

Florida Department of Education  
Curriculum Framework

**Program Title:** Central Sterile Processing Technology  
**Program Type:** Career Preparatory  
**Career Cluster:** Health Science

**Career Certificate Program**

Program Number	H170222	
CIP Number	0351101201	
Grade Level	30,31	
Program Length	650 hours	
Teacher Certification	Refer to the <b>Program Structure</b> section.	
CTSO	HOSA	
SOC Codes (all applicable)	Please see the CIP to SOC Crosswalk located at the link below.	
CTE Program Resources	<a href="http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml">http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml</a>	
Basic Skills Level	Computation (Mathematics): 9	Communications (Reading and Language Arts): 9

**Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Health Science career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of Health Science career cluster.

This program is designed to prepare students for employment as supervisors, central supply, central supply workers, ambulatory surgery processors, surgical instrument processors, gastrointestinal (GI) flexible endoscope reprocessors, case cart technicians, inventory technicians, processing technicians, stock clerks: stock room or warehouse, sterilizers, central service technicians (medical equipment preparers).

The content includes but is not limited to central services departmental organization and function; basic anatomy, physiology, microbiology and chemistry related to central service activities; quality assurance; infection control and isolation techniques, principles of safety; principles, methods and controls of sterilization processes; cleaning, processing, packaging, distributing, storing, and inventory control of sterile goods, instruments, trays, and equipment; medical terminology; surgical instrumentation; basic computer skills, interpersonal and job seeking skills, fundamentals of communication, case cart management, laparoscopic specialty, orthopedic specialty, flexible scope processing, shift supervisory skills and procurement of supplies and equipment.

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

**Program Structure**

This program is a planned sequence of instruction consisting of 2 occupational completion points.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

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

The following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Teacher Certification	Length
A	HSC0003	Basic Healthcare Worker	CENT SERV TECH 7 G	90 hours
B	STS0019	Central Sterile Service Materials Management	OPR REG NURSE 7 G	150 hours
C	STS0013	Central Sterile Processing Technician Practicum	SURG TECH 7 G	410 hours

**Common Career Technical Core – Career Ready Practices**

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

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

## Standards

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

- 01.0 Demonstrate knowledge of the healthcare delivery system and health occupations.
- 02.0 Demonstrate the ability to communicate and use interpersonal skills effectively.
- 03.0 Demonstrate legal and ethical responsibilities.
- 04.0 Demonstrate an understanding of and apply wellness and disease concepts.
- 05.0 Recognize and practice safety and security procedures.
- 06.0 Recognize and respond to emergency situations.
- 07.0 Recognize and practice infection control procedures.
- 08.0 Demonstrate an understanding of information technology applications in healthcare.
- 09.0 Demonstrate employability skills.
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS.
- 11.0 Apply basic math and science skills.
- 12.0 Describe supply distribution systems and the principles of inventory control.
- 13.0 Describe the processes for loaner instrumentation and equipment.
- 14.0 Demonstrate the methods of case cart preparation and the utilization of preference cards.
- 15.0 Demonstrate the ability to recall and dispose of or reprocess sterile supplies.
- 16.0 Demonstrate language arts knowledge and skills.
- 17.0 Solve problems using critical thinking skills, creativity, and innovation.
- 18.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
- 19.0 Demonstrate the roles and responsibilities of the central supply worker.
- 20.0 Describes the function and workflow of the sterile processing department.
- 21.0 Recognize basic principles of microbiology.
- 22.0 Interpret and apply medical terminology and anatomical terms as they relate to equipment and supplies issued by central service personnel.
- 23.0 Describe how central service is involved in controlling infections in hospitals.
- 24.0 Explain the purpose of Occupational Safety and Health Act (OSHA).
- 25.0 Translate how to receive, decontaminate, clean, prepare, disinfect and sterilize reusable items.
- 26.0 Demonstrate flexible endoscopic leak testing, decontamination, and reprocessing.
- 27.0 Demonstrate the use of sterilization process monitors, including temperature and frequency of appropriate chemical indicators and bacterial spore tests for all sterilizers.
- 28.0 Demonstrate the ability to identify and select appropriate instrumentation or equipment that meets the needs of the surgical specialty.
- 29.0 Define the use of Robotics in Central Sterile Processing Technology.

**Florida Department of Education  
Student Performance Standards**

**Program Title: Central Sterile Processing Technology**  
**Career Certificate Program Number: H170222**

The **Basic Health Care Worker (HSC0003)** is referred to as the **Health Science Core** and is the first OCP in the majority of the Career Certificate Program health science programs. Secondary and Postsecondary students completing the health science core will not have to repeat the core in any other health science program in which it is a part. When the recommended sequence is followed, the structure allows students to complete at specified points for employment or remain for advanced training or cross-training.

**Career Certificate Program Course Number: HSC0003**  
**Occupational Completion Point: A**  
**Basic Healthcare Worker – 90 Hours**

**To ensure consistency whenever these courses are offered, the health science core standards (1-11) and benchmarks have been placed in a separate document. To access this document, visit this link:**

<https://www.fldoe.org/core/fileparse.php/20706/urlt/health-sci-core-psav-cc-2425.rtf>

**Course Number: STS0019**  
**Occupational Completion Point: B**  
**Central Sterile Service Materials Management – 150 Hours**

12.0 Describe supply distribution systems and the principles of inventory control. The student will be able to:
12.01 Define the benefits of inventory control.
12.02 Describe the methods of inventory control.
12.03 Compare the advantages and disadvantages of each distribution methods.
12.04 Process a requisition marked "stat" - locate article, price, etc.
12.05 Demonstrate the process of stock rotation.
12.06 Describe the process of supply chain management.
12.07 Communicate with other hospitals, facilities, or company representatives for procurement of supplies and equipment.
12.08 Describe several different methods of procurement of supplies.
12.09 Describe basics of receiving items, including documentation of receiving and release to other facilities.

13.0	Describe the processes for loaner instrumentation and equipment. The student will be able to:
13.01	Describe how vendor trays enter the hospital.
13.02	Demonstrate how the new vendor trays begin to be processed.
13.03	Demonstrate how the vendor trays are processed for sterilization.
13.04	Define the Rules and Regulations of transporting vendor trays in and out of the hospital Centra Sterile Processing Department.
14.0	Demonstrate the methods of case cart preparation and the utilization of preference cards. The student will be able to:
14.01	Describe the proper standards for case cart preparation
14.02	Describe the method of preparing the cart for use.
14.03	Demonstrate the use of the preference cards and pick list for utilization of case carts
14.04	Describe the procedures for missing items during initial picking of case carts and how missing items are replenished from CS. I.e turnover items or replacement.
15.0	Demonstrate the ability to recall and dispose of or reprocess sterile supplies. The student will be able to:
15.01	Explain the factors that affect how long a package can be considered safe for use.
15.02	Explain the differences between event related, date related, and manufacturer recommendations.
15.03	State the methods of determining expiration dates.
15.04	List the steps in reprocessing outdated hospital packaged items.
15.05	List conditions that would make a product unsafe for use.
15.06	Describe the use of tamper evident seals.
15.07	Describe the methods of reprocessing.
15.08	Identify standards and facility policies on reprocessing of single use items.
15.09	Describe the process of recall for medical/surgical supplies.

**Course Number: STS0013  
Occupational Completion Point: C  
Central Sterile Processing Technician Practicum – 410 Hours**

16.0	Demonstrate language arts knowledge and skills. The students will be able to:
16.01	Locate, comprehend and evaluate key elements of oral and written information.
16.02	Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary.
16.03	Present information formally and informally for specific purposes and audiences.
17.0	Solve problems using critical thinking skills, creativity, and innovation. The students will be able to:
17.01	Employ critical thinking skills independently and in teams to solve problems and make decisions.
17.02	Employ critical thinking and interpersonal skills to resolve conflicts.
17.03	Identify and document workplace performance goals and monitor progress toward those goals.
17.04	Conduct technical research to gather information necessary for decision-making.
18.0	Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment. The students will be able to:
18.01	Describe the nature and types of healthcare organizations.
18.02	Explain the effect of key organizational systems on performance and quality.
18.03	List and describe quality control systems and/or practices common to the workplace.
18.04	Explain the impact of the global economy on healthcare organizations.
18.05	Employ leadership skills to accomplish organizational goals and objectives.
18.06	Establish and maintain effective working relationships with others, in order to accomplish objectives and tasks.
18.07	Conduct and participate in meetings to accomplish work tasks.
18.08	Employ mentoring skills to inspire and teach others.
18.09	Analyze attributes and attitudes of an effective leader.
18.10	Recognize factors and situations that may lead to conflict.
18.11	Demonstrate effective techniques for managing team conflict.

<p>19.0 Demonstrate the roles and responsibilities of the central supply worker. The student will be able to:</p>
<p>19.01 Describe professional standards related to personal hygiene and dress codes essential to maintaining a safe, clean environment for the preparation and delivery of surgical instruments to include appropriate PPE.</p> <ul style="list-style-type: none"> <li>• AORN standards for surgical attire.             <ul style="list-style-type: none"> <li>○ Surgical Scrubs</li> <li>○ Cover Gowns and Jackets</li> <li>○ Mask and Hair Covers</li> <li>○ Footwear</li> </ul> </li> <li>• Hospital laundered scrubs and dedicated shoes             <ul style="list-style-type: none"> <li>○ Consistent Cleaning Standards</li> <li>○ Reduces Cross- Contamination</li> <li>○ Dedicated Shoes</li> </ul> </li> <li>• Restricted, Semi - Restricted, and Unrestricted Areas             <ul style="list-style-type: none"> <li>○ Sterile procedures performed, operating room, and sterile processing department</li> <li>○ Corridors leading to operating room, sterile processing department, and areas of sterile supplies storage</li> <li>○ Waiting rooms, offices, and break rooms. Follow facility policy</li> </ul> </li> </ul>
<p>19.02 Demonstrate the proper attire and latest standards of PPE in Decontamination.</p> <ul style="list-style-type: none"> <li>• Surgical Scrubs</li> <li>• Fluid-Resistant Gown</li> <li>• Gloves</li> <li>• Face Mask</li> <li>• Eye Protection</li> <li>• Hair Covers</li> <li>• Dedicated Footwear</li> </ul>
<p>19.03 Illustrate the steps that outline the proper donning and doffing procedures along with rationale behind each step.</p> <ul style="list-style-type: none"> <li>• Hand Hygiene</li> <li>• Hair Cover</li> <li>• Face Mask or N95 Respirator</li> <li>• Gown</li> <li>• Eye Protection</li> <li>• Gloves</li> <li>• Shoe Covers</li> </ul> <p>Doffing Procedure</p> <ul style="list-style-type: none"> <li>• Remove Gloves</li> <li>• Hand Hygiene</li> <li>• Eye Protection</li> <li>• Gown</li> </ul>

	<ul style="list-style-type: none"> <li>• Face Mask/Respirator</li> <li>• Hair Cover</li> <li>• Shoe Covers</li> <li>• Final Hand Hygiene</li> </ul>
19.04	Identifies relevant federal, state, and local guidelines, standards and regulations.
19.05	Apply ergonomic considerations and appropriate body mechanics for lifting, turning, pulling, pushing, and reaching.
19.06	Describe policies and procedures for Surgical safety with SDS and how to Read the SDS manual for storage and injury or exposure. <ul style="list-style-type: none"> <li>• Understanding Safety Data Sheets (SDS)</li> <li>• Policies and Procedures for Surgical Safety with SDS <ul style="list-style-type: none"> <li>○ Access to SDS</li> <li>○ Chemical Handling</li> <li>○ Storage Procedures</li> <li>○ Reading the SDS manual</li> <li>○ Injury or Exposure Protocols</li> </ul> </li> </ul>
19.07	Describes the importance of following device, equipment, instrument or supply manufacturer’s instructions for processing, operation, and troubleshooting.
20.0	Describes the function and workflow of the sterile processing department. The student will be able to:
20.01	Demonstrate the different pieces of equipment and standards for each during the processing of soiled instruments through decontamination department. Ie 3 compartment sink, ultrasound, and washer disinfector.
20.02	Describe the clean side process to begin prepping instruments
20.03	Demonstrate the packaging in either casket or wrapping, peel packaging
20.04	Explain the standards for each type of wrapping and its related sterilization.
21.0	Recognize basic principles of microbiology. The student will be able to:
21.01	Describe terms related to microbiology and the control of microorganisms in central sterile processing departments.
21.02	Identify the main categories of microorganisms.
21.03	Describe the life functions of microorganisms.
21.04	Describe conditions affecting the growth of bacteria.
21.05	Describe special methods used to destroy harmful microorganisms on fomites in the environment.
21.06	List the helpful microorganisms.

21.07	Describe how the body controls the growth of pathogenic microorganisms.
21.08	Identify pathogenic microorganisms commonly found in central service departments.
22.0	Interpret and apply medical terminology and anatomical terms as they relate to equipment and supplies issued by central service personnel. The student will be able to:
22.01	Identify word elements for medical terms including the breakdown of medical specialties and anatomy that belongs in each category.
22.02	Relate anatomical concepts to orthopedic devices and other supplies and equipment issued by the CS Department. <ul style="list-style-type: none"> <li>• The student should be able to body plains and identify Laterality, as well as organ orientation.</li> <li>• Medical terminology breakdown for multiple surgical procedures and identify each of the organs in the specific specialty.</li> <li>• Describe the multiple surgical specialties and identify the related anatomy for the procedure related to each surgical procedure.</li> <li>• Identify the instruments that relate to each surgical specialty</li> </ul>
23.0	Describe how central service is involved in controlling infections in hospitals. The student will be able to:
23.01	Describe hospital acquired infections.
23.02	Describe the types of isolation.
23.03	Describe the organization and functions of CS.
23.04	Describe the CS responsibilities for infection control and traffic patterns when in the operating room and other departments. <ul style="list-style-type: none"> <li>• The student should be able to identify the proper temperature, humidity, and related conditions for each specific area of the department. <ul style="list-style-type: none"> <li>○ Decontamination</li> <li>○ Preparation and packing</li> <li>○ Sterile storage of instruments and soft goods.</li> </ul> </li> </ul>
23.05	Identify proper storage and transportation standards for supplies in the facility (receivables, sterile, clean, or contaminated).
23.06	Describe the organizational patterns of health care facilities.
24.0	Explain the purpose of Occupational Safety and Health Act (OSHA). The student will be able to:
24.01	Describe how employees are protected under OSHA.
24.02	Describe potential workplace hazards in CS. (wet floors, chemicals, fumes, gases, steam, electrical outlets, body fluids, microorganisms, sharps, and medical wastes).
24.03	Describe the role preventive maintenance plays in patient and personnel safety in the hospital.
24.04	Explain the purpose of Florida's "Right to Know" law and its provisions.
24.05	Describe the protocol for personal injury including the completion of incident/occupancy reports and follow up.

24.06	Implement appropriate regulatory and accreditation agency patient safety guidelines.
25.0	Receive, decontaminate, clean, prepare, disinfect and sterilize reusable items. The student will be able to:
25.01	Describe the importance of thorough cleaning to the overall objectives of making items safe for patient use.
25.02	Explain the importance of following manufacturers' instructions in cleaning each item for reprocessing.
25.03	Describe the levels of disinfection, the cleaning process and methods of disinfection for the environment, instruments, syringes, needles, rubber goods and equipment.
25.04	Describe the mechanisms of action for each disinfection method including ultrasonic machines and washer/sterilizers.
25.05	Describe the strategies for managing difficult to control microorganisms that require isolation techniques and specialized decontamination methods including Creutzfeldt - Jakob disease (CJD).
25.06	Describe the factors affecting decontamination (water temperature, loading procedures, water impurities, opening and disassembling).
25.07	Distinguish correct reprocessing policies related to single use, limited use, and reusable items.
25.08	Describe decontamination methods for drill systems and batteries.
25.09	Describe the function of case cart washers, and alternative methods of cleaning.
25.10	Describe the need for testing and monitoring all decontamination machines for proper function and cleaning agents.
25.11	Explain the importance of using correct chemicals for cleaning in regards to water quality, PH, filters, softeners, enzymes, lubricants.
25.12	Describe the types, characteristics, and uses of chemicals, solutions, and gases utilized for decontamination (detergents, disinfectants, enzymatics, and germicides).
25.13	Demonstrate the decontamination process for instruments, syringes, needles, rubber goods and equipment.
25.14	Demonstrate flexible endoscopic leak testing, decontamination, and reprocessing.
25.15	Demonstrates decontamination and proper handling of rigid scopes.
25.16	Describes the methods of high level disinfection including manual and automated endoscopic reprocessor (AER).
25.17	Describe the types of sterilizers and methods of sterilization to include: <ul style="list-style-type: none"> <li>• Prevac</li> <li>• Gravity Displacement</li> <li>• Gas Plasma</li> <li>• EQ</li> <li>• H2O2</li> </ul>

25.18	Describe the primary objectives in selecting the correct packaging materials for both the individual item and the sterilization method to be used.
25.19	Describe the principles of packaging.
25.20	Describe the characteristics of packaging materials in relationship to sterilization methods.
25.21	Describe the principles of linen pack and tray construction/assembly.
25.22	Describe the recommended labeling methodologies.
25.23	Identify basic surgical procedure trays, instruments, supplies, and accessories.
25.24	Explain the principles utilized when loading different kinds of wrapped packs or packages into a sterilizer to be assured of sterilant penetration.
25.25	Recognize equipment malfunction and list corrective actions.
25.26	Demonstrate the ability to package, wrap and protect the instruments in each sterilizer by identifying the IFU from the manufacturer.
25.27	Demonstrate loading of different kinds of wrapped packs or packages into a sterilizer to be assured of sterilant penetration.
25.28	Describe how sterile supplies should be handled.
25.29	Demonstrate handling, transportation and storage of clean, sterile and nonsterile supplies and equipment.
26.0	Demonstrate flexible endoscopic leak testing, decontamination, and reprocessing. The student will be able to:
26.01	Demonstrate the process of Leak testing and why this is microbiologically important.
26.02	Demonstrate the process of using the AER and the use of IFU for Each type.
26.03	Describe the chemicals and solutions for HLD (High Level Disinfection chemicals). <ul style="list-style-type: none"> <li>• High-Level Disinfection chemicals and what their parameters are: OPA, and Glutaraldehyde.</li> <li>• The proper disposal and handling of HLD.</li> <li>• The MLE Minimal Level of Effectiveness for each HLD</li> </ul>
27.0	Demonstrate the use of sterilization process monitors, including temperature and frequency of appropriate chemical indicators and bacterial spore tests for all sterilizers. The student will be able to:
27.01	Describe the types of sterilization, sterilization cycles, and parameters for each.
27.02	Describe the importance of the manufacturer’s recommendations for the safe operation of each type of sterilizer.
27.03	Describe the methods of sterilization monitoring.
27.04	Demonstrate the process of preparing and documenting the sterilizer load contents for each sterilizer correctly according to the manufacturer’s recommendations.

27.05	Demonstrate the operation, testing, and monitoring of sterilizers.
27.06	Demonstrate the ability to interpret and document monitoring devices, printouts, and charts accurately for each sterilization system utilized.
27.07	Identify the standards for, and facility policy regarding, frequency of monitoring for all sterilizers.
28.0	Demonstrate the ability to identify and select appropriate instrumentation or equipment that meets the needs of the surgical specialty. The student will be able to:
28.01	Describe instrument terminology and identify the anatomy of surgical instruments (jaws, shanks, box locks, rings, etc.).
28.02	Describe the types and functions of instruments.
28.03	Describe the types of instrument construction.
28.04	Demonstrate appropriate techniques for inspection and testing of instruments.
28.05	Identify instrumentation and equipment by name and usage. <ul style="list-style-type: none"> <li>• 80 primary instruments for use in the majority of trays.</li> <li>• I.e., hemostatic clamps, forceps, accessory clamps, dissection, needle holders, handheld retractors, self-retaining retractors, and table mounted retractors.</li> </ul>
28.06	Correctly label instrumentation and equipment.
28.07	Demonstrate the methods of instrument identification, marking, and tracking of use.
28.08	Demonstrate the assembly of various instrument sets and surgical specialty equipment.
28.09	Demonstrate the process regarding the manufacturer’s recommendations for instrument and equipment care including handling, operation, maintenance, and troubleshooting.
29.0	Define the use of Robotics in Central Sterile Processing Technology. The student will be able to:
29.01	Explain the concept of Robotic surgery and how the equipment is used that requires processing by SPD.
29.02	Demonstrate the care and handling of the scope and instrumentation for the robotic arms.
29.03	Explain the cleaning process for robotic instruments.
29.04	Explain the process for limited use instruments and the concepts of use and processing at end of life.
29.05	Demonstrate the care, handling of the robotic scope and camera cleaning.
29.06	Demonstrate the sterilization process for the robotic arm instruments.
29.07	Demonstrate the sterilization process for the robotic camera and scope assembly.

## Additional Information

### **Laboratory Activities**

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

This program meets the Department of Health's education requirements for HIV/AIDS, Domestic Violence and Prevention of Medical Errors. Although not a requirement for initial licensure, it is a requirement for renewal, therefore the instructor **may** provide a certificate for renewal purposes to the student verifying these requirements have been met.

If students in this program are seeking a licensure, certificate or registration through the Department of Health, please refer to s. 456.0635, F.S. for more information on disqualification for a license, certificate, or registration through the Department of Health.

### **Inquiries about a voluntary certification for sterile processing and distribution may be made to:**

Healthcare Sterile Processing Association (HSPA)/

International Association of Hospital Central Service Materiel Management (IAHCSMM)

<https://myhspa.org/certification/iahcsmm-certifications.html>

55 West Wacker Drive, Suite 501, Chicago, IL 60601

Toll Free: 800-962-8274

The Core should be taken first in the program. Following the successful completion of the core, the student is eligible to take the National Health Care Foundation Skill Standards Assessment with instructor approval and the completion of a portfolio.

### **Career and Technical Student Organization (CTSO)**

Florida HOSA: Future Health Professionals is the co-curricular career and technical student organization providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered.

### **Cooperative Training – OJT**

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

**Basic Skills**

In Career Certificate programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Computation (Mathematics) and Communications (Reading and Language Arts). These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02, Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01, F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College System Institution must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91, F.S.

**Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Note: postsecondary curriculum and regulated secondary programs cannot be modified.