



STANDARD TWO: PROGRAM CURRICULUM AND INSTRUCTION

Mission Statement:

The mission of Manatee Technical College is to produce highly skilled individuals and resourceful leaders through collaborative education to meet the ever-changing needs of our communities and the workforce.

Vision Statement:

The vision of Manatee Technical College is to be recognized as a leader in transforming people's lives through quality education.



Standard 2: Program Curriculum and Instruction

Purpose:

The primary purpose of curriculum and instruction is to guide and facilitate student learning at Manatee Technical College by ensuring students acquire specific knowledge and skills, while also adapting to individual learning needs and styles.

Goal 1: To ensure the integration of academic and occupational education in programs.

MTC instructors have access to evidence-based curricula, updated learning management systems, utilize updated technology in programs to include virtual simulation course content throughout multiple programs.

Goal 2: To ensure that instructional activities include knowledge, skills, work habits, and attitudes required of the occupation.

Based on the input of the advisory boards, instructional activities in the classroom ensure that the lessons and activities that are implemented are relevant and meet or exceed industry standards.

Goal 3: To ensure that instruction for each program is organized and sequenced to achieve its objectives.

Instructors are required to follow the state curriculum standards and benchmarks and where applicable all other accrediting and licensing agencies' regulations.

Goal 4: To ensure that all programs are offered using methodologies reflective of professional and practice-based competencies and provide for timely and meaningful interaction among faculty and students.

Instructors are trained in how to build and sequence their curriculum through project-based learning and direct instruction. In addition, students are afforded opportunities for mentoring, group work, and peer review. Students are provided with feedback through the learning management system, rubrics, and direct coaching.

Goal 5: To ensure that job-related health and safety elements are incorporated into curricula as appropriate to the occupation.

Students are provided with a variety of safety training as it relates to the curriculum. OSHA, CPR, general workplace and lab safety training, fire safety training, and health-related first aid training.

Goal 6: To ensure that instruction includes orientation to technology appropriate for the occupation and that practice using current workplace technologies, equipment, and materials is provided to students in order to develop skill proficiency for the profession.

Following the curriculum framework and advisory board recommendations, instructors will ensure that students receive all necessary training in the technology appropriate for each specific occupation.

Goal 7: To ensure that methods of evaluating individual student achievement indicate a focus on student achievement, learning objectives and competencies and that the results are made part of the student's permanent record.

Utilizing a combination of formative, summative, practical labs, and hands-on demonstrations, instructors use Campus Solutions to record a student's final OCP grade.

Goal 8: To ensure that opportunities are provided for students to obtain exposure to and appreciation of the dynamics of the industry/occupational environment for which they are being prepared.

Students are provided with clinical experiences, on-the-job training, guest speakers, field trips, Workforce Wednesday opportunities, and programs are able to purchase the latest industry-standard equipment based on advisory board recommendations.

Evaluation:

The Curriculum and Instruction Plan is reviewed annually and revised as needed. MTC's Board of Governors, faculty, and administration review the plan annually and recommend updates, which are reflected in the agendas and minutes of their meetings.

A curriculum or instructional plan for each program

1. has been developed, is in use, and includes the following components: [See Section VII. Definitions - Plan.]
2. instruction in the occupational skills and academic competencies essential to success in the occupation, including job knowledge, work habits, and attitudes,
3. sufficient practice with equipment and materials similar to those currently used in the occupation,
4. job-related health and safety, are an integral part of instruction and are incorporated into curricula as appropriate to the occupation, and
5. orientation to technology is provided and technical support is available to students. (Objectives 2-D-2, 2-D-4, 2-D-5, 2-D-6, and 2-D-8)
6. An Employer Program Verification Form is used to assess the appropriateness of program length and tuition costs in relation to the documented entry-level earnings of program completers.

7. A credit hour is equivalent to a minimum of each of the following: one semester credit for 15 clock hours of lecture, 30 clock hours of laboratory, or 45 clock hours of work-based activities; or one quarter credit for 10 clock hours of lecture, 20 clock hours of laboratory, or 30 clock hours of work- 64 – Council on Occupational Education based activities. (Objective 2-A-7)
8. The program has varied assessment methodologies that reflect established occupational competencies.
9. Each course/program has in place course descriptions, learning objectives, course requirements (e.g., standard syllabus, outcomes, grading, resources, etc.), and learning outcomes to facilitate quality instruction and the assessment of student learning (Objective 2-D-4)
10. Instruction (lecture, lab, and work-based activities) required for program is determined by desired student learning outcomes. The organization of syllabi, lesson plans, competency tests, and other instructional materials is used to:
 11. define a sequence for the achievement of objectives,
 12. guide the delivery of instruction,
 13. direct learning activities,
 14. implement a systematic, objective, and equitable method of evaluating student achievement based on learning objectives and required competencies. (Objective 2-D-3 and 2-D-7).

Reviewed and Approved by Board of Governors – 08.28.2025