



2013 - 2014

Master Plan of Instruction General Education Development GED



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.

No person shall, on the basis of race, color, creed, religion, sex, age, handicap, marital status, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity under the direction of Lake Technical Center Board of Directors. Lake Technical Center is an Equal Opportunity Institution.

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LAKE TECHNICAL CENTER

Master Plan of Instruction

General Education Development (GED)

INTRODUCTION

The primary function of the GED program is to prepare students to successfully pass the official GED exam, be awarded a State of Florida High School Diploma, and transition to postsecondary and/or employment. Instructors prescribe appropriate learning materials in the academic areas of reading, math, writing, science and social studies. Students are given the official GED practice tests and remediation is provided as indicated by pretest results. Test taking strategies are also incorporated into the curriculum. There is no cost to students for GED study. Individuals, 16 years or older, are eligible for enrollment in a classroom setting or online. Students under the age of 18 must meet certain academic and attendance requirements before being given an early testing waiver.

PURPOSE

The purpose of the GED program is to prepare students for academic and personal success through obtaining the necessary skills required to pass the official GED test and be awarded a State of Florida High School Diploma. This program strives to motivate students to utilize the acquired skills in the workforce and to achieve career and vocational training and job placement success.

ADMISSIONS REQUIREMENTS

Enrollment in the GED program complies with school policy and state law. Students must score 9.0 or higher on each section of the TABE (Test of Adult Basic Education) to be enrolled in GED classes. If scores are lower than 9.0, students will be enrolled in ABE (Adult Basic Education) classes.

ESSENTIAL TRAINING TASKS

Physical Requirements

Ability to sit for long periods of time and comprehend spoken signed and/or written words.

Mental and Emotional Requirements

Ability to:

1. Work with others
2. Interpret a variety of instructions furnished in written, signed, 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. 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 for in-state residents and \$120 for out-of-state residents. Please see the admissions office for details regarding residency requirements.

Reason For Withdrawal

Noncompliance with guidelines for GED 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 clock out on the attendance computer and clock back in upon your 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

Basic safety standards, which will include fire drills, weather drills, lockdowns, equipment usage, and traffic regulations, will be covered in the program orientation and within the program as applicable. These basic safety standards will be reinforced throughout the program enrollment. Students should immediately report any safety concerns to an instructor or administrator. Please refer to the school catalog for more campus safety information.

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. Adult 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

As of July 1, 2013 Lake Tech is a tobacco free institution. The use of tobacco products 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 GED, ABE 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 grades and 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. Students who miss more than 20% of their program will not be allowed to re-enroll the next semester and must wait until the following enrollment period to re-register.

**Note: licensure program attendance policies may be more rigid due to licensure requirements and supersede this policy.*

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 academic probation until such time that their absences are less than 20%.

Students with excessive absences will be subject to penalties such as loss of financial aid, lower work habits grades and 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.

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 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.

Attire which is not appropriate for program attendance includes:

1. Tank tops, less than sleeveless attire, midriff revealing tops
2. Clothing with inappropriate messages or pictures
3. Shoes must be appropriate to safety/industry standards as determined by program instructor
4. Hats are not to be worn in the classroom
5. Visible body piercings other than earrings are not permitted.

FINANCIAL AID

Students interested in enrolling in a certificate program should visit Lake Tech's Financial Aid Office. Financial Aid is available for many certificate programs. Policies and guidelines for the administration of all financial aid are established according to federal and state law by a financial aid committee and published in the Financial Aid Policies and Procedures Manual. Applicants complete an information form, Free Application for Federal Student Aid, and furnish documentation needed to verify eligibility.

The Financial Aid Office will assist students, where possible, with access to financial support offered by federal agencies (U.S. Department of Education – Pell Grants, Department of Veterans' Affairs), other state and local agencies and local organizations (scholarships). Financial Aid personnel are available daily to assist students with financial aid needs and requests.

PLAN OF INSTRUCTION

Objectives

The goal of the GED program is to help connect students with the career path of their choice. In addition to providing students with the skills needed to pass the official GED test and be awarded a State of Florida High School Diploma, our program will equip students with the skills they need to transition to post-secondary and work opportunities. The GED program will equip students with post-secondary and 21st century skills that empower them to be successful beyond the GED. The GED program is characterized by open-entry/open-exit enrollment. Self-paced instructional materials include computer software, textbooks, workbooks, learning module curriculum kits, teacher designed curriculum, GED practice tests, bridge courses, learning seminars, career planning tools and more.

Instructors strive to remedy specific educational deficiencies using the latest technology, relevant sections of available programmed texts, and other instructional materials. Instructional materials are regularly evaluated and supplemented to meet contemporary needs, interests and learning styles. Instructors are aware of individual differences and needs. A logical sequence of learning activities is developed which can be addressed in the student's preferred learning style.

Goals and objectives for the GED program are:

- a. To help students develop a career path that matches their skills, desires and interests to appropriate post secondary education and work.
- b. To identify the students' level of academic competence in reading, math, and language through the TABE.

- c. To prescribe individual study plans for each subject area needing remediation.
- d. To manage, monitor, and evaluate students' learning activities and progress and provide immediate constructive feedback through progress checks.
- e. To administer GED practice tests and remediate as needed.
- f. To develop post-secondary skills during the course of study that translates to immediate success in post-secondary education.
- g. To help students prepare to make the transition to post-secondary through mentoring, coaching, documentations assistance, and other help as identified.

Completion time is a variable dependent upon the student's academic level at entry, time spent in the learning lab, and consistent progress.

Instructional Materials

The GED program 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.

Provisions For Meeting Individual Needs For Students

All students are prescribed individualized lesson plans which address their needs in reading, math, language, writing, science, and social studies. Modality tests determine the student's learning style, in order to meet the needs of visual, auditory, and kinesthetic learners.

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. The TABE and the GED practice tests determine individual progress and readiness for the Official GED Test. Instructors will also monitor the student's progress toward the successful transition to post-secondary.

EMPLOYABILITY SKILLS

Appropriate grooming and employability skills are an integral part of the GED program. Regular attendance, punctuality, and proper notification of absences are required. Instructors give assistance and counsel students regarding good work habits in preparation for the GED exam and improved employment opportunities.

ADVISORY COMMITTEE

Community representatives and school staff serve on the Adult General Education Advisory Committee. Committee members represent many of the schools and agencies with whom the GED staff must interact to coordinate efforts made on behalf of the student population. Educational trends at the local, state, and federal levels are shared among committee members.

COMPONENTS OF STUDENT PERFORMANCE STANDARDS

Instructional strategies for this program include methods that require students to identify, organize and use resources appropriately; to work with each other cooperatively and productively; to acquire and use information; to understand social, organizational and technological systems; and to work with a variety of tools and equipment. Instructional strategies also incorporate methods to improve students' personal learning strategies and high-order thinking skills.

After successfully completing appropriate coursework for each subject area of the program, the student will be able to pass the Official GED Test in each area. Students will also be expected to have completed a career plan and to have made progress towards enrollment in post-secondary or job placement.