Job Title: Maintenance Supervisor

Career Pathway: Entrepreneurship/Self-Employment

Industry Sector: Marketing, Sales, and Service

O*NET-SOC CODE: 49-1011.00

CBEDS Title: Small Business Services

CBEDS No.: 4132

79-75-85

Maintenance Supervisor: Supervisory Practices

Credits: 5
Hours: 60

Course Description:
This competency-based course provides training in principles of supervision, inspection of buildings and grounds, record keeping, and management of personnel. The competencies in this course are aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards.

Prerequisites:
None.

NOTE: For Perkins purposes this course has been designated as a concentrator/capstone course.

It is recommended that students in the Maintenance Supervisor program complete the following courses in the given sequence: Building and Grounds Worker (Fundamentals) (79-75-50), Maintenance Supervisor: Heating and Ventilation (79-75-75), Maintenance Supervisor: Scheduling Practices (79-75-80), and Maintenance Supervisor: Supervisory Practices (79-75-85).

This course cannot be repeated once a student receives a Certificate of Completion.
A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (Education Code Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements:

(EC 52504; SCCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

**COURSE OUTLINE COMPONENTS**

**LOCATION**

Cover

**GOALS AND PURPOSES**

The educational goals or purposes of every course are clearly stated and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course, and are written to be understandable by a prospective student.

**PERFORMANCE OBJECTIVES OR COMPETENCIES**

Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student’s acquisition of skills and competencies.

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against pre-stated standards.

Competency-based instruction provides immediate and continual repetition and in competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction and assessment in competency-based education are: explicit, known, agreed upon, integrated, performance oriented, and adaptive.
COURSE OUTLINE COMPETENCY-BASED COMPONENTS (continued)

COURSE OUTLINE COMPONENTS

INSTRUCTIONAL STRATEGIES

Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.

Instructional strategies for this course are listed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Adults with Disabilities.

UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTED FOR EACH UNIT

The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level.

Units of study, with approximate hours allotted for each unit are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.

EVALUATION PROCEDURES

The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.

Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructors monitor students’ progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, and simulations), paper and pencil exams, and standardized tests.

REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT

After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.
ACKNOWLEDGMENTS

Thanks to NAZELI ZELYAN for developing and editing this course outline. Acknowledgment is also given to ERICA ROSARIO for designing the original artwork for the course covers.

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Career Technical Education

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Administrator
Division of Adult and Career Education

APPROVED:

JOE STARK
Executive Director
Division of Adult and Career Education
1.0 Academics
Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Marketing, Sales, and Services academic alignment matrix for identification of standards.

2.0 Communications
Acquire and accurately use Marketing, Sales, and Services sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

3.0 Career Planning and Management
Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

4.0 Technology
Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Marketing, Sales, and Services sector workplace environment.

5.0 Problem Solving and Critical Thinking
Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Marketing, Sales, and Services sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.

6.0 Health and Safety
Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Marketing, Sales, and Services sector workplace environment.

7.0 Responsibility and Flexibility
Initiate and participate in a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Marketing, Sales, and Services sector workplace environment and community settings.

8.0 Ethics and Legal Responsibilities
Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.

9.0 Leadership and Teamwork
Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the DECA career technical student organization.

10.0 Technical Knowledge and Skills
Apply essential technical knowledge and skills common to all pathways in the Marketing, Sales, and Services sector, following procedures when carrying out experiments or performing technical tasks.

11.0 Demonstration and Application
Demonstrate and apply the knowledge and skills contained in the Marketing, Sales, and Services anchor standards, pathway standards, and performance indicators in classroom, laboratory and workplace settings, and through the DECA career technical student organization.
Marketing, Sales, and Services
Pathway Standards

C. Entrepreneurship/Self-Employment Pathway

Develop knowledge and skills common to entrepreneurs and entrepreneurship, including the human characteristics vital for entrepreneurial thinking in a twenty-first century global world. Entrepreneurial thinking may be applied to all industry sectors. The performance indicators provide business knowledge and skills required for entrepreneurs, as well as intangible skills and knowledge such as creativity and innovation skills.

Sample occupations associated with this pathway:

- Business Owner
- Consultant
- Insurance Broker
- Meeting/Event Planner
- Travel Agent

C1.0 Define the role the entrepreneur plays in the free-enterprise system.

C2.0 Analyze the development of successful personal entrepreneurial traits.

C3.0 Understand the basic aspects of entrepreneurship.

C4.0 Develop creative and innovative thinking skills that apply to entrepreneurship and the products/services created.

C5.0 Evaluate leadership styles and management functions for the small business.

C6.0 Demonstrate an understanding of the elements and purpose of business and strategic planning in entrepreneurship.

C7.0 Identify strategies for business startup and growth.

C8.0 Understand financial planning, reports, and projections.

C9.0 Understand effective marketing of a small business.

C10.0 Identify and evaluate technology used by entrepreneurs.

C11.0 Understand the role of human resources in a successful small business.
## COMPETENCY-BASED COMPONENTS for the Maintenance Supervisor: Supervisory Practices Course

<table>
<thead>
<tr>
<th>COMPETENCY AREAS AND STATEMENTS</th>
<th>MINIMAL COMPETENCIES</th>
<th>STANDARDS</th>
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</table>
| **A. SUPERVISION DEFINED**      | 1. Understand the skills and tools necessary to be an effective maintenance supervisor.  
                                 | 2. Describe the components of the Los Angeles Unified School District (LAUSD) Plant Manager Class Description. | **Career Ready Practice:**  
                                 |                                                   | 2, 3, 5, 7, 8, 10, 11, 12 | **CTE Anchor:**  
                                 |                                                   | Communications: 2.2, 2.3 | Career Planning and Management: 3.1, 3.2  
                                 |                                                   | Technology: 4.3 | Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4  
                                 |                                                   | Health and Safety: 6.3, 6.4, 6.6 | Responsibility and Flexibility: 7.2, 7.3  
                                 |                                                   | Ethics and Legal Responsibilities: 8.1 | **CTE Pathway:**  
                                 |                                                   | |  
                                 |                                                    | C1.1, C1.2, C1.4, C2.1, C2.2, C3.1, C5.1, C5.2, C5.4, C6.4 |
| (4 hours)                       |  | |
| **B. DEVELOPING SUPERVISORY SKILLS** | 1. Understand the orientation procedure for a new employee.  
                                 | 2. Understand salary and benefit programs.  
                                 | 3. Identify the lines of authority.  
                                 | 4. Understand employee’s rights.  
                                 | 5. Understand employee’s responsibility as it relates to child abuse.  
                                 | 6. Understand and demonstrate safety practices. | **Career Ready Practice:**  
<pre><code>                             |                                                   | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 |
</code></pre>
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| 7.                              | Understand LAUSD ethics policy. | CTE Anchor:  
Communications: 2.2, 2.3, 2.4, 2.5  
Career Planning and Management: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.9  
Technology: 4.1, 4.3, 4.6  
Problem Solving and Critical Thinking: 5.1, 5.3, 5.4  
Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7  
Responsibility and Flexibility: 7.1, 7.2, 7.3, 7.4, 7.5, 7.7, 7.8  
Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8  
| 8.                              | Describe the role of a supervisor including myths vs. reality. | |
| 9.                              | Understand the need to transition from subordinate to supervisor. | |
| (15 hours)                      |                      | |
| C. SCHEDULES                    |                      | |
|                                 | Identify the duties of a custodial supervisor as it relates to custodial tasks. | CTE Pathway:  
C1.1, C1.2, C2.1, C2.2, C3.1, C3.3, C3.4, C3.5, C3.6, C4.1, C4.2, C5.1, C5.2, C5.3, C7.1, C7.3, C7.4, C8.5, C11.1, C11.2, C11.3, C11.4, C11.5, C11.6 |
|                                 | 1. Understand value of a good work schedule. | Career Ready Practice: 1, 2, 3, 4, 5, 8, 9, |
|                                 | 2. Describe components of the LAUSD Labor Allotment. | CTE Anchor:  
Communications: 2.3, 2.4, 2.5  
Career Planning and Management: 3.3, 3.4, 3.6, 3.8 |
| (79-75-85)                      |                      |-8-
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<tr>
<td>D. INSPECTIONS</td>
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| Identify the duties of a custodial supervisor as they relate to the inspection process. | 1. Understand the value of a good inspection program.  
2. Identify factors involved in making inspections.  
3. Identify methods and frequencies of inspections.  
4. Demonstrate proper use of LAUSD inspection form. | Technology: 4.1, 4.2, 4.3, 4.4, 4.6  
Problem Solving and Critical Thinking: 5.1, 5.3, 5.4  
Health and Safety: 6.2, 6.6  
Responsibility and Flexibility: 7.2, 7.4  
Ethics and Legal Responsibilities: 8.2, 8.3  
**CTE Pathway:** C6.1, C6.2, C7.4, C11.1, C11.2, C11.5, C11.6 |

(1 hour)  
(6 hours)  

**Career Ready Practice:**  
1, 2, 3, 4, 5, 7, 8, 10, 11, 12  

**CTE Anchor:**  
Communications: 2.3, 2.4, 2.5, 2.6  
Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4  
Health and Safety: 6.1, 6.2, 6.3, 6.6, 6.7  
Responsibility and Flexibility: 7.2, 7.3  
Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.5  

**CTE Pathway:**  
C1.1, C1.2, C1.5, C3.1, C4.1, C4.2, C10.1
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| **E. PERFORMANCE REPORTS**       | 1. Identify factors necessary to evaluate an employee.  
                                 | 2. Identify frequencies of evaluating a probationary employee.  
                                 | 3. Identify frequencies of evaluating a permanent employee.  
                                 | 4. Demonstrate the proper use of the LAUSD evaluation form.  
                                 | 5. Demonstrate the proper methods of presenting an evaluation to the employee.  | **Career Ready Practice:**  
                                 | 1, 2, 3, 5, 8, 9, 12  | **CTE Anchor:**  
                                 | Communications: 2.2, 2.4  
                                 | Career Planning and Management: 3.1, 3.2, 3.8  
                                 | Technology: 4.1, 4.3  
                                 | Problem Solving and Critical Thinking: 5.1, 5.3, 5.4  
                                 | Responsibility and Flexibility: 7.2, 7.3, 7.4, 7.7  
                                 | Ethics and Legal Responsibilities: 8.3, 8.5, 8.7, 8.8  
                                 | Leadership and Teamwork: 9.1, 9.2, 9.3, 9.6  | **CTE Pathway:**  
                                 | C4.1, C4.2, C4.3, C4.4, C5.1, C5.2, C5.3, C5.4  | |
|                                 | **F. SITE REPAIRS**   | 1. Identify who to call for various repairs.  
                                 | 2. Demonstrate proper procedure for logging repair calls.  | **Career Ready Practice:**  
                                 | 1, 2, 4, 5  | **CTE Anchor:**  
                                 | Communications: 2.2, 2.3  
                                 | Career Planning and Management: 3.3  
                                 | Technology: 4.1, 4.3  
<pre><code>                             | Problem Solving and Critical Thinking: 5.2, 5.3, 5.4  | (10 hours) |
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<p>|                                 |                     | (79-75-85) | WeAreDACE.Org |</p>
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<td>G. <strong>OVERTIME AND VANDALISM</strong></td>
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| Identify the duties of a custodial supervisor as they relate to reporting overtime and vandalism. | 1. Identify how to obtain overtime authorization.  
2. Demonstrate proper use of the LAUSD overtime verification forms.  
3. Demonstrate proper use of the LAUSD vandalism report. | Responsibility and Flexibility:  
7.2, 7.3, 7.4, 7.5, 7.6  
Ethics and Legal Responsibilities:  
8.2, 8.5  
CTE Pathway:  
C2.2, C2.3, C3.3,  
C3.4, C3.5, C3.6,  
C4.1, C4.2, C4.3,  
C4.4, C5.2, C6.1,  
C6.3, C6.4 |

(2 hours) | (1 hour) |

**Career Ready Practice:**  
1, 2, 4, 5, 7, 8, 10, 11  
CTE Anchor:  
Communications:  
2.4, 2.5, 2.6  
Technology:  
4.1, 4.3  
Problem Solving and Critical Thinking:  
5.1, 5.4  
Health and Safety:  
6.5  
Responsibility and Flexibility:  
7.2  
Ethics and Legal Responsibilities:  
8.7, 8.8  
CTE Pathway:  
C2.1, C2.2, C2.3,  
C3.5, C4.1, C4.2,  
C4.3, C4.4, C4.6,  
C5.1, C5.3, C5.4,  
C10.2, C11.1 |
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<tr>
<td>H. SUPPLIES AND EQUIPMENT</td>
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| Identify proper procedures in ordering, receiving, checking, and distributing supplies and equipment. | 1. Demonstrate proper use of various LAUSD supply and equipment requisitions forms.  
2. Demonstrate ability to receive, check, and distribute supplies and equipment.  
3. Demonstrate the ability to maintain an accurate inventory of supplies and equipment. | **Career Ready Practice:**  
1, 2, 4, 5, 7, 8, 10, 11  
**CTE Anchor:**  
Communications: 2.4, 2.5, 2.6  
Technology: 4.1, 4.2, 4.3  
Problem Solving and Critical Thinking: 5.1, 5.4  
Health and Safety: 6.1, 6.2, 6.4, 6.5, 6.6, 6.7  
Responsibility and Flexibility: 7.2, 7.6  
Ethics and Legal Responsibilities: 8.1, 8.3, 8.7, 8.8  
Leadership and Teamwork: 9.2  
Technical Knowledge and Skills: 10.10  
Demonstration and Application: 11.1  
**CTE Pathway:**  
C4.1, C4.2, C4.3, C4.5, C4.6, C5.2, C5.4, C8.2, C8.6, C10.1, C11.1 | (1 hour) |
| I. KEY CONTROL                    |                      |           |
| Identify procedures of key control as it relates to the custodial supervisor. | 1. Describe the components of the LAUSD Key Control Policy. | **Career Ready Practice:**  
2, 5  
**CTE Anchor:**  
Communications: 2.3  
Career Planning and Management: 3.3 |
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| **J. UTILITIES**                | 1. Identify water shut off valves.  
2. Identify gas shut off valves.  
3. Identify fire sprinkler system valves.  
4. Identify electrical panels.  
5. Demonstrate ability to prepare a plot plan of all utility shut off valves or circuits.  
6. Understand current conservation laws and policies. | Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4  
Health and Safety: 6.6  
Ethics and Legal Responsibilities: 8.2, 8.6  
Leadership and Teamwork: 9.1  
**CTE Pathway:**  
C9.2, C9.4, C10.1 |
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<tr>
<td>K. DISCIPLINARY PROCEDURES</td>
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<tr>
<td>Identify progressive disciplinary procedures.</td>
<td>1. Understand the components of LAUSD Personnel Commission Rules 901, 902, 903, and 904.</td>
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<td>2. Demonstrate the ability to conference and/or counsel an employee.</td>
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<td>3. Demonstrate the ability to write a formal conference letter.</td>
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<td>4. Demonstrate ability to maintain supervisor’s notes (employee file).</td>
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<td>5. Understand LAUSD Facilities Services Division Attendance Policy.</td>
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<td>(14 hours)</td>
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<td>L. REVIEW AND EVALUATION</td>
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<tr>
<td>Review and be examined on competency areas.</td>
<td>1. Demonstrate ability to pass an objective exam based on minimal competency areas.</td>
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Career Ready Practice: 1, 2, 3, 4, 5, 7, 8, 10, 11

CTE Anchor:
- Communications: 2.3, 2.4, 2.5, 2.6
- Career Planning and Management: 3.2
- Technology: 4.1, 4.3
- Problem Solving and Critical Thinking: 5.1, 5.2, 5.4
- Responsibility and Flexibility: 7.2, 7.3, 7.7
- Ethics and Legal Responsibilities: 8.1, 8.4, 8.5, 8.6, 8.7, 8.8
- Leadership and Teamwork: 9.1, 9.5, 9.6
- Technical Knowledge and Skills: 10.1, 10.2

CTE Pathway:
- C2.1, C2.2, C3.3, C4.1, C4.2, C4.3, C4.4, C5.1, C5.2, C5.3, C5.4, C7.1, C7.4, C10.1, C11.1, 11.2, C11.5, C11.6

Career Ready Practice: 1, 5

CTE Anchor:
- Communications: 2.3, 2.4
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</table>
| (3 hours)                       |                      | Technology: 4.1  
|                                 |                      | Problem Solving and Critical Thinking: 5.1, 5.3, 5.4  
|                                 |                      | CTE Pathway: C4.1, C4.2, C4.3  |
SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES

TEXTBOOKS


MULTI-MEDIA

Los Angeles Unified School District Personnel Commission. Plant Manager Class Description.


Los Angeles Unified School District. Verification of Custodial Overtime form.


Los Angeles Unified School District. Employee Orientation Packet. Maintenance & Operations, District A or District B.

RESOURCES

Employer Advisory Board members


COMPETENCY CHECKLIST
TEACHING STRATEGIES and EVALUATION

METHODS AND PROCEDURES

A. Demonstration and lecture
B. Individualized instruction
C. Role playing
D. Group activities
E. Homework

EVALUATION

SECTION A – Supervision Defined—Pass all assignments and exams on supervision defined with a minimum score of 80% or higher.

SECTION B – Developing Supervisory Skills—Pass all assignments and exams on developing supervisory skills with a minimum score of 80% or higher.

SECTION C – Schedules—Pass all assignments and exams on schedules with a minimum score of 80% or higher.

SECTION D – Inspections—Pass all assignments and exams on inspections with a minimum score of 80% or higher.

SECTION E – Performance Reports—Pass all assignments and exams on performance reports with a minimum score of 80% or higher.

SECTION F – Site Repairs—Pass all assignments and exams on site repairs with a minimum score of 80% or higher.

SECTION G – Overtime and Vandalism—Pass all assignments and exams on overtime and vandalism cleaning with a minimum score of 80% or higher.

SECTION H – Supplies and Equipment—Pass all assignments and exams on supplies and equipment with a minimum score of 80% or higher.

SECTION I – Key Controls—Pass all assignments and exams on key controls with a minimum score of 80% or higher.

SECTION J – Utilities—Pass all assignments and exams on utilities with a minimum score of 80% or higher.

SECTION K – Disciplinary Procedures—Pass all assignments and exams on disciplinary procedures with a minimum score of 80% or higher.

SECTION L – Review and Evaluation—Pass all assignments and exams on review and evaluation with a minimum score of 80% or higher.
Statement for Civil Rights

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.