLICY

Students may transfer from one program to another program within the institution or from other institutions by obtaining the recommendation of counselors and instructors. Transferring students are assessed by instructors to determine the highest achieved competency in order to assist them in continuing their education at the appropriate level. Students beyond the compulsory school age and currently enrolled as full-time secondary students must follow Miami-Dade

County Public Schools' transfer policy when desiring to transfer to a vocational post-secondary school.

NOTES:

***VETERANS' EDUCATIONAL
BENEFITS PROGRAM***

Lindsey Hopkins Technical Education Center has been approved by the Florida Department of Veterans' Affairs to provide educational benefits to eligible veterans. Veterans may obtain assistance or information concerning matters dealing with benefits for veterans from either the day or evening registrar located in Room C-106. All veterans will be advised whether or not their program of study has been approved by the Department of Veterans' Affairs. Veterans are permitted to receive educational benefits only for the length of time approved for the course.

FINANCIAL INFORMATION

FINANCIAL AID

Students enrolled in vocational programs which are 600 clock hours or more of instruction may apply for federal financial aid (Pell Grant). Students ineligible for Pell Grant may apply for the Florida Student Assistance Grant (FSAG). Students who are enrolled in vocational programs which are less than 600 clock hours of instruction may apply for the District Financial Assistance Program (DFAP) or Fee Waiver. Most financial aid is limited to tuition payments only. Students are responsible for purchasing all books and supplies. Financial assistance is also available through various agencies. Financial aid information and assistance is available in Room D 157.

GENERAL ELIGIBILITY REQUIREMENTS

In order to participate in the financial aid programs, a student must comply with the following eligibility requirements:

1. Hold United States citizenship or United States permanent resident status.
 2. Be enrolled in a certificate program consisting of at least 600 clock hours of instruction for federal financial aid. Students enrolled in programs of less than 600 hours may be eligible for district financial aid.
 3. Make satisfactory progress in academics and attendance.
 4. Not be in default or owe a refund for any aid previously received.
 5. Sign a statement of educational purpose.
6. Sign a statement certifying non-participation in any drug related activity.
 7. Register with the United States Selective Service, if required to do so by federal law.
 8. Hold a high-school diploma or pass an independently administered education test to demonstrate ability-to-benefit from the training.

FINANCIAL AID STANDARDS OF ACADEMIC PROGRESS

Career and technical centers of Miami-Dade County Public Schools in conjunction with federal regulations have established the following standards of academic progress, which must be met to receive financial assistance. These standards become effective when the student starts the program, not when the student applies for financial aid. For returning students the standards start the first day the student enters the class in the next trimester.

- A. To make satisfactory progress a student must meet the following standards:
 1. Receive a satisfactory progress report in at least 60% of the classes at the end of each trimester. (qualitative measurement)
 2. Complete 60% of the scheduled hours for which the student was enrolled. Adjustments to this requirement may be made for certain categories of students. (quantitative measurement)
 3. Achieve satisfactory progress which is evaluated each trimester.
 4. If a student fails to make satisfactory progress at the end of a trimester, the student will not be eligible for financial assistance for the next

trimester. If a student makes satisfactory progress during the next trimester of attendance, defined as attending 85% of the scheduled class hours and obtaining a satisfactory progress report, financial aid will be reinstated for the following trimester.

- B. The number of trimesters a student will be eligible to receive financial aid will be limited by the number of hours required to complete the program.

Length of Program (Hrs.)	Maximum Trimesters of Eligibility
600	3
750	3
900	4
1080	5
1200	5
1440	6
1550	7
1800	8
2160	9

If a student exceeds the maximum trimesters of eligibility as defined in the above chart, the student will be considered as not making satisfactory progress and will no longer be eligible for financial aid.

Additionally, a student is allowed to transfer programs twice. A student will lose eligibility for financial aid if the student transfers more than two times.

- C. Appeals Concerning Unsatisfactory Progress

If notified that financial aid is canceled, the student has the opportunity to appeal such action. The appeal should be in writing and include the following documents:

1. A letter by the student describing mitigating circumstances.
2. A physician's note and/or medical records if the appeal is based on a medical reason.

3. Any additional supporting documents.

The decision of the appeal committee is final. A student will receive written notification of the decision. After an appeal is denied, reinstatement is possible if a student attends one trimester without financial assistance and maintains satisfactory progress for that trimester. A student may be granted only one appeal during the entire program of study.

- D. Verification

Federal regulations require that Lindsey Hopkins Technical Education Center validates income reported on the Pell Grant Student Aid Report (SAR) with the parent's/student's IRS Tax Form 1040 and attached schedules. When discrepancies occur, the corrected SAR must be resubmitted to the federal processor. The financial aid office reserves the right to require other documentation when deemed necessary before the student becomes eligible for a Pell Grant.

- E. Payments

Students will be paid each trimester based on the number of hours they completed in a trimester. Subsequent payments are contingent upon the students maintaining satisfactory academic progress. If students do not complete all of the hours paid during the first trimester of eligibility, subsequent payments will be adjusted to account for the incomplete hours in the following trimester. Checks will be held for 15 days after the last day of enrollment for the award year. Any check not picked up by that date will be voided.

TUITION/FEES

Tuition and special fees are collected at the time of registration for classes. All fees are collected each trimester. Cash or credit cards are acceptable forms of payment. Florida residents who enroll in adult general education classes in preparation for getting a high school diploma or for remediation of basic skills for career and technical training are not charged tuition fees. In addition, students enrolling in English for Speakers of Other Languages (ESOL) classes are not charged tuition fees. The State of Florida determines the range per contact hour and The School Board of Miami-Dade County sets the actual amount, subject to change annually. Amount of tuition varies according to student contact hours. Rates per contact hour for the 2008-2009 school years are as follows:

2008-2009 WORKFORCE DEVELOPMENT EDUCATION FEE SCHEDULE

Resident Vocational Certificate (PSAV).....	\$ 2.02/hour
Non-Resident Vocational Certificate.....	\$ 8.11/hour
*Resident Adult General Education.....	\$ 0.99/hour
*Non-Resident Adult General Education.....	\$ 3.96/hour
Resident Continuing Workforce Education.....	\$ 4.05/hour
Non-Resident Continuing Workforce Education.....	\$ 8.11/hour
Identification Badges (per trimester).....	\$ 5.00
First-time career and technical Student application fee.....	\$ 15.00
<i>*Fee is applicable to those students scoring 9.0 or higher on the required basic skills test.</i>	

When student fees are paid by credit card, the name and address of the registering student must match the credit card information.

Other Fees/Costs

Other fees/costs such as laboratory, textbooks, tools and uniforms vary according to the program. A fee is charged for duplicate transcripts and certificates.

TUITION FEE WAIVERS

Tuition fee waivers may be granted to financially needy students. In order to qualify, the student cannot receive financial aid from any other sources. A fee waiver application must be submitted each trimester. In addition, the applicant must provide documentation verifying financial need.

PRO-RATED FEES

- A. A pro-rated fee on regular courses is charged to students enrolling after the beginning of the trimester as follows:
1. Students registering on the first through the 21st calendar day of the trimester are charged full fees.
 2. Students registering from 22 calendar days to 49 calendar days after the beginning the trimester are charged 75 percent of the fee.
 3. Students registering 50 or more days after the beginning of the trimester are charged 50 percent of the fee.
 4. One lump-sum payment must be made if a student registers on or after the 22nd calendar day of the trimester.

- B. Installment payments may be received under the following conditions:
1. A student is registered within the first 21 calendar days of the trimester.
 2. One-third of the total fees must be paid at the time of registration.
 3. All fees must be paid no later than the end of the sixth week in the trimester. (An interim payment may be required at the discretion of the principal)
 4. Partial payments cannot be refunded..
 5. Non-resident students are not eligible for partial payments because of federal immigration policies.
 6. Special fees and liability insurance fees are not refundable.
1. Refunds are identified and automatically processed based on the Miami-Dade County Public Schools' Information Technology Monthly Fee Audit Report.
2. Refunds will be paid by check or credit card depending on the initial method of payment.
- C. For financial aid disbursement policies, see the *Financial Aid Manual* in the financial aid office.

NOTES:

REFUNDS

- A. In the event a student elects to withdraw, under normal circumstances the following refund policies apply:
1. Before start of class – full refund of course and non-resident student fee. No refund of any special fees paid.
 2. Within 14 calendar days after start of class – 50 percent refund of course and non-resident fee, but no refund on special fees paid
 3. After 14 calendar days of the start of class – no refund of any course fees or any other special fees paid.
- B. These procedures are followed in issuing refunds:

ACADEMIC POLICIES

GRADING SYSTEM

The grading system used for dual enrollment high school students and selected vocational programs, primarily those in the health science education areas, follows that of the Miami-Dade County Public School System.

GRADE	NUMERICAL VALUE	INTERPRETATION	GRADE POINT VALUES
<i>A</i>	<i>90 - 100%</i>	<i>Outstanding</i>	<i>4</i>
<i>B</i>	<i>80 - 89%</i>	<i>Good</i>	<i>3</i>
<i>C</i>	<i>70 - 79%</i>	<i>Satisfactory</i>	<i>2</i>
<i>D</i>	<i>60 - 69%</i>	<i>Minimal; improvement needed</i>	<i>1</i>
<i>F</i>	<i>0 - 59%</i>	<i>Unsatisfactory</i>	<i>0</i>
<i>I</i>	<i>0%</i>	<i>Incomplete (secondary only)</i>	<i>0</i>

A majority of the career and technical programs are competency based and use a variety of means to assess student mastery of the program including competency checklists, written tests, performance tests and student portfolios.

UNSATISFACTORY PROGRESS

Rules of The School Board of Miami-Dade County require that all students be notified in writing at anytime during a grading period when it is apparent that the student may fail or is doing unsatisfactory work in any course or program. An acknowledgment of such notification is obtained. A conference may be called among the teacher, student and counselor or administrator to create a contract to assist the student and avert a possible action leading to dismissal.

PROBATION

All students ages 18 and under are admitted into all programs in the first trimester on a probationary basis. After the first trimester of study, depending on academic progress, the probationary status may be lifted. Adult students who have an extensive disciplinary case management record from high school, who have been referred twice in one semester, or who have accumulated three referrals for more than one trimester will be placed on probation. Referrals by instructors to counselors can include reasons such as tardiness, lack of attendance, poor performance and in-class disruption. This probation will extend for the remainder of the enrolled trimester. When the probation takes place within the last four weeks of the trimester, the probationary period will extend to the end of the next enrolled trimester.

PROGRESS RECORDS

In vocational programs the registrar can provide attendance hours, as well as a summary of earned occupational completion points (OCPs), for students. In adult general

education programs, the registrar can provide verification of enrollment, as well as a summary of earned literacy completion points (LCPs), for students. Grades and competency checklists are kept by the instructor for the current trimester.

Students who have completed vocational hours within any Florida public school system may transfer the hours. All others, upon furnishing a transcript or evidence of mastery of specific competencies, may be advanced in their program of study based on the assessment of the instructor.

Lindsey Hopkins Technical Education Center requires that all Veterans' Administration (VA) students report all previous education and training. The school will evaluate such and grant credit as appropriate, with training time and tuition reduced proportionately and with the student and U.S. Department of Veterans' Affairs so notified.

***TEST OF ADULT BASIC
EDUCATION (TABE)***

For students who enroll in an applied technology (vocational) program, basic skills testing in mathematics, language and reading must be completed no later than six weeks from the time of entry. Lindsey Hopkins Technical Education Center uses the Test of Adult Basic Education (TABE) for all basic skills testing. All students must be administered a basic skills test even if they hold a high school diploma, with the following exceptions:

- Students possessing an Associate of Arts or Associate in Science, Baccalaureate, or graduate-level degree, or those who have passed the College Level Academic Skills Test (CLAST) and/or have met the minimum requirements on college placement exams. Students must present an official copy of the degree, transcript

and/or documentation of test scores, as evidence of the above.

- Students enrolling in continuing workforce education classes (formerly vocational supplemental classes).
- Students enrolling in job preparatory programs of less than 450 clock hours of instruction.

Students who have passed a state, national or industry licensure exam are exempt from post-testing on the basic skills test (TABE), although they must take an initial test within six weeks of entering the vocational program. Currently the State of Florida recognizes graduates in automotive service technology, cosmetology, commercial foods and culinary arts and practical nursing programs as eligible for this exemption.

***VOCATIONAL PREPARATORY
INSTRUCTION (VPI)***

Vocational Preparatory Instruction (VPI) provides basic skills remediation in a vocational forum. A state-approved standardized examination is used to determine the students' strengths and weaknesses in reading, language and mathematics. This type of remediation assists students in meeting the adult basic education TABE requirements for the receipt of a vocational certificate. Students may enroll voluntarily or be referred by a counselor or instructor. Students whose test scores fall one or two grade levels below the career and technical program's basic skills requirement for completion of the program are automatically assigned to the VPI laboratory. Any student assigned by a counselor for remediation, and who is one or two grade levels below the required TABE score, is assigned concurrently into the VPI lab at no additional fee. The VPI laboratory tracks skill acquisition, not clock hours of instruction.

LICENSURE PROGRAMS***NOTES:***

Students are prepared to take the following licensure examinations:

- Automotive Service Technology
- Cosmetology
- Practical Nursing

A student who successfully passes the licensure examination is considered a program completer. If the student's basic skill levels fall below the state's requirement for completion of the program, a post-test with the Test of Adult Basic Education (TABE) is waived, when the licensure examination is passed.

STUDENTS' RIGHTS

STUDENT RIGHT-TO-KNOW AND CAMPUS SECURITY ACT OF 1990

The Student Right-To-Know Act requires institutions to disclose specific information on the general student population. The Campus Security Act of 1990 requires all post-secondary institutions participating in federal student aid programs to disclose campus security policies and certain crime statistics. In order to comply with the provisions of the law, security reports are available on the school's web site and in the building operations office.

GRIEVANCE PROCEDURES FOR STUDENTS

The following steps must be followed for any issue regarded as a student grievance.

1. A student will first discuss the situation with the Lindsey Hopkins Technical Education Center (LHTEC) instructor.
2. If a resolution is not reached, the student will document the problem in writing to the Lindsey Hopkins Technical Education Center (LHTEC) department chairperson. A conference will be scheduled.
3. If resolution is not reached at this level, the student will schedule a conference with the appropriate Lindsey Hopkins Technical Education Center (LHTEC) guidance counselor.
4. If the resolution is not reached at this

level, the student will schedule a conference with the appropriate administrator in charge.

5. If the grievance remains unresolved at this level, the grievance will then be sent to the Lindsey Hopkins Technical Education Center (LHTEC) committee for appeals.
6. Once the grievance has been presented to this committee, if the student is still not satisfied, the student has the right to appeal to the next administrative level. (See School Board Rule 6Gx13-5D-1.10).

DISCRIMINATION/HARASSMENT: COMPLAINT PROCEDURES FOR STUDENTS

A student who has a reasonable and good-faith belief of being the subject of discrimination or harassment because of gender, race, color, religion, ethnic or national origin, political beliefs, marital status, age, sexual orientation, social and family background, linguistic preference, pregnancy or disability shall proceed with the following steps.

1. The student/parent shall communicate in writing the allegation(s) to the school Principal.
2. If the student does not feel comfortable discussing the complaint at the school or region office, the student may file the complaint directly with the School Board's Civil Rights Compliance (CRC) office.
3. Due to the sensitive nature of sexual harassment complaints, students/parents may file such a complaint directly with the school board's CRC office.
4. If the complaint is submitted to the Principal, the Principal will be responsible for scheduling a meeting with the

complainant to discuss the complaint. In the event the complaint involves the student's Principal, the student may go directly to the next level of administration, South Central Regional Office, Center of Student Advocacy.

5. If the complaint is not resolved to the complainant's satisfaction after discussion with the Principal, or cannot be resolved at that level, the student may appeal to the next administrative level, the South Central Regional Office, Center of Student Advocacy.
6. If the complaint is not satisfactorily resolved at the second level of administration, as determined by the student, the complainant may file a complaint with the School Board's CRC office. The student/parent will be requested to provide the School Board's CRC office signed, specific information regarding the discriminatory or harassing action(s) or inaction(s), the basis such as age, race or disability for the action(s) or inaction(s), the alleged offender(s), witnesses and other pertinent information.
7. If the student/parent does not agree with the final determination made by the School Board's CRC office, the complainant may appeal the determination to the Superintendent of School's designee to hear such appeals by submitting a letter of appeal within 15 workdays of the date of the final determination.
8. Failure on the part of the student to initiate and/or follow-up on a complaint in a timely manner may result in the complaint being considered abandoned. A complaint must be filed within 30 days of the alleged discriminatory act(s).
9. In general, students shall continue attendance at school and pursue their studies, as directed, while complaints are pending resolution.

10. Records of an ongoing investigation shall remain confidential and not subject to disclosure pursuant to Chapter 119, Florida Statutes until a final determination is made on the case.

11. The address of the CRC office follows:

Shirlyon J. McWhorter
 Executive Director
 Office of Civil Rights Compliance (CRC)
 1500 Biscayne Boulevard, Suite 234
 Miami, Florida 33132
 Telephone: 305.995.1580 –
 TDD 305.995.2400

STUDENT RECORDS

Miami-Dade County Public Schools maintains educational records in accordance with state and federal laws. Educational records are maintained to facilitate the instruction, guidance and educational progress of students in programs operated under the authority and direction of the School Board of Miami-Dade County. These records include the data necessary to facilitate the orderly educational progress of students as stated in School Board rule 6Gx13- 5B-1.07, *Student Records*. The document *Student Educational Records*, published by the Division of Student Services, contains the guidelines and district directives regarding student records and outlines the rights accorded eligible students.

AMERICANS WITH DISABILITIES ACT

Lindsey Hopkins Technical Education Center complies with the Americans with Disabilities Act (ADA), which protects citizens of the United States who possess physical or mental disabilities. The school complies with Section 504 of the Vocational Rehabilitation Act

Amendments of 1973, which states that “no otherwise qualified handicapped individual in the United States shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefit of, or be subjected to discrimination under any program or activity receiving federal financial assistance.” If it is determined that an individual is a qualified person with a disability, then the school will develop a 504 Accommodation Plan to ensure equal access to the instructional programs.”

STUDENT CONDUCT

The primary objective of Lindsey Hopkins Technical Education Center and Miami-Dade County Public Schools is to develop each student's potential for learning and to foster positive interpersonal relationships. To accomplish this objective, it is necessary that the school environment be free of disruptions that interfere with teaching and learning activities. Student conduct determines to a great extent the full development of the potential for learning and the development of positive relationships. A good learning environment provides order and discipline as evidenced by the absence of distractions, frictions and disturbances that interfere with the effective functioning of the student, the class and the school. It is also the presence of a safe and friendly, yet business-like atmosphere, in which students and school personnel work cooperatively toward mutually recognized and accepted goals.

A *Code of Conduct for Adult Students* has been developed by the school district to ensure that students have an environment conducive to learning. Some of the behaviors that will be considered grounds for dismissal of a student include the following:*

- Refusing to comply with the school's identification (ID) badge policy.
- Profane or indecent language and/or behavior.
- Defacing or destruction of public property.
- Smoking anywhere on campus.
- Attending classes under the influence of alcohol, illegal drugs/substances or the possession of either.
- Improper conduct resulting in a disturbance anywhere on the school premises.
- Tampering with fire equipment, safety and evacuation signs, or setting off a fire alarm.
- Possession of firearms, knives, explosives or incendiary materials.
- Cutting (skipping) scheduled classes.

* Note: This is not an all-inclusive list. For a complete list, see the *Code of Conduct for Adult Students*.

DRESS CODE

It is essential that students dress appropriately for the world of work. Since the primary purpose of Lindsey Hopkins Technical Education Center is to prepare students for employment, students are required to be neat and clean in appearance. Items of dress that pose a risk to health and safety, cause classroom disturbances or create objectionable noise are forbidden. Students must adhere to the following specific regulations concerning dress:

- No metal cleats on shoes, no clogs, thongs, sandals, bedroom slippers or other

- shoes without back straps. Safety shoes are recommended in industrial shop areas.
- No written messages or pictures or symbols on clothing which portray ideas which may be harmful to the health, safety and welfare of students such as messages related to drugs, smoking, alcohol, sex and profanity.
 - No mini-shorts, micro-mini-skirts, cut-offs or oversized pants, tank tops, tube tops, see-through blouses without a camisole or whole slip, bare backs, bare mid-riffs or plunging neck lines.
 - No hats or bandanas in the classroom or cafeteria except for religious purposes.
 - Students enrolled in certain career technical programs are required to wear uniforms or apparel suitable to the training.

NOTES:

ADULT GENERAL EDUCATION (AGE)

Adult General Education (AGE) courses provide students with the opportunity to improve the level of literacy skills required to lead productive lives. Students perform and progress at their own rate depending on ability, levels of achievement and academic and vocational goals. Instruction is individualized in order to meet the needs of the students.

ADMISSION REQUIREMENTS

The Test of Adult Basic Education (TABE) is a required examination to ensure placement in the appropriate level in Adult Basic Education (ABE) and General Education Development (GED) Preparation classes. The Comprehensive Adult Student Assessment System (CASAS) test is required for appropriate placement in the English for Speakers of Other Languages (ESOL) program. Students must be at least 16 years of age and not currently enrolled in another Miami-Dade County Public School in order to enroll in all Adult General Education classes.

LENGTH

ABE - reading/writing/math – variable length
 ESOL - one trimester minimally per level
 GED - one trimester minimally

COST

Adult General Education courses are free of charge for most Florida residents. If a student with a high school diploma enrolls in a class and scores a nine or higher on the TABE test, there will be a minimal charge for the course. Students must pay for an ID card and its renewal each trimester and must also purchase textbooks and workbooks.

ADULT BASIC EDUCATION (ABE)

Adult Basic Education courses provide basic literacy, mathematics and writing skills to those students who are performing below ninth grade level. Instruction is delivered in the areas of reading, mathematics and language. The emphasis of these courses is to assist adults to function in today's competitive society, to encourage further educational endeavors and to improve employment opportunities.

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

English for Speakers of Other Languages (ESOL) courses assist students in developing literacy skills which help students communicate in English, succeed in career and technical education programs, find and keep a job and advance in chosen careers. There are six consecutive levels of language instruction in ESOL. These levels are configured logically and sequentially for language acquisition.

***GENERAL EDUCATIONAL
DEVELOPMENT PROGRAM (GED)***

This course prepares students for the General Educational Development (GED) test, often referred to as the high school equivalency exam. It consists of reading comprehension, mathematics, writing, social studies and science and provides a review for students taking the GED test. Upon receiving a passing score on the GED examination, the student is issued a State of Florida high school diploma. Passing scores vary from state to state.

TECHNOLOGY SUPPORT

English for Speakers of Other Languages (ESOL) students are scheduled to attend on a weekly basis the ESOL computer language laboratory, which has 25 computers. In the ESOL computer language laboratory, students get additional practice in reading, listening and speaking English. Through the use of the English Language Learning and Instruction System (ELLIS) and Auralog *Tell Me More* software programs, students view mini-videos, listen, repeat and record words, phrases, and sentences and interact with the program to complete multiple choice, true/false, matching and fill-in-the-blank exercises. In addition to regular class time, the ESOL computer language laboratory is also open Monday through Friday, from 11:15 a.m. to 11:45 a.m. and from 2:00 p.m. to 3:00 p.m. During these hours, students may practice without their teachers. The ESOL computer laboratory manager is available to assist students with any of their learning needs at all times.

Adult Basic Education (ABE) classes are scheduled into the 30-station ABE computer lab on a weekly basis. In the ABE computer laboratory, students get additional practice in

reading, language and mathematics. Through the use of Read On, Instruction Targeted for TABE Success (ITTS), Skills Bank, MySkills Tutor, and PaceWare software programs, students complete exercises which prepare them for the Test of Adult Basic Education (TABE) and for the career and technical class of their choice.

NOTES:

***VOCATIONAL
EDUCATION
PROGRAMS***

**ARCHITECTURE AND
CONSTRUCTION**

**AIR CONDITIONING,
REFRIGERATION AND HEATING
TECHNOLOGY
1470203**

MISSION STATEMENT

The purpose of the Air Conditioning, Refrigeration and Heating Technology Program is to prepare students for employment or advance training in the air conditioning, refrigeration, ventilation and heating industry.

PROGRAM STRUCTURE

The program focuses on broad, transferable skills and demonstrates elements of the industry such as planning, management, finance, technical and production skills, the underlying principles of technology, labor issues, community issues, and health, safety and environmental issues. Students will obtain Environmental Protection Agency (EPA) certification prior to leaving school in order to be employable in any job that requires work with refrigerants.

INSTRUCTION CONSISTS OF

<i>Occupational Completion Points OCPs)</i>	<i>Hours</i>
A/C, Refrigeration & Heating Helper	250
A/C, Refrigeration and Heating Mechanic Assistant	500
A/C, Refrigeration and Heating Mechanic	1000
A/C, Refrigeration and Heating Technician	1350

LABORATORY ACTIVITIES

Classroom, shop and laboratory are an integral part of this program. These activities include instruction in the use of safety procedures and in the care of tools, equipment, materials and processes found in the industry. Equipment and supplies are provided to enhance hands-on experiences for students in the chosen occupation.

ENTRANCE REQUIREMENTS

- Submit an application.
- Interview with a guidance counselor/department chairperson and/or instructor.
- Take initial assessment in reading, mathematics and language within six weeks of entering the program.
- Be at least 16 years old and officially withdrawn from high school.
- Can be accepted under an ability-to-benefit provision, if students do not have a high school diploma.

ENTRANCE DATES

This program operates on an open-entry/open-exit basis. Students may enter the program anytime during the school year.

LENGTH OF PROGRAM

1350 hours	Full-time	1¼ years
	Part-time	2¼ years

DAY/TIME PROGRAM OFFERED

M-F	8:00 a.m. - 2:00 p.m.
M-F	8:00 a.m. - 11:00 a.m.
M-R	5:00 p.m. - 10:30 p.m.

BASIC SKILLS REQUIREMENTS

The minimum basic skills grade levels required for adult career and technical students to complete this program are the following:

Language 9 Level D
 Mathematics 10 Level A
 Reading 9 Level D

ELECTRICITY
I460312

MISSION STATEMENT

The purpose of the Electricity Program is to prepare students for employment or advanced training in a variety of construction/electrical industries.

PROGRAM STRUCTURE

This program stresses understanding of all aspects of the electricity industry and demonstrates elements of the industry such as planning, technical and production skills, underlying principles of technology and health, safety and environmental issues.

INSTRUCTION CONSISTS OF

<i>Occupational Completion Points (OCPs)</i>	<i>Hours</i>
Electrician Helper	300
Residential Electrician	750
Commercial Electrician	1200

LABORATORY ACTIVITIES

Classroom, shop and laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials and processes found in the industry.

ENTRANCE REQUIREMENTS

- Submit an application.
- Interview with a guidance counselor/department chairperson and/or instructor.
- Take initial assessment in reading, mathematics and language within six weeks of entering the program.
- Be at least 16 years old and officially withdrawn from high school.
- Can be accepted under an ability-to-benefit provision, if students do not have a high school diploma.

ENTRANCE DATES

This program operates on an open-entry/open-exit basis. Students may enter the program anytime during the school year.

LENGTH OF PROGRAM

1400 hours	Full-time	1¾ years
	Part-time	4 years

DAY/TIME PROGRAM OFFERED

M-F 8:00 a.m. - 2:00 p.m.
 M-F 8:00 a.m. - 11:00 p.m.
 M-W 6:45 p.m. - 10:00 p.m.

BASIC SKILLS REQUIREMENTS

The minimum basic skills grade levels required for adult career and technical students to complete this program are the following:

Mathematics	9	Level D
Reading	9	Level D
Language	9	Level D

TILE SETTING
1460103

MISSION STATEMENT

The purpose of the Tile Setting Program is to prepare students for employment as hard tile setters.

PROGRAM STRUCTURE

The Tile Setting Program includes both instruction and hands-on performance in using tile setting materials, basic blueprint reading, trade math, estimating and obtaining proper materials for tile setting.

INSTRUCTION CONSISTS OF

<i>Occupational Completion Points (OCPs)</i>	<i>Hours</i>
Hard Tile Setter	500

LABORATORY ACTIVITIES

Shop or laboratory activities are an integral part of this program and provide instruction in adhesives, bedding materials, clay wall applications, masonry bed application, layout, setting, cutting and grouting of ceramic tile.

ENTRANCE REQUIREMENTS

- Submit an application.
- Interview with a guidance counselor/department chairperson and/or instructor.
- Take initial assessment in reading, mathematics and language within six weeks of entering the program.
- Be at least 16 years old and officially withdrawn from high school.

- Can be accepted under an ability-to-benefit provision, if students do not have a high school diploma.

ENTRANCE DATES

This program operates on an open-entry/open-exit basis. Students may enter the program anytime during the school year.

LENGTH OF PROGRAM

500 hours Part-time 8 months

DAY/TIME PROGRAM OFFERED

M–R 6:00 p.m. - 10:15 p.m.

BASIC SKILLS REQUIREMENTS

The minimum basic-skill grade levels required for adult career and technical students to complete this program are the following:

Mathematics	9	Level D
Language	9	Level D
Reading	9	Level D

NOTES:

**ARTS, A/V TECHNOLOGY
AND COMMUNICATIONS**

**COMMERCIAL ART TECHNOLOGY
I480203**

MISSION STATEMENT

The purpose of the Commercial Art Technology Program is to prepare students for employment as artists and related workers and commercial designers.

PROGRAM STRUCTURE

The program focuses on the following: basic art skills, lettering skills, preparation of layouts and illustrations, preparation of camera ready paste-up and development of specialized skills.

INSTRUCTION CONSISTS OF

<i>Occupational Completion Points (OCPs)</i>	<i>Hours</i>
Desktop Publishing Assistant	450
Design Technician	900
Illustrator	1200
Print Media Artist	1500

LABORATORY ACTIVITIES

Shop or laboratory activities are an integral part of this program. These activities provide instruction in the use of tools, equipment, materials and processes found in the industry. Students are also instructed in the following: lettering signs, layout and design for

advertising art, airbrush for illustrations, photo retouching and custom work.

ENTRANCE REQUIREMENTS

- Submit an application.
- Interview with a guidance counselor/department chairperson and/or instructor.
- Take initial assessment in reading, mathematics and language within six weeks of entering the program.
- Be at least 16 years old and officially withdrawn from high school.
- Can be accepted under an ability-to-benefit provision, if students do not have a high school diploma.

ENTRANCE DATES

This program operates on an open-entry/open-exit basis. Students may enter the program anytime during the school year.

LENGTH OF PROGRAM

1500 hours	Full-time	1½ years
	Part-time	2¾ years

DAY/TIME PROGRAM OFFERED

M-F	8:00 a.m. - 2:00 p.m.
M-F	8:00 a.m. - 11:00 a.m.
M-F	12:00 p.m. - 2:00 p.m.

BASIC SKILLS REQUIREMENTS

The minimum basic skills grade levels required for adult career and technical students to complete this program are the following:

Mathematics	9	Level D
Reading	9	Level D
Language	9	Level D

FASHION DESIGN SERVICES
V200400

MISSION STATEMENT

The purpose of the Fashion Design Services Program is to prepare students for initial employment as tailors, dressmakers and custom sewers, patternmakers, and consultants in the fashion industry.

PROGRAM STRUCTURE

The program structure is a planned sequence of instruction, which allows students to complete specified portions of the program for employment or remain for advanced training. This program focuses on broad transferable skills, stresses the understanding and demonstration of the following: planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety and environment.

INSTRUCTION CONSISTS OF

<i>Occupational Completion Points (OCPs)</i>	<i>Hours</i>
Retail Salesperson	150
Tailor, Dressmaker, Custom Sewer	300
Fabric and Apparel Patternmaker	450
Fashion Coordinator/Stylist	600

LABORATORY ACTIVITIES

Classroom and laboratory activities are an integral part of this program and include the safe use and maintenance of equipment, tools and instruments used in the industry.

ENTRANCE REQUIREMENTS

- Submit an application.
- Interview with a guidance counselor/department chairperson and/or instructor.
- Take initial assessment in reading, mathematics and language within six weeks of entering the program.
- Be at least 16 years old and officially withdrawn from high school.
- Can be accepted under an ability-to-benefit provision, if students do not have a high school diploma.

ENTRANCE DATES

This program operates on an open-entry/open-exit basis. Students may enter the program anytime during the school year.

LENGTH OF PROGRAM

600 hours Part-time 2 years

DAYTIME PROGRAM OFFERED

M-R 8:00 a.m. - 11:00 a.m.

BASIC SKILLS REQUIREMENTS

The minimum basic skills grade levels required for adult career and technical students to complete this program are the following:

Mathematics	9	Level D
Reading	9	Level D
Language	9	Level D

NOTES:

EDUCATION AND TRAINING

**EARLY CHILDHOOD EDUCATION
V200210**

MISSION STATEMENT

The purpose of the Early Childhood Education Program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the early childhood industry: planning, management, finance, technical and production skills, underlying principles of technology, labor, community, health, safety, and environmental issues and developmentally appropriate practices for children birth through age eight.

PROGRAM STRUCTURE

The program provides both instruction and learning activities in a laboratory setting using hands-on experiences with the equipment and materials appropriate to the program content and in accordance with high quality standards in the field.

INSTRUCTION CONSISTS OF

<i>Occupational Completion Points (OCPs)</i>	<i>Hours</i>
Childcare Worker	40
Childcare Teacher Aide	150
Preschool Teacher	450
Childcare Development Specialist	600

LABORATORY ACTIVITIES

Activities provide instruction in the use of manipulative equipment, language development, creative art, music, science, dramatic play, developmentally appropriate

practices, brain research classroom management and Child Development Associate (CDA) competencies.

ENTRANCE REQUIREMENTS

- Submit an application.
- Interview with a guidance counselor/department chairperson and/or instructor.
- Take initial assessment in reading, mathematics and language within six weeks of entering the program.
- Be at least 16 years old and officially withdrawn from high school.
- Can be accepted under an ability-to-benefit provision, if students do not have a high school diploma.

ENTRANCE DATES

This program operates on an open-entry/open-exit basis. Students may enter the program anytime during the school year.

LENGTH OF PROGRAM

600 hours Full-time 8 months

DAY/TIME PROGRAM OFFERED

M-F 8:00 a.m. - 1:45 p.m.

BASIC SKILLS REQUIREMENTS

The minimum basic skills grade levels required for adult career and technical students to complete this program are the following:

Mathematics	9	Level D
Reading	9	Level D
Language	9	Level D

NOTES:

HEALTH SCIENCE

**ARTICULATED
NURSING ASSISTANT
H1170690**

MISSION STATEMENT

The purpose of the Articulated Nursing Assistant Program is to prepare students for employment as nursing assistants. This program offers a broad foundation of knowledge and skills, expanding the traditional role of the nursing assistant for both acute and long term care settings.

PROGRAM STRUCTURE

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

Students must have a minimum of 16 hours of training in communication and interpersonal skills, infection control, safety/emergency procedures, cardiopulmonary resuscitation (CPR) heart saver level, promoting residents' independence and respecting residents' rights prior to any direct contact with a resident. Uniform required.

The program is approved by the Florida Board of Nursing as a nursing assistant program. Program completers are eligible to take the Florida Nursing Assistant Certification Exam.

INSTRUCTION CONSISTS OF

<i>Occupational Completion Points (OCPs)</i>	<i>Hours</i>
Basic Healthcare Worker	90
Articulated Nursing Assistant/Nurse Aide and Orderly	165

LABORATORY ACTIVITIES

Students will perform nursing skills in a clinical setting for approximately one-half of the program, under the supervision of a qualified registered nurse instructor. Clinical learning experiences will correlate with didactic instructional and laboratory experiences.

ENTRANCE REQUIREMENTS

- Submit an application.
- Interview with a guidance counselor/department chairperson and/or instructor.
- Take initial assessment in reading, mathematics and language within six weeks of entering the program.
- Be at least 16 years old and officially withdrawn from high school.
- Can be accepted under an ability-to-benefit provision, if students do not have a high school diploma.
- Pass a physical assessment.
- Pass level 2 background check.

ENTRANCE DATES

Students may enter this program at the beginning of each trimester. The program does not operate on an open-entry/open-exit basis.

LENGTH OF PROGRAM

165 hours Full-time 6 weeks

DAY/TIME PROGRAM OFFERED

M-F 8:15 a.m. - 2:00 p.m. Theory
 M-F 7:00 a.m. - 12:30 p.m. Clinical
 M-F 5:00 p.m. - 10:30 p.m. Clinical

**DENTAL ASSISTING
 H170101**

MISSION STATEMENT

The purpose of the Dental Assisting Program is to prepare students for employment as certified dental assistants and dental auxiliaries and to take the Dental Assisting National Board Examination.

PROGRAM STRUCTURE

The Dental Assisting Program focuses on dental office and patient management, basic dental laboratory procedures, dental and general anatomy, dental terminology, nutrition, dental instrument and equipment utilization, microbiology, dental pharmacology and anesthesia, chair-side assisting and expanded functions, dental office emergencies, Basic Life Support (BLS) course C, cardiopulmonary resuscitation (CPR) for healthcare providers, dental radiography, maintenance and asepsis of dental operatory and instrumentation, dental specialty procedures, employability skills, leadership and human relations skills, ethics and jurisprudence, dental materials and preventive dentistry. Uniform required.

INSTRUCTION CONSISTS OF

<i>Occupational Completion Points (OCPs)</i>	<i>Hours</i>
Basic Healthcare Worker	90
Dental Assistant	1230

LABORATORY ACTIVITIES

Clinical/laboratory experiences are integrated with the didactic portion of this program.

ENTRANCE REQUIREMENTS

- Submit an application.
- Interview with a guidance counselor/department chairperson and/or instructor.
- Take initial assessment in reading, mathematics and language within six weeks of entering the program.
- Be at least 16 years old and officially withdrawn from high school.
- Can be accepted under an ability-to-benefit provision, if students do not have a high school diploma.
- Pass a physical assessment.

ENTRANCE DATES

Students may enter this program at the beginning of each trimester. The program does not operate on an open-entry/open-exit basis.

LENGTH OF PROGRAM

1230 hours Full-time 13 months

DAY/TIME PROGRAM OFFERED

M-F 8:15 a.m. – 2:00 p.m. Theory
 M-F 9:00 a.m. - 2:45 p.m. Clinical

BASIC SKILLS REQUIREMENTS

The minimum basic skills grade levels required for adult career and technical students to complete this program are the following:

Reading	10	Level A
Mathematics	10	Level A
Language	10	Level A

Students who successfully pass the Test of Adult Basic Education (TABE) will be considered a program completer.

***ELECTROCARDIOGRAPH
TECHNOLOGY/EKG TECHNICIAN
HI70208***

MISSION STATEMENT

The purpose of the Electrocardiograph Technology/EKG Technician Program is to prepare students for employment as electrocardiograph aides, electrocardiograph technicians, EKG technicians, cardiovascular technologists and technicians or to provide supplemental training for persons previously or currently employed in this occupation.

PROGRAM STRUCTURE

The content includes, but is not limited to, communication and interpersonal skills, overview of human anatomy and physiology with emphasis on cardiac and vascular systems, medical terminology and transcription, patient care techniques, medical instrumentation, cardiovascular drugs, interpretation of monitoring and testing results, medical ethics, cardiac wellness and rehabilitation, safe and efficient work practices, Basic Life Support (BLS) course C, cardiopulmonary resuscitation (CPR) for healthcare providers, and employability skills. Uniform required.

INSTRUCTION CONSISTS OF

<i>Occupational Completion Points (OCPs)</i>	<i>Hours</i>
Basic Healthcare Worker	90
Electrocardiograph Aide	185
Electrocardiograph Technician	465

LABORATORY ACTIVITIES

The laboratory competencies are achieved through simulated practice using standard equipment and supplies found in electrocardiography departments of health care facilities.

ENTRANCE REQUIREMENTS

- Submit an application.
- Interview with a guidance counselor/department chairperson and/or instructor.
- Take initial assessment in reading, mathematics and language within six weeks of entering the program.
- Be at least 16 years old and officially withdrawn from high school.
- Can be accepted under an ability-to-benefit provision, if students do not have a high school diploma.
- Attend a program orientation.
- Pass a physical assessment.
- Pass level 2 background check.

ENTRANCE DATES

Students enter the program every five months. The program does not operate on an open-entry/open-exit basis.

LENGTH OF PROGRAM

465 hrs Full-time 5 months

DAY/TIME PROGRAM OFFERED

M-F 8:15 a.m. - 2:00 p.m. Theory/Clinical
M-F 5:00 p.m. - 10:30 p.m. Theory/Clinical

BASIC SKILLS REQUIREMENTS

The minimum basic skills grade levels required for adult career technical students to complete this program are the following:

Reading	9	Level D
Mathematics	9	Level D
Language	9	Level D

Students who successfully pass the Test of Adult Basic Education (TABE) or pass a related state, national or industry licensure exam will be considered a program completer.

**HOME HEALTH AIDE
H170604**

MISSION STATEMENT

The purpose of the Home Health Aid Program is to prepare students for employment as a home attendant, or home health aide or to provide supplemental training for persons previously or currently employed in these occupations.

PROGRAM STRUCTURE

The content includes, but is not limited to, instruction in those supportive services that are required to provide and maintain bodily and emotional comfort and to assist the patient toward independent living in a safe environment, as stated in the Rules of the Department of Health - Minimum Standards for Home Health Agencies. Additional content areas to be included are the following: legal and ethical responsibilities, communication skills, basic human needs, a safe, clean, and healthy home environment, the developmental process, nutritional needs, emergency care, personal care, special care and rehabilitation needs of the client, household management, record-keeping, pet-facilitated therapy and employability skills.

Basic infection control, first aid, cardiopulmonary resuscitation (CPR) heart saver level, vital signs, home-care skills and

client-care skills are integral parts of this program. Uniform required.

INSTRUCTION CONSISTS OF

<i>Occupational Completion Points (OCPs)</i>	<i>Hours</i>
Basic Healthcare Worker	90
Home Health Aide	165

LABORATORY ACTIVITIES

Clinical experiences, where the student may practice, demonstrate and perform the procedures associated with home client care, are an appropriate part of this program.

ENTRANCE REQUIREMENTS

- Submit an application.
- Interview with a guidance counselor/department chairperson and/or instructor.
- Take initial assessment in reading, mathematics and language within six weeks of entering the program.
- Be at least 16 years old and officially withdrawn from high school.
- Can be accepted under an ability-to-benefit provision, if students do not have a high school diploma.
- Pass a physical assessment.
- Pass level 2 background check.

ENTRANCE DATES

Students may enter this program at the beginning of each trimester. The program does not operate on an open-entry/open-exit basis.

LENGTH OF PROGRAM

165 hours Full-time 6 weeks

DAY/TIME PROGRAM OFFERED

M-F 8:15 a.m. - 2:00 p.m. Theory

M-F 7:00 a.m. - 12:30 p.m. Clinical
 M-F 5:00 p.m. - 10:30 p.m. Theory/Clinical

BASIC SKILLS REQUIREMENTS

Reinforcement of basic skills in English, mathematics, and science appropriate for this job-preparatory programs occurs through vocational classroom instruction and applied laboratory procedures or practice.

MEDICAL CODER/BILLER
H170526

MISSION STATEMENT

The purpose of the Medical Code/Biller Program is to prepare students for employment in a variety of healthcare settings such as entry level coder, medical record coder, coding technician, or coding clerks, or medical coder/biller or medical records and health information technicians.

PROGRAM STRUCTURE

The content includes, but is not limited to, medical terminology, anatomy and physiology, coding systems, fundamentals of the disease process including pharmacology, health care delivery systems, basics of medical records services, ethical and legal responsibilities, safety/security procedures, basic data processing, and employability skills. Uniform required.

INSTRUCTION CONSISTS OF

<i>Occupational Completion Points (OCPs)</i>	<i>Hours</i>
Basic Healthcare Worker	90
Medical Coder/Biller	1000

LABORATORY ACTIVITIES

Laboratory facilities and equipment should be provided. Laboratory activities should be correlated with classroom activities and reinforced in the clinical area.

ENTRANCE REQUIREMENTS

- Submit an application.
- Interview with a guidance counselor/department chairperson and/or instructor.
- Take initial assessment in reading, mathematics and language within six weeks of entering the program.
- Be at least 16 years old and officially withdrawn from high school.
- Provide a high school transcript or General Educational Development (GED) transcript.
- Can be accepted under an ability-to-benefit provision, if students do not have a high school diploma.
- Pass a physical assessment.
- Attend a program orientation.

ENTRANCE DATES

Students may enter this program every 12 months. The program does not operate on an open-entry/open-exit basis.

LENGTH OF PROGRAM

1000 hrs Full-time 11 months

DAY/TIME PROGRAM OFFERED

M-F 8:15 a.m. - 2:00 p.m. Theory/Clinical
 M-F 5:00 p.m. - 9:30 p.m. Theory/Clinical

BASIC SKILLS REQUIREMENTS

The minimum basic skills grade levels

required for adult career and technical students to complete this program are the following:

Reading	11	Level D
Mathematics	9	Level D
Language	11	Level A

Students who successfully pass the Test of Adult Basic Education (TABE) or pass a related state, national or industry licensure exam will be considered a program completer.

BASIC SKILLS REQUIREMENTS

Reinforcement of basic skills in English, mathematics, and science appropriate for the job-preparatory programs occurs through vocational classroom instruction and applied laboratory procedures or practice.



MISSION STATEMENT

The purpose of the Nutrition and Dietetic Services Program is to prepare students for initial employment as diet clerks.

PROGRAM STRUCTURE

The program is designed to train students to assist in various functions of food service related to patient care. The curriculum includes a combination of theory, laboratory and clinical experiences. The diet clerk works under the supervision of a registered dietitian in a hospital or nursing home, or may work under the direction of a certified dietary manager or dietetic manager or dietetic technician. With experience, the dietetic aide may assume assistant responsibilities in

various units of the dietary department. Uniform required.

INSTRUCTION CONSISTS OF

<i>Occupational Completion Points (OCPs)</i>	<i>Hours</i>
Diet Clerk	150

LABORATORY ACTIVITIES

Instruction and learning activities are provided in a laboratory setting and clinical setting using hands-on experiences with the tools and materials appropriate to the program content and in accordance with current practices in the field. Activities provide instruction in the use of diet kitchen equipment and supplies, trays, diet charts, utensils and table settings, dishwashers, storage and dietary office activities.

ENTRANCE REQUIREMENTS

- Submit an application.
- Interview with a guidance counselor/department chairperson and/or instructor.
- Be at least 16 years old and officially withdrawn from high school.
- Can be accepted under an ability-to-benefit provision, if students do not have a high school diploma.
- Take initial assessment in reading, mathematics and language within six weeks of entering the program.

ENTRANCE DATES

This program operates on an open-entry/open-exit basis. Students may enter the program anytime during the school year.

LENGTH OF PROGRAM

355 hours Full-time 4 months

DAY/TIME PROGRAM OFFERED

M-F 8:00 a.m. - 2:00 p.m.

BASIC SKILLS REQUIREMENTS

Students are exempt from the basic skills requirement for courses of 450 clock hours of instruction or less.

**PATIENT CARE ASSISTANT
H170692**

MISSION STATEMENT

This purpose of the Patient Care Assistant Program is designed to prepare students for employment as patient care assistants and healthcare support workers. Intended outcomes for basic healthcare workers must be completed previously or concurrently with this module. Students enrolled in this module have previously completed a nursing assistant program and are adding these skills to work in an acute care facility or hospital.

PROGRAM STRUCTURE

The program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the health care industry: planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety, and environmental issues. The content also includes, but is not limited to, instruction in performing nursing assistant skills related to the hospital setting and providing nursing assistant care for the adult patient. Uniform required.

INSTRUCTION CONSISTS OF

<i>Occupational Completion Points (OCPs)</i>	<i>Hours</i>
Basic Healthcare Worker	90
Nursing Aide/Orderly	165
Advanced Home Health Aide	215
Patient Care Assistant	290

LABORATORY ACTIVITIES

Clinical experiences, where the student may practice, demonstrate and perform the procedures associated with acute hospital client care, are an appropriate part of this program.

ENTRANCE REQUIREMENTS

- Submit an application.
- Interview with department chairperson and/or instructor.
- Be at least 16 years old and officially withdrawn from high school.
- Can be accepted under an ability-to-benefit provision, if students do not have a high school diploma.
- Take initial assessment in reading, mathematics and language within six weeks of entering the program
- Pass a physical assessment.
- Pass level 2 background check.

ENTRANCE DATES

Students may enter this program at the beginning of each trimester. The program does not operate on an open-entry/open-exit basis.

LENGTH OF PROGRAM

165 hours Full-time 6 weeks

DAY/TIME PROGRAM OFFERED

M-F 8:15 a.m. - 2:00 p.m. Theory/Clinical
 M-F 5:00 p.m. - 10:30 p.m. Theory/Clinical

BASIC SKILLS REQUIREMENTS

Reinforcement of basic skills in English, mathematics, and science appropriate for the job-preparatory programs occurs through vocational classroom instruction and applied laboratory procedures or practice.



MISSION STATEMENT

The purpose of the Phlebotomy Program is to prepare students for employment as phlebotomists and healthcare support workers.

PROGRAM STRUCTURE

The content includes, but is not limited to, communication, leadership, human relations, and employability skills, performance of safe and efficient work practices in obtaining adequate and correct blood specimens by capillary or venipuncture on adults, children and neonate, maintaining the integrity of the specimen in relation to the test to be performed, preparing blood smears, labeling specimens accurately and completely, collecting timed specimens, promoting the comfort and well-being of the patient while performing blood collecting duties, observing safety policies and procedures, medical terminology, emergency procedures including cardiopulmonary resuscitation (CPR) heart saver level, delivering a variety of clinical specimens to the clinical laboratory, sorting and recording specimens received in the laboratory, centrifuging specimens and preparing aliquots of samples according to the

designated protocol, distributing samples to appropriate laboratory sections, and preparing collection trays for specimen procurement. Uniform required.

INSTRUCTION CONSISTS OF

<i>Occupational Completion Points (OCPs)</i>	<i>Hours</i>
Basic Healthcare Worker	90
Phlebotomy	165

LABORATORY ACTIVITIES

Simulation and clinical laboratory experiences are integrated with the didactic portion of this program.

ENTRANCE REQUIREMENTS

- Submit an application.
- Interview with department chairperson and/or instructor.
- Be at least 16 years old and officially withdrawn from high school.
- Can be accepted under an ability-to-benefit provision, if students do not have a high school diploma.
- Take initial assessment in reading, mathematics and language within six weeks of entering the program
- Pass a physical assessment.
- Pass level 2 background check.

ENTRANCE DATES

Students may enter this program at the beginning of each trimester. The program does not operate on an open-entry/open-exit basis.

LENGTH OF PROGRAM

165 hours Full-time 6 weeks

DAY/TIME PROGRAM OFFERED

M-F 8:15 a.m. - 2:00 p.m. Theory/Clinical
 M-F 5:00 p.m. - 10:30 p.m. Theory/Clinical

BASIC SKILLS REQUIREMENTS

Reinforcement of basic skills in English, mathematics, and science appropriate for the job-preparatory programs occurs through vocational classroom instruction and applied laboratory procedures or practice.



MISSION STATEMENT

The purpose of the Practical Nursing Program is to prepare students for employment as a licensed practical nurse (LPN). This program is licensed by the Florida State Board of Nursing so graduates may take the examination to practice as a Licensed Practical Nurse (LPN). The program is nationally accredited by the National League of Nursing.

PROGRAM STRUCTURE

The content of the Practical Nursing Program includes theoretical instruction and clinical experience in medical, surgical, obstetric, pediatric and geriatric nursing, theoretical instruction and clinical experience in both acute and long term care situations, theoretical instruction and clinical application of a vocational role and function, personal, family and community health concepts, nutrition, human growth and development over the life span, body structure and function, interpersonal relationship skills, mental health concepts, pharmacology and administration of medications, legal aspects of practicing, Basic Life Support (BLS) course C,

cardiopulmonary resuscitation (CPR) for healthcare providers and current issues in nursing. Simulated practice and clinical experiences are included as an integral part of this program. Uniform required.

INSTRUCTION CONSISTS OF

<i>Occupational Completion Points (OCPs)</i>	<i>Hours</i>
Basic Healthcare Worker	90
Nurse Aide and Orderly (Articulated)	165
Licensed Practical Nurse	1350

LABORATORY ACTIVITIES

Simulated practice and clinical experiences are included as an integral part of this program. Clinical experience makes up at least 50% of the total program.

ENTRANCE REQUIREMENTS

- Submit an application.
- Interview with department chairperson.
- Provide a high school transcript or General Educational Development (GED) transcript.
- Take the initial assessment in reading, mathematics and language within six weeks of entering the program.
- Be at least 16 years old and officially withdrawn from high school.
- Pass a required nursing entrance test.
- Pass a physical assessment.
- Pass level 2 background check.
- Attend a program orientation.

ENTRANCE DATES

A new class begins approximately every three months. The program does not operate on an open-entry/open-exit basis.

LENGTH OF PROGRAM

1350 hours Full-time approximately
14 1/2 months

DAY/TIME PROGRAM OFFERED

M-F 8:15 a.m. - 2:00 p.m. Theory only
M-R 8:15 a.m. - 3:20 p.m. Clinical
M-F 5:00 p.m. - 10:30 p.m. Theory/Clinical

BASIC SKILLS REQUIREMENTS

The minimum basic skills grade levels required for adult career and technical students to complete this program are the following:

Mathematics	11	Level A
Reading	11	Level A
Language	11	Level A

Students who successfully pass the Test of Adult Basic Education (TABE) or pass a related state, national or industry licensure exam will be considered a program completer.

***SURGICAL TECHNOLOGY
HI70211***

MISSION STATEMENT

The purpose of the Surgical Technology Program is to prepare students for employment as surgical technologists. Selected portions of this program may be utilized to provide additional skills to enable nursing graduates to become employable in operating rooms as surgical technologists. This program provides students with the necessary knowledge, skills and attitudes to perform safely and efficiently in the operating room and related areas as a surgical technologist. The program includes the basic sciences, as well as related areas of

study and clinical rotation. Students are encouraged to develop their capabilities, which will better enable them to participate in the delivery of healthcare at community hospitals, outpatient centers and doctor’s offices.

PROGRAM STRUCTURE

The content in the Surgical Technology Program includes communication and interpersonal skills, legal and ethical responsibilities, anatomy, physiology, microbiology, aseptic techniques, patient care procedures, surgical technology procedures, patient safety, use and care of equipment and supplies, cardiopulmonary resuscitation (CPR), heart saver level, employability skills, and basic computer literacy. In a simulated surgical environment students practice preparing, setting-up and maintaining a sterile field, sterilization and disinfection procedures and preparation of supplies and equipment for surgery and patient preparation. After successful completion of an approved program, students are eligible to take the Association of Surgical Technologists’ National Certification Examination. Uniform required.

INSTRUCTION CONSISTS OF

<i>Occupational Completion Points (OCPs)</i>	<i>Hours</i>
Basic Healthcare Worker	90
Central Supply Technician	300
Surgical Technologist	1330

LABORATORY ACTIVITIES

In a simulated surgical environment, students practice preparing, setting up and maintaining a sterile field, sterilization and disinfection procedures, preparation of supplies and equipment for surgery and patient preparation. Clinical learning experiences in an operating room and related areas are integral parts of this program.

ENTRANCE REQUIREMENTS

- Submit an application.
- Interview with department chairperson and/or instructor.
- Take initial assessment in reading, mathematics and language within six weeks of entering the program.
- Be at least 16 years old and officially withdrawn from high school.
- Can be accepted under an ability-to-benefit provision, if students do not have a high school diploma.
- Pass a physical assessment.
- Pass level 2 background check.
- Attend a program orientation.

NOTES:**ENTRANCE DATES**

This program is offered approximately twice a year for new students. The program does not operate on an open-entry/open-exit basis.

LENGTH OF PROGRAM

1330 hours Full-time approximately
14 months

DAY/TIME PROGRAM OFFERED

M-F 8:15 a.m. - 2:00 p.m. Theory
T-F 6:30 a.m. - 1:15 p.m. Clinical

BASIC SKILLS REQUIREMENTS

The minimum basic skills grade levels required for adult career and technical students to complete this program are the following:

Reading	11	Level A
Mathematics	10	Level A
Language	11	Level A

HUMAN SERVICES

**COSMETOLOGY
I120404**

MISSION STATEMENT

The purpose of the Cosmetology Program is to prepare students for employment as a licensed hairdresser and cosmetologist.

PROGRAM STRUCTURE

The Cosmetology Program focuses on communication, leadership, human relations and employability skills, safe and efficient work practices, Florida cosmetology law and rules, acquisition of knowledge of cosmetology, nails, facials and the related chemistry, bacteriology, anatomy and physiology, art of make-up and development of skill in performing the manipulative and electrical techniques required in the practice of cosmetology, nails specialist and facials specialist occupations. Uniform required.

INSTRUCTION CONSISTS OF

<i>Occupational Completion Points (OCPs)</i>	<i>Hours</i>
Manicurist/Pedicurist	240
Facials/Skin Care Specialist	500
Hairdresser and Cosmetologist	1200

LABORATORY ACTIVITIES

Instruction and learning activities are provided in a laboratory setting using hands-on experiences with chemicals, implements and

equipment appropriate to the program's content and in accordance with safety and sanitation practices in the trade.

ENTRANCE REQUIREMENTS

- Submit an application.
- Interview with a guidance counselor/department chairperson and/or instructor.
- Take initial assessment in reading, mathematics and language within six weeks of entering the program.
- Be at least 16 years old and officially withdrawn from high school.
- Can be accepted under an ability-to-benefit provision, if students do not have a high school diploma.

ENTRANCE DATES

This program operates on an open-entry/open-exit basis. Students may enter the program anytime during the school year.

LENGTH OF PROGRAM

1200 hours	Full-time	1½ years
	Part-time	3 years

DAY/TIME PROGRAM OFFERED

M-F 8:15 a.m. – 2:15 p.m.

BASIC SKILLS REQUIREMENTS

The minimum basic skills grade levels required for adult career and technical students to complete this program are the following:

Mathematics	10	Level A
Reading	9	Level D
Language	9	Level D

***FACIALS SPECIALTY
I120424***

MISSION STATEMENT

The purpose of the Facials Specialty Program is to prepare an individual for employment as a facials/skincare specialist.

PROGRAM STRUCTURE

The program is a planned sequence of instruction consisting of theory and laboratory experience. Uniform required.

INSTRUCTION CONSISTS OF

<i>Occupational Completion Points (OCPs)</i>	<i>Hours</i>
Facials/Skin Care Specialist	260

LABORATORY ACTIVITIES

Instruction and learning activities are provided in a laboratory setting using hands-on experiences with chemicals, implements and equipment appropriate to the program’s content and in accordance with safety and sanitation practices in the trade.

ENTRANCE REQUIREMENTS

- Submit an application.
- Interview with a guidance counselor/department chairperson and/or instructor.
- Exempt from initial assessment in reading, mathematics and language within six weeks of entering the program, because the total clock hours of instruction are less than 450 hours.
- Be at least 16 years old and officially withdrawn from high school.

- Can be accepted under an ability-to-benefit provision, if students do not have a high school diploma.

ENTRANCE DATES

This program operates on an open-entry/open-exit basis. Students may enter the program anytime during the school year.

LENGTH OF PROGRAM

260 hours	Full-time	1 trimester
	Part-time	2 trimesters

DAY/TIME PROGRAM OFFERED

M-F	8:15 a.m. - 2:15 p.m.
M-F	8:15 a.m. - 11:30 p.m.
M-R	4:00 p.m. - 10:00 p.m.

***NAILS SPECIALTY
I120414***

MISSION STATEMENT

The purpose of the Nails Specialty Program is to prepare a person for employment as a nails specialist (manicurist/pedicurist).

PROGRAM STRUCTURE

The program is a planned sequence of instruction consisting of theory and laboratory experiences. Uniform required.

INSTRUCTION CONSISTS OF

<i>Occupational Completion Points (OCPs)</i>	<i>Hours</i>
Manicurist and Pedicurist	240

LABORATORY ACTIVITIES

Instruction and learning activities are provided in a laboratory setting using hands-on experiences with chemicals, implements and equipment appropriate to the program's content and in accordance with safety and sanitation practices in the trade.

F 5:00 p.m. - 8:15 p.m.
 M – W 4:00 p.m. - 10:00 p.m.
 F 5:00 p.m. - 8:15 p.m.

NOTES:

ENTRANCE REQUIREMENTS

- Submit an application.
- Interview with a guidance counselor/department chairperson and/or instructor.
- Exempt initial assessment in reading, mathematics and language within six weeks of entering the program, because the total clock hours of instruction are less than 450 hours.
- Be at least 16 years old and officially withdrawn from high school.
- Can be accepted under an ability-to-benefit provision, if students do not have a high school diploma.

ENTRANCE DATES

This program operates on an open-entry/open-exit basis. Students may enter the program anytime during the school year.

LENGTH OF PROGRAM

240 hours	Full-time	1 trimester
	Part-time	2 trimesters

DAY/TIME PROGRAM OFFERED

M – F 8:15 a.m. - 2:15 p.m.
 M – F 8:15 a.m. - 11:30 p.m.

M – R 4:00 p.m. - 10:00 p.m.

HOSPITALITY AND TOURISM

**COMMERCIAL FOODS AND
CULINARY ARTS
I200403**

MISSION STATEMENT

The purpose of the Commercial Foods and Culinary Arts Program is to prepare students for employment as restaurant cooks.

PROGRAM STRUCTURE

The program includes both instruction and hands-on performance in the following: food preparation and serving and identification, storage, selection and presentation of a wide variety of foods. The program also includes training in communication, leadership, human relations, employability skills and safe, efficient work practices. Uniform required.

INSTRUCTION CONSISTS OF

<i>Occupational Completion Points (OCPs)</i>	<i>Hours</i>
Bus Person	75
Steward/Waiter	150
Salad Person	300
Utility Cook	450
Breakfast Cook	750
Line Cook	1200
Pastry Cook	1500

LABORATORY ACTIVITIES

Shop or laboratory activities are an integral part of this program. These activities provide instruction in the use of tools, equipment,

materials and processes found in the industry.

ENTRANCE REQUIREMENTS

- Submit an application.
- Interview with a guidance counselor/department chairperson and/or instructor.
- Take initial assessment in reading, mathematics and language within six weeks of entering the program.
- Be at least 16 years old and officially withdrawn from high school.
- Can be accepted under an ability-to-benefit provision, if students do not have a high school diploma.

LENGTH OF PROGRAM:

1500 hours Full-time 1½ years

DAY/TIME PROGRAM OFFERED

M-F 8:00 a.m. - 2:00 p.m.
M-F 8:00 a.m. - 11:00 a.m.
M-F 12:00 p.m. - 2:00 p.m.

BASIC SKILLS REQUIREMENTS:

The minimum basic skills grade levels required for adult career and technical students to complete this program are the following:

Mathematics 9 Level D
Language 9 Level D
Reading 9 Level D

Students who successfully pass the Test of Adult Basic Education (TABE) or pass a related state, national or industry licensure exam will be considered a program completer.

MANUFACTURING

**COMPUTER SYSTEMS
TECHNOLOGY
I470104**

MISSION STATEMENT

The purpose of the Computer Systems Technology Program is to prepare students for employment or advanced training in a variety of occupations in the information technology industry.

PROGRAM STRUCTURE

The Computer Systems Technology Program provides both instruction and hands-on performance in the installation, configuration, operation and maintenance of computer network systems. Content also includes preparation for industry level certification, network connectivity, LAN/WAN fundamentals, PC hardware/software including advanced operating systems. The program also includes instruction in communication, leadership skills, human relations, employability skills and safe, efficient work practices.

INSTRUCTION CONSISTS OF

<i>Occupational Completion Points (OCPs)</i>	<i>Hours</i>
End User Support Technician	450
PC Electronics Installer	600
Computer Support Specialist	900
Field Service Technician/Level 1 LAN Technician	1200
Digital Electronics Technician	1650

LABORATORY ACTIVITIES

Hands on activities are an integral part of this program. These activities provide instruction in the use of PC/Network equipment and materials software found in the information technology industry. Students are able to use the various types of diagnostic software/hardware for the purpose of analyzing, troubleshooting and repairing computer network systems.

ENTRANCE REQUIREMENTS

- Submit an application.
- Interview with a guidance counselor/department chairperson and/or instructor.
- Take initial assessment in reading, mathematics and language within six weeks of entering the program.
- Be at least 16 years old and officially withdrawn from high school.
- Can be accepted under an ability-to-benefit provision, if students do not have a high school diploma.

ENTRANCE DATES

This program operates on an open-entry/open-exit basis. Students may enter the program anytime during the school year.

LENGTH OF PROGRAM

1650 hours	Full-time	1½ year
	Part-time	3 years

DAY/TIME PROGRAM OFFERED

M-F	8:00 a.m. - 2:00 p.m.
M-F	8:00 a.m. - 11:00 a.m.
M-R	5:30 p.m. - 11:00 p.m.
M-R	6:00 p.m. - 9:45 p.m.
F	5:30 p.m. - 8:30 p.m.

BASIC SKILLS REQUIREMENTS

The minimum basic skills grade levels required for adult career and technical students to complete this program are the following:

Mathematics	10	Level A
Reading	9	Level D
Language	9	Level D

ELECTRONIC TECHNOLOGY
I150303

MISSION STATEMENT

The Electronics Technology Program is designed to prepare individuals for employment as electrical and electronics technicians or in related occupations in the field of electronics.

PROGRAM STRUCTURE

The program includes the following topics: direct circuits (DC), alternating current (AC) circuits and analog circuits, solid state and digital devices, microprocessors, use of circuit diagrams and schematics, soldering and chassis assembly techniques, laboratory practices and technical recording and reporting. The program also includes training in communication, leadership, human relations, employability skills and safe, efficient work practices.

INSTRUCTION CONSISTS OF

<i>Occupational Completion Points (OCPs)</i>	<i>Hours</i>
Electronic Assembler	250
Electronic Tester	650
Electronic Equipment Repairer	1025
Electronic Technician	1400

LABORATORY ACTIVITIES

Electronic laboratory activities are an integral part of this program. The tools, test equipment, materials and processes used in this laboratory are similar to those used in industry. Students should be able to use the various types of precision test equipment found in general use throughout the electronics industry for the purpose of analyzing, troubleshooting and repairing electronic circuitry.

ENTRANCE REQUIREMENTS

- Submit an application.
- Interview with a guidance counselor/department chairperson and/or instructor.
- Take initial assessment in reading, mathematics and language within six weeks of entering the program.
- Be at least 16 years old and officially withdrawn from high school.
- Can be accepted under an ability-to-benefit provision, if students do not have a high school diploma.

ENTRANCE DATES

This program operates on an open-entry/open-exit basis. Students may enter the program anytime during the school year.

LENGTH OF PROGRAM

1400 hours	Full-time	1½ years
	Part-time	3 years

DAY/TIME PROGRAM OFFERED

M-F	8:00 a.m. - 2:00 p.m.
M-F	8:00 a.m. - 11:00 a.m.
M-Th	5:30 p.m. - 10:15 p.m.

BASIC SKILLS REQUIREMENTS**NOTES:**

The minimum basic skills grade levels required for adult career and technical students to complete this program are the following:

Mathematics	10	Level A
Reading	9	Level D
Language	9	Level D

**TRANSPORTATION, DISTRIBUTION
AND LOGISTICS**

**AUTOMOTIVE SERVICE
TECHNOLOGY
I470608**

MISSION STATEMENT

The purpose the Automotive Service Technology Program is to prepare students for employment and/or specialized training in the automotive industry.

PROGRAM STRUCTURE

The program provides both instruction and hands-on performance of all the basic tasks for initial training for employment in the automotive service field or further training in any or all of the specialty areas. Competency in the tasks indicates to employers that the students are skilled in that area.

Competencies established by the automotive industries for industry training standards plus integration of academic requirements and training in communications, leadership, human relations, employability skills, safe efficient work practices and entrepreneurship account for 420 clock hours of instruction in the core curriculum.

INSTRUCTION CONSISTS OF

<i>Occupational Completions Points (OCPs)</i>	<i>Hours</i>
Automotive Lube Technician	150
Automotive Services Assistor	300
Engine Repair Technician	450

Automatic Transmission and Transaxle Technician	600
Manual Drive Train and Axle Technician	750
Automobile Suspension and Steering Technician	900
Automotive Brake System Technician	1050
Automotive Electrical/Electronic System Technician	1350
Automotive Heating and Air-Conditioning Technician	1500
Automotive Engine Performance Technician	1800

LABORATORY ACTIVITIES

Shop or laboratory activities are an integral part of the Automotive Services Technology Program. These activities provide instruction in the use of automotive service equipment, tools, materials and processes found in the automotive service industry.

ENTRANCE REQUIREMENTS

- Submit an application.
- Interview with a guidance counselor/department chairperson and/or instructor.
- Take initial assessment in reading, mathematics and language within six weeks of entering the program.
- Be at least 16 years old and officially withdrawn from high school.
- Can be accepted under an ability-to-benefit provision, if students do not have a high school diploma.

ENTRANCE DATES

This program operates on an open-entry/open-exit basis. Students may enter the program anytime during the school year.

LENGTH OF PROGRAM

1800 hours	Full-time	1¾ years
	Part-time	3 years

DAY/TIME PROGRAM OFFERED

M-F	8:00 a.m. - 2:00 p.m.
M-F	8:00 a.m. - 11:00 a.m.
M-R	5:00 p.m. - 11:00 p.m.
M-W	5:00 p.m. - 11:00 p.m.
F	5:00 p.m. - 8:15 p.m.

BASIC SKILLS REQUIREMENTS

The minimum basic skills grade levels required for adult career and technical students to complete this program are the following

Mathematics	10	Level A
Reading	9	Level D
Language	9	Level D

Students who successfully pass the Test of Adult Basic Education (TABE) or pass a related state, national or industry licensure exam will be considered a program completer.

NOTES:

FACULTY LISTING (FULL-TIME)

EMPLOYEE NAME	CREDENTIALS	CONFERRING INSTITUTION	YEAR
ALEXANDER, WALTER	B.S. EDUCATION M.S. EDUCATION	INDIANA UNIVERSITY INDIANA UNIVERSITY	1980 1981
ALGAZE, STUART	B.S. PROFESSIONAL STUDIES M.S. EDUCATION	BARRY UNIVERSITY NOVA SOUTHEASTERN UNIVERSITY	1996 2003
ALVAREZ, SARAH	VOCATIONAL RANK III DISTRICT CERTIFICATION, COSMETOLOGY	FLORIDA INTERNATIONAL UNIVERSITY	1994
ANAYA, RAFAEL	B.S. SCIENCE M.S. ED LEADERSHIP	UNIVERSITY OF NEW YORK NOVA UNIVERSITY	1998 2000
ANTONIO, CHRISTINE	B.S. NURSING B.S. EDUCATION	BARRY UNIVERSITY UNIVERSITY OF MICHIGAN	1993 1996
APPELBAUM, STEVEN	B.S. SPECIFIC LEARNING DISABILITIES	FLORIDA INTERNATIONAL UNIVERSITY	1974
BROWN, JOYCE	AS NURSING DISTRICT CERTIFICATION NURSING	MIAMI-DADE COLLEGE	1980
BROWNLOW, CHRISTINA	B.S. BIOLOGY M.S. SCIENCE EDUCATION	FLORIDA INTERNATIONAL UNIVERSITY FLORIDA INTERNATIONAL UNIVERSITY	1988 1989
DARVAS, HEBE	B .A. BUSINESS EDUCATION M.S. ART EDUCATON	UNIVERSITY OF MIAMI UNIVERSITY OF NORTHERN COLORADO	1970 1977
DEAN, BERTRAM	B.A. POLITICAL SCIENCE M.A. FINANCIAL SERVICES M.A. ADULT EDUCATION (enrolled)	MOOREHOUSE COLLEGE AMERICAN COLLEGE, BRYN MAWR, PA (ext.) NOVA UNIVERSITY, FT. LAUDERDALE, FL.	1975 1986 1986
DELIMA, NICE	B.A. ELEMENTARY EDUCATION	BARRY UNIVERSITY	2004
DEPABLO, JOSE	B.S. ELECTRONIC ENGINEERING TECHNICIAN	FLORIDA AGRICULTURE & MECHAMICAL UNIVERSITY	1989
DESCARTES, MARGARITA	B.A. PSYCHOLOGY EDUCATION M.S. EDUCATION	CATHOLIC UNIVERSITY OF PUERTO RICO CATHOLIC UNIVERSITY OF PUERTO RICO	1973 1977
DOUGLAS, SUZANNE	B.S. M.S.	UNIVERSITY OF FLORIDA BARRY UNIVERSITY	1984 1996
EDWARDS, PHILLIP	DISTRICT CERTIFICATION, AUTOMOTIVE		
FELIX-MARCELIN, MARLENE	B.A. THEOLOGY EDUCATION M.S. EDUCATION Ph.D. EDUCATIONAL PSYCHOLOGY	JOHNSON BIBLE COLLEGE NOVA UNIVERSITY THE UNION INSTITUTE UNIVERSITY	1979 1992 2000
FIRSTEN, RICHARD	B.A. SPEECH COMMUNICATIONS M.S. EDUCATION TESOL	HUNTER COLLEGE FLORIDA INTERNATIONAL UNIVERSITY	1967 1981
GONZALEZ, NURA	B.A. DIETETIC/NUTRITION M.S. FAMILY/CONSUMER SCIENCES	FLORIDA INTERNATIONAL UNIVERSITY FLORIDA INTERNATIONAL UNIVERSITY	1984 2001
GOVENDER, SAROJENI	VOCATIONAL RANK IB DISTRICT CERTIFICATION COSMETOLOGY	FLORIDA INTERNATIONAL UNIVERSITY	1996
HACH, BRENDA	B.A. HOME ECONOMICS M.S. GUIDANCE COUNSELING	MONTANA STATE UNIVERSITY ST. THOMAS UNIVERSITY	1978 1999
HAYDEN-SWINDLE SANDRA	A.S. NURSING DISTRICT CERTIFICATION NURSING	MIAMI DADE COLLEGE	2002
HILL, DONNA LEE	B.A. ENGLISH	McGILL UNIVEWRSITY	1993
HIRSCHBEIN, ROGER	DISTRICT CERTIFICATION, CABINET WOODWORK		
KNAPP, HAROLD	A.A. EDUCATION DISTRICT CERTIFICATION ELECTRICAL WIIRING	MIAMI-DADE COLLEGE	2002
LEEDS, ELLEN	B.A. DRAMA/ESOL M.S. ENGLISH AS SECOND LANGUAGE	MONMOUTH UNIVERSITY FLORIDA INTERNATIONAL UNIVERSITY	1971 1975
LEMBERGER, MATHEW	B.A. ENGLISH M.A. HISTORY D.A. HISTORY	BROOKLYN COLLEGE GODDARD COLLEGE UNIVERSITY OF MIAMI	1965 1983 1994
LIMIA, JOSE	A.A. COMPUTER SCIENCES B.A. MATHEMATICS/COMPUTERS B.S. COMPUTER SCIENCES	UNIVERSITY OF HAVANA, CUBA MIAMI-DADE COMMUNITY COLLEGE FLORIDA INTERNATIONAL UNIVERSITY	1978 1983 1986

FACULTY LISTING (FULL-TIME)

EMPLOYEE NAME	CREDENTIALS	CONFERRING INSTITUTION	YEAR
LORENZO, JOSE	DISTRICT CERTIFICATION, CULINARY ARTS		
MACK, LOUISE	B.S. SOCIOLOGY M.S. SPECIFIC LEARNING DISABILITIES	HARTWICK COLLEGE UNIVERSITY OF MIAMI	1969 1979
MARTINEZ-DECASTRO, MARIO	B.S EDUCATION M.S. TESOL	SAINT-THOMAS UNIVERSITY – MIAMI NOVA SOUTHEASTERN UNIVERSITY	1994 1999
MENDOZA, GLORIA	B.S. NURSING	FAR EASTERN UNIVERSITY	1980
MINAYA, HUGO	DISTRICT CERTIFICATION – OPERATING ROOM TECHNICIAN-VOC/TEC		
MIRANDA, MAYDA	B.A. LIBERAL ARTS & SCIENCE M.S. TECHNOLOGY EDUCATION	FLORIDA INTERNATIONAL UNIVERSITY BARRY UNIVERSITY	1992 2000
MORALES, DEBRA	DISTRICT VOCATIONAL CERTIFICATION, DENTAL ASSISTING B.S. BUSINESS MANAGEMENT	NOVA UNIVERSITY	1972
NUNEZ, SERGIO	DISTRICT CERTIFICATION, AIR CONDITIONING, REFRIGERATION & HEATING	FLORIDA INTERNATIONAL UNIVERSITY	1994
NUNN, THOMAS	STATE OF FLORIDA CERTIFICATION, AUTOMOTIVE TECHNOLOGY	FLORIDA INTERNATIONAL UNIVERSITY	1988
O'CONNOR, DENISE	B.S. VOCATIONAL HOME ECONOMICS	UNIVERSITY OF AKRON	1972
ORTA, MAGDA	M.S. MUSIC EDUCATION M.S. EDUCATIONAL LEADERSHIP & ADMINISTRATION	UNIVERSITY OF MIAMI BARRY UNIVERSITY	1966 2000
PACE, BARBARA	B.S. HUMANITIES	BARRY UNIVERSITY	2002
PALLANGO, BRIDGET	B.S. PROFESSIONAL STUDIES M.B.A. BUSINESS ADMINISTRATION	BARRY UNIVERSITY UNIVERSITY OF PHOENIX	1979 2004
PATTERSON, GIL	B.S. INDUSTRIAL VOCATIONAL EDUCATION	FLORIDA INTERNATIONAL UNIVERSITY	2005
PITT, MARTA	B.S. EDUCATION	FLORIDA INTERNATIONAL UNIVERSITY	1974
PIZARRO-PULDON, EILEEN	B.S. ELEMENTARY EDUCATION M.S. ELEMENTARY EDUCATION	UNIVERSITY OF ILLINOIS FLORIDA INTERNATIONAL UNIVERSITY	1974 1995
POYNTZ, ROSALIE	B.S. NURSING M.B.A. BUSINESS ADMINISTRATION	BARRY UNIVERSITY BARRY UNIVERSITY	1990 1993
PRIETO, ARMANDO	DISTRICT CERTIFICATION		
SACKS, RICHARD	B.S. ELEMENTARY EDUCATION M.S. ENGLISH	BOSTON STATE COLLEGE NOVA SOUTHEASTERN UNIVERSITY	1973 1988
SAINT-PHARD, JEAN	A.S. BUSINESS ADMINISTRATION B.S. CRIMINAL JUSTICE VOCATIONAL EDUCATION	MIAMI-DADE COLLEGE FLORIDA INTERNATIONAL UNIVERSITY FLORIDA INTERNATIONAL UNIVERSITY	1993 1999 2004
SMITH, CHARLES	A.S. COMPUTER SCIENCE DISTRICT CERTIFICATION	LANEY COLLEGE	1986
TAYLOR, EVELYN	B.S. NURSING	TUSKEGEE UNIVERSITY	1971
TEPEDINO, LORETTA	B.A. SPANISH M.S. TESOL	HOFSTRA UNIVERSITY NOVA UNIVERSITY	1974 1999
TOPPER, DONALD	STATE OF FLORIDA CERTIFICATION IN AUTOMOTIVE		
VEGA, JOANN	B.S. PSYCHOLOGY M.S. MENTAL HEALTH COUNSELING	FLORIDA INTERNATIONAL UNIVERSITY NOVA UNIVERSITY	1988 1986
VIELOT, MARIE	B.A. READING M.S. READING	FLORIDA INTERNATIONAL UNIVERSITY FLORIDA INTERNATIONAL UNIVERSITY	1985 1985
WALKER, PAULA	A.S. NURSING B.S. HEALTH SCIENCE ADMINISTRATION	MIAMI-DADE COLLEGE FLORIDA INTERNATIONAL UNIVERSITY	1976 1987
WILL, LEONA	B.A. PROFESSIONAL STUDIES	BARRY UNIVERSITY	1994

FACULTY LISTING (PART-TIME)

EMPLOYEE NAME	CREDENTIALS	CONFERRING INSTITUTION	YEAR
ALTINE, EDDY	B.A. EDUCATION B.S. EDUCATION	BARUCH COLLEGE CITY COLLEGE OF NEW YORK	1983 1988
ANDELY, CYNTHIA	B.S. NURSING M.S. NURSING	UNIVERSITY OF PHOENIX UNIVERSITY OF PHOENIX	
AVIGNON CHERY, MARIE C.	B.S. NURSING	FLORIDA INTERNATIONAL UNIVERSITY	2008
BAILEY, ENA	B.A. CULINARY ARTS	UNIVERSITY OF WISCONSIN	1984
BENOIT, CLAUDETTE	A.A. FASHION DESIGN	FRENCH FASHION ACADEMY	1970
BLANCO, JOSE	DISTRICT CERTIFICATION – AC/HEAT		
BOYD, MARVIN	B.S. VARYING EXCEPTIONALITIES	NOVA SOUTHEASTERN UNIVERSITY	1996
CALDWELL, DENNIS	DISTRICT CERTIFICATION – HOME ECONOMICS		2007
CAMPBELL, JOAN	B.S. MASS COMMUNICATIONS M.S. ADULT EDUCATION/TESOL (minor)	FLORIDA INTERNATIONAL UNIVERSITY FLORIDA INTERNATIONAL UNIVERSITY	1983 2003
CARR, KAUTHAR N.	B.S. HEALTH EDUCATION MANAGEMENT	FLORIDA INTERNATIONAL UNIVERSITY	2003
CATALDI, NORAH	B.A. ESOL B.S. SPANISH	SIMON BOLIVAR HIGHER ED.NORMAL SCHOOL FLORIDA INTERNATIONAL UNIVERSITY	1975 2002
CLAYTON, STEPHANIE	B.S. NURSING	FLORIDA INTERNATIONAL UNIVERSITY	2008
COCHRAN, LOIS	B.S. ELEMENTARY EDUCATION	FLORIDA MEMORIAL COLLEGE	1982
COLIN, GEORGE	M.A. ECONOMICS M.S. SOCIAL WORK	BROOKLYN COLLEGE BARRY UNIVERSITY	1980 1994
CORRALES, INES	B.A. ESOL	FOREIGN COLLEGE/UNIVERSITY	1980
COTHERE, ROBERT	B.A. FRENCH LAW M.S. EDUCATION	THE STATE UNIVERSITY OF HAITI THE CITY UNIVERSITY OF NEW YORK	1974 1984
COX, MARIA	DISTRICT CERTIFICATION – SOCIAL SCIENCE ADULT		
DALIS, STEPHEN	B.A. COMMERCIAL ARTS	SYRACUSE UNIVERSITY	1989
DELGADO, NORMA L.	A.A. ARTS B.A. ENGLISH M.S. EDUCATIONAL LEADERSHIP ED. SPECIALIST READING	MIAMI-DADE COLLEGE FLORIDA ATLANTIC UNIVERSITY NOVA SOUTHEASTERN UNIVERSITY NOVA SOUTHEASTERN UNIVERSITY	1968 1970 1978 1984
DELVA, GILUS	B.A. MODERN LANGUAGES A.A. ASSOCIATE IN ARTS	FLORIDA INTERNATIONAL UNIVERSITY MIAMI DADE COLLEGE	2003 1998
DUENAS, RAUL	B.S. LITERATURE/EDUCATION M.S. SCIENCE LITERATURE	MERCY COLLEGE CITY COLLEGE OF NEW YORK	1975
FIORI, THOMAS	B.S. POLITICAL SCIENCE M.S. EDUCATION	UNIVERSITY OF CALIFORNIA UNIVERSITY OF MASSACHUSETTS	2003 2008
FORRAY, AGNES	B.A. ART EDUCATION	MIAMI CHRISTIAN COLLEGE	1999
FRANCOIS, GUERRIER	B.S. MATHEMATICS	UNIVERSITY OF MIAMI	1993
FRANCIS, RAYMOND	B.S. EDUCATION	UNIVERSITY OF MIAMI	1979
FRIAS, ARELIS	B.A. SPANISH	FLORIDA MEMORIAL UNIVERSITY	2002
GAROZ-OJUNIAN, ANNA	DISTRICT CERTIFICATION MEDICAL ASSISTANT		2004

FACULTY LISTING (PART-TIME)

EMPLOYEE NAME	CREDENTIALS	CONFERRING INSTITUTION	YEAR
GILMOUR, THOMAS	B.S. VOCATIONAL EDUCATION M.S. VOCATIONAL EDUCATION	MARSHALL UNIVERSITY FLORIDA INTERNATIONAL UNIVERSITY	1964 1974
GONZALEZ, ELISA	B.A. EDUCATION	FOREIGN COLLEGE/UNIVERSITY	1988
GRUBER-OTERO, LAURA	A.A. EXCEPTIONAL EDUCATION B.A. VARYING EXCEPTIONALITIES M.S. READING	MIAMI DADE COMMUNITY COLLEGE NOVA SOUTHEASTERN UNIVERSITY UNIVERSITY OF MIAMI	1999 2004 2007
HOLLINGER, TERESA	DISTRICT CERTIFICATION, NAILS SPECIALTY		
IGLESIAS, JULIO	B.S. EDUCATION/CHEMISTRY	FOREIGN COLLEGE/UNIVERSITY	1998
IGLESIAS, MARIA DEL C.	M.S. TESOL B.A. ECONOMICS	FLORIDA INTERNATIONAL UNIVERSITY FOREING COLLEGE/UNIVERSITY	2002 1976
INGRANDO, KATHRYN	B.S. NURSING M.S. HEALTH EDUCATION	SEATTLE UNIVERSITY NOVA SOUTHEASTERN UNIVERSITY	1957 1986
IVIE, MARY	B.A. ENGLISH M.A. ENGLISH	BARRY UNIVERSITY UNIVERSITY OF NEW MEXICO	1964 1969
JACKSON, MONTRELLE	A.S. NURSING DISTRICT CERTIFICATION – CODER SPECIALIST	MIAMI-COLLEGE	1996
JOHNSON, CHARLES	DISTRICT CERTIFICATION - HOME ECONOMICS		2007
KAPLOWITZ, HERBERT	B.A. ENGLISH	FLORIDA INTERNATIONAL UNIVERSITY	2000
LAGUERRE, JOSE	A.S. NURSING	MIAMI-DADE COLLEGE	2000
LEE, PATRICIA	B.S. PUBLIC ADMINISTRATION M.S. HUMAN RESOURCE MANAGEMENT	FLORIDA INTERNATIONAL UNIVERSITY SAINT THOMAS UNIVERSITY	1980 1994
LOPEZ, ANALBERT	B.A. EARLY CHILDHOOD EDUCATION	PEDOGOGICA LIBERATOR VENEZUELA	1989
LOPEZ, JOSE	M.S. MATHEMATICS	CITY COLLEGE OF NEW YORK	1976
LOVE, LESEL	DISTRICT CERTIFICATION/AUTOMOTIVE TECH		
MCCRARY, WILLIAM	DISTRICT CERTIFICATION – CARPENTRY B.A. BUSINESS ADMINISTRATION	NORTH CAROLINA ART STATE UNIVERSITY	
MCKEOWN, JACQUELINE	B.A. POLITICAL SCIENCE/PSYCHOLOGY M.S. EXCEPTIONAL STUDENT EDUCATION	FLORIDA INTERNATIONAL UNIVERSITY NOVA SOUTHEASTERN UNIVERSITY	1994 2007
MCKINNEY, LESLIE	B.S. CRIMINAL JUSTICE M.S. GUIDANCE EDUCATION	JACKSON STATE UNIVERSITY DELTA STATE UNIVERSITY	1978 1986
MCKINNON, LEONARD	DISTRICT CERTIFICATION – HOME ECONOMICS/ADULT		
MASON, CHARLES	DISTRICT CERTIFICATION – HOME ECONOMICS/VOCATIONAL		
MEYER, JANE M.	B.A. POLITICAL SCIENCE	FLORIDA INTERNATIONAL UNIVERSITY	1997
MILLER, SAMUEL	B.S. ELECTRICAL ENGINEERING	UNIVERSITY OF MIAMI	1961
MINAYA, HUGO	OPERATING ROOM TECHNICIAN		
MONTES, HILDA	B.S. NURSING M.S. NURSING	BARRY UNIVERSITY BARRY UNIVERSITY	1984 2006
NELSON, MARIE CLAIRE	B.S. NURSING	FLORIDA INTERNATIONAL UNIVERSITY	2008
PATTERSON, ERIN	B.S. CHEMISTRY	UNIVERSITY OF FLORIDA	2006

FACULTY LISTING (PART-TIME)

EMPLOYEE NAME	CREDENTIALS	CONFERRING INSTITUTION	YEAR
PENA, ILIANA	B.A. GERMAN B.S. ESOL	FOREIGN COLLEGE/UNIVERSITY FOREIGN COLLEGE/UNIVERSITY	1987 1993
PINZON, WILFRED	B.S. CHEMISTRY	FLORIDA ATLANTIC UNIVERSITY	1998
PORTELA, ANTONIO	M.S. URBAN EDUCATION	FLORIDA INTERNATIONAL UNIVERSITY	1988
PRETELL, OSCAR	DISTRIC CERTIFICATION TEMPORARY INSTRUCTOR		
REBOYRO, CARIDAD	B.S. INTERNATIONAL RELATIONS M.S. SOCIAL STUDIES	FLORIDA INTERNATIONAL UNIVERSITY NOVA SOUTHEASTERN UNIVERSITY	1994 2007
ROBINSON, SUSAN	B.A. COSMETOLOGY SCIENCE DISTRICT CERTIFICATION, COSMETOLOGY	DUDLEY'S INSTITUTE OF COSMETOLOGY	1993
RODRIGUEZ, CARMEN	M.S. MEDICAL SCIENCES	UNIVERSITY OF PUERTO RICO	1975
ROMER, RONALD	DISTRICT CERTIFICATION, TILE SETTING		
SOTO, ANA	B.A. SPANISH EDUCATION M.S. ELEMENTARY EDUCATION	UNIVERSITY OF ROSE HUNTER COLLEGE	1976 1981
STEWART, CORNELL	M.S. ELEMENTARY EDUCATION	NOVA SOUTHEASTERN UNIVERSITY	1987
THOMAS, ALVIN	B.A. ENGLISH	PAINE COLLEGE	1965
THOMAS, OLIVIA	A.A. BUSINESS ADMINISTRATION B.S. MANAGEMENT INFORMATION SYSTEMS M.S. EDUCATION CURRICULUM TECHNOLOGY	MIAMI DADE COLLEGE BARRY UNIVERSITY UNIVERSITY OF PHOENIX	1983 1986 2006
THOMPSON, RODNEY	B.A. ENGLISH	FLORIDA UNIVERSITY OF AGRICULTURAL SCIENCE	1969
VALENZA, ELIZABETH	DISTRICT CERTIFICATION - COSMETOLOGY		
WALKER, ANNETTE	DISTRICT CERTIFICATION – HOME ECONOMICS/VOCATIONAL ADULT		
WATERMAN, MARJORIE	B.S. SOCIOLOGY	UNIVERSITY OF LOUISVILLE	1974
WRIGHT, LIVINGSTON	DISTRICT CERTIFICATION - LAW ENFORCEMENT		

Miami-Dade County Public Schools

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Mr. Gonzalo Raventos	Assistant Principal
Mr. Esteban Sardón	Assistant Principal
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