



Lake Technical College

2014 - 2015 Master Plan of Instruction Applied Academics for Adult Education

AAAE



MISSION: Lake Technical Center's mission is to meet the educational needs of the community by offering a variety of high quality career-technical training opportunities.

Lake Technical College prohibits discrimination in admission to, or access to, or employment in its programs and activities on the basis of race, color, national origin, sex or sexual orientation, marital status, age, religion, disability, genetic information, gender identity or expression, or any other characteristic prohibited by law. The district provides equal access to district facilities to the Boy Scouts and other patriotic youth groups, as required by the Boy Scouts of America Equal Access Act.

charting new directions

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LAKE TECHNICAL COLLEGE

Applied Academics for Adult Education (AAAE)

INTRODUCTION

All students in vocational institutions are required by Florida law to take the Test of Adult Basic Education (TABE) evaluation within six weeks of enrollment in a job preparatory program. Course frameworks dictate minimum grade levels for each program. The primary function of the AAAE program is to assist students who have not met the state established grade levels. Program instructors may also refer students for remediation in reading, math, language, or for GED preparation. Students who need to obtain the necessary skills to meet their personal educational goals are served in the AAAE lab and online. Instructors prescribe learning materials that are appropriate to the student's learning level and modality. The same study format is used for each person working on reading, math or language skills. Individuals who are sixteen (16) years or older are eligible for enrollment in the AAAE lab or online.

PURPOSE

The purpose of AAAE is to provide academic assistance in reading, math, and language to students through a self-paced, individualized, diagnostic/prescriptive format.

Students work toward meeting or exceeding state-mandated academic requirements for job preparatory programs. AAAE instructors work with program instructors to ensure that student attendance is maintained and assigned study material is relevant. AAAE is designed to build confidence and self-esteem as students work through the system with their instructor.

The advisory committee meets regularly with AAAE staff to review and give input regarding the AAAE program's objectives and content.

ADMISSIONS REQUIREMENTS

Enrollment in AAAE complies with school policy and state law. Students in vocational programs may work one hour or more daily in the AAAE lab if TABE scores do not meet state requirements. Potential vocational program students below state requirements may be recommended to AAAE prior to program enrollment. Scheduling is flexible to allow for working hours or family obligations. The lab is open four evenings each week for those who cannot attend during the day. Any student who scores at least a 9.0 on the TABE will be enrolled in AAAE. Students with scores below a 9.0 will be enrolled in Adult Basic Education (ABE) until a score of 9.0 or above is achieved.

ESSENTIAL TRAINING TASKS

Physical Requirements

Student must have the ability to sit for long periods of time and comprehend spoken and/or written words.

Mental and Emotional Requirements

Ability to:

1. Work with others.
2. Interpret a variety of instructions furnished in written, oral, and/or diagrammatic form.
3. Plan, organize, and manage time and daily activities.

ACCOMMODATIONS

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations plan to meet individual needs to ensure equal access. Post-secondary students with disabilities must self-identify, present documentation, requires accommodations if needed, and develop a plan with their postsecondary service provider.

Students desiring accommodations or updates to their accommodations are encouraged to self-identify as early in the program as possible. In order to receive disability accommodations, students must self-disclose the disability to the Students with Disabilities Coordinator and provide documentation that clearly shows evidence of a disability and applicable accommodations. The Students with Disabilities Coordinator will schedule a meeting with the student and instructor to discuss the documented disability and applicable accommodations.

Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments, and assessments, time demands, and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations request and provided should be maintained in a confidential file.

GENERAL INFORMATION

Fees

Students who do not have a valid TABE score are required to take the test for admission into an adult education program. The test is \$20. In addition, there is a per term tuition rate of \$30.

Reason for Withdrawal

Noncompliance with guidelines for AAAE will result in withdrawal from the program.

GUIDELINES FOR STUDENT CONDUCT

Dream it...Plan it...Do it...Be it

In order to provide students with a positive and successful learning experience, certain rules and procedures must be followed:

1. Your study plan is based on your needs and skills. Instructors will provide assistance. To ensure success, communication, a positive attitude and work ethic, punctuality, and attendance are vital. Inform your instructor about any concerns relating to your progress. To maximize your progress in the lab, we stress staying on task and working independently. Please report distractions that interfere with your study. Consideration for other students is very important. Please refrain from visiting and talking in the classroom unless you are meeting with your instructor or asked to appropriately engage your peers.
2. Whether at school or on a job, attendance and punctuality are extremely important. You will be expected to attend class every day, as scheduled. Online students should follow the Adult Education Distance Learning Policy. Please inform your instructor if you are going to be absent for an extended period, if you need to change the scheduled class/hours, or if you need to withdraw from class. Six consecutive absences will lead to withdrawal. Students with a history of poor attendance may need administrative approval to re-enroll. A School Intervention Team (SIT) meeting and attendance/behavior contract may be required.
3. Main campus: All students are responsible for their attendance. When you arrive at your scheduled time, please enter your first and last initial of both your first and last names, as well as the last four numbers of your social security number or scan your name tag into the attendance computer. You will be marked absent if you fail to clock in and out.
4. Main campus: If you need to use the restroom, you may sign out on a designated sheet and sign back in when you return to the classroom. Restrooms are available in the main building –first hallway to the left.
5. Main campus: Students enrolled in a program on the main campus must park in the south parking lot except those indicated for staff and cosmetology customers' parking. All vehicles in the student parking lot must have an LTC sticker displayed. Students should only be in the parking lot when arriving or leaving campus. Students who are being dropped off and picked up for class should do so at the drop-off area located at the south end of the front building. Students are to remain in the classroom on task until scheduled time of break or end of class.
6. Please refrain from bringing family or friends to class with you or have them wait on campus while you are in class. Main campus: All visitors must check-in at the front office.
7. Please bring your own pencil or pen and paper to class. You will be given a student folder for personal materials. This folder will be stored in the classroom. PLEASE only pull one test at a time. Return all tests and study materials to their designated places when finished with them or at the end of class. Please respect school property by refraining from writing on desks, mouse pads or any other school property.
8. Refrain from changing computer settings to include screen savers, adjusting desktop icons, and the volume of sound. Refrain from using personal technology devices such as cell phones, I-Pods, I-Pads, CD players, etc. Text

messaging is only permitted when part of a classroom lesson under the supervision of the instructor. However, you may provide your own personal headset/earphones. Cell phones MUST be turned off or put on silent mode. Emergency phone calls must be taken outside of the classroom.

9. Good personal appearance and hygiene are important. Please conform to the Lake Tech dress code policy. All clothing must be neither distracting nor offensive and be clean, neat, modest, in good repair and appropriately sized. "Appropriately sized" is defined to mean clothing that is neither constricting nor more than one size larger than the normal waist size. Visible body piercing other than earrings, flip-flop or thong-style shoes, less than sleeveless tops and clothing which exposes the wearer's underwear or midsection are among items prohibited by the school dress policy.
10. If you are working on a computer, it is necessary to return to the "student log-in screen" before leaving class. Students will clean their work stations, push their chair in and throw trash away. Please ask an instructor for procedures.

GENERAL SCHOOL INFORMATION

Campus Safety

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

Children on Campus

Students and employees are expected to make off-campus childcare arrangements. The College assumes no responsibility for the supervision of children. At no time should children be left unattended either in buildings, grounds or vehicles.

Food and Drink

Food and drinks other than water are not allowed in classroom and laboratory areas. Water is permitted in these areas provided it is in a closed, covered container that will not spill if the container is tipped. This is to protect the equipment and furnishings in the classroom and laboratory areas.

Lunch

Food services are provided on the main campus by the Commercial Foods and Culinary Arts program and are available during breaks and lunch. Students may leave the LTC campus during the scheduled 30-minute lunch break as long as they return to the program on time.

Parking Regulations

Students at the main campus may park only in the south parking lot in spaces not designated as staff or customer service parking. For safety, loitering in or around vehicles once the vehicle is parked is not allowed and a 10 mph speed limit is enforced. In consideration of the neighbors and classes in session, loud music in vehicles on campus is prohibited.

Smoking

Lake Tech is a tobacco free institution. The use of tobacco products (including e-cigarettes) of any kind is not permitted at any Lake Tech location.

ATTENDANCE POLICY

In an effort to develop appropriate work ethics, LTC students are expected to attend all class sessions. Only regularly scheduled class hours will be reported for attendance. Some programs require more stringent attendance due to licensure rules as set forth in the program Master Plans of Instruction.

Absences

If it is necessary to be absent due to illness or emergency situations, all students are to notify the instructor as soon as possible prior to the start of class, as is the case in the workplace when students are fully employed. Students in ABE, GED and AAAE programs must have achieved a minimum of 80% attendance at the end of each quarter. Students not having met this requirement will sign an acknowledgement that they have been notified that

continued absences will pose a threat to program enrollment. School Intervention Team meetings will be held as necessary to attempt to alleviate issues resulting in excessive absences and to counsel the student of possible alternatives and consequences.

Only regularly scheduled class hours will be reported for attendance. Make-up time will not be accepted.

Students on attendance contracts are deemed to be on probation until such time that their absences are less than 20%.

Students with excessive absences will be subject to penalties such as prohibition from re-enrollment in the next grading period.

A student who is absent for six (6) consecutive class sessions will be withdrawn from membership in his/her program. Students exhibiting a pattern of consecutive absences less than six days will be subject to dismissal as determined by a School Intervention Team. A School Intervention Team will review all applications for reenrollment. No additional fees will be charged if the student returns during that current semester, provided fees have not been refunded.

Tardiness

Students are expected to be in their seats promptly for the start of class. As a courtesy, students must notify the instructor before the start of class of any anticipated tardiness and an expected arrival time. This allows the instructors to best utilize their time.

Leaving Campus during School Hours

All students must notify their instructor when leaving campus early. This is for the safety of students. Students may leave campus for lunch provided this is done within the allotted time.

STUDENT DRESS CODE

Students who attend Lake Tech shall dress in a manner appropriate for the job in which they are receiving training, including any special protective gear and professional uniforms. All clothing, make-up and jewelry must be neither distracting nor offensive and be clean, neat, modest, in good repair and appropriately sized. Please refer to the Master Plans of Instruction for individual program dress code policies.

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

PLAN OF INSTRUCTION

Objectives

The aim of AAAE is to help students reach state mandated minimum academic skill levels and succeed in vocational programs and subsequent employment by correcting deficiencies that prevent success. The program is characterized by open-entry/open-exit enrollment, self-paced instructional modules that relate to the student's occupational goal and learning style, flexible schedules, and performance-based (non-graded) evaluations.

Another characteristic element of AAAE is the personalized approach and unique relationships established between students and instructors. AAAE study materials are self-instructional; therefore, the primary role of instructors is as a facilitator. Instructors provide encouragement and clarification to maintain a positive learning environment and to facilitate attainment of academic and vocational goals.

Goals and objectives for AAAE are:

1. To identify the student's level of academic competence in reading, math, and language through TABE evaluation.
2. To diagnose deficiencies in basic skills and assess remediation needs based on each student's vocational and educational goals.
3. To prescribe individual study plans (prescriptions) in each subject area needing remediation.
4. To manage, monitor, and evaluate the student's learning activities and progress and provide immediate feedback.
5. To develop desirable behavior patterns which increase employability potential.

6. To recommend students for vocational placement and to provide support, if needed, during program enrollment.

AAAE academic requirements vary depending on program requirements and personal goals. Completion time may also vary dependent upon the student's academic level at entry, time spent in the lab, and program or personal goal requirements.

Learning materials may consist of modules, which address small increments of study in a carefully designed hierarchy of skills. Progress checks or module tests are a part of each learning module. A more comprehensive computer assisted instructional system, which tests diagnostically in the areas of reading (language arts) and mathematics and produces a prescriptive lesson path for each student is available. Based upon an evaluation of each student's needs and goals, instructors determine which study format a student will follow. When sufficient competence in the needed subject area has been achieved, students are retested on an alternate form of the TABE.

Instructional Materials

AAAE is equipped with a wide variety of multi-media materials to meet diverse academic levels, interests, and learning styles of students. These include textbooks, workbooks, programmed written materials, videos, computer software, and Internet access. Students are requested to refrain from writing in the instructional materials and books.

Provisions for Meeting Individual Needs for Students

Individualized lesson plans are prescribed for all students that address individual needs in reading, math, and language. Modality tests determine the student's learning style, meeting needs of visual, auditory, and tactile learners. Some students prefer a variety of instructional materials for multiple sensory activities.

A Special Needs Coordinator is available to provide assistance to students with special needs. Adult students with disabilities must self-identify and request accommodations.

Student Progress Data

Students are given immediate feedback on all class work and tests. Scores and dates are recorded on individual prescription sheets. As students complete prescriptions, the TABE is re-administered. Computer printouts of all test grades and modular analysis are available for comparison.

COMPONENTS OF STUDENT PERFORMANCE STANDARDS

(NOTE: Delegation of instructional components)

1. CAREER ASSESSMENT AND/OR REFERRAL
Students are referred to the Career Advisors or Student Success Counselor as needed.
2. BASIC SKILLS RELATED INSTRUCTION
These skills are all taught in the AAAE lab or online.
3. OTHER RELATED INSTRUCTIONS (as needed)
These skills are taught in the vocational programs.
4. WORKFORCE READINESS SKILLS
These are taught in career-technical programs and in AAAE as needed.
5. COMPLEMENTARY SKILLS
These are taught in AAAE as needed.
6. BASIC COMPUTER LITERACY
These are a part of vocational program components. Introductory lessons are provided in AAAE for the computer competency necessary for computer assisted instruction.
7. ESOL (Education for Speakers of Other Languages)
An ESOL program is available for speakers of other languages, which prepares them to be productive members of society and function in academic and career-technical classes.