



Lake Technical College

2015 - 2016

Master Plan of Instruction General Education Development GED



The mission of Lake Technical College is to be an integral component of the economic growth and development in our community by offering a variety of high quality career-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.

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LAKE TECHNICAL COLLEGE

Master Plan of Instruction

General Education Development (GED)

INTRODUCTION

The primary function of the GED program is to prepare students to successfully pass the GED® test, 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 language arts (reading, grammar, and writing) math, science and social studies. Students are given the GED Ready practice tests, and remediation is provided as indicated by pretest results. Test-taking strategies are also incorporated into the curriculum. 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 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 technical 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

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. Postsecondary students with disabilities must self-identify, present documentation of 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 requested 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 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 shall 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. **A student who is absent for six (6) consecutive class sessions will be withdrawn from membership in his/her program.** Administrative approval may be required for students with poor attendance to re-enroll. **Students exhibiting a pattern of consecutive absences less than six days** will be subject to dismissal as determined by a School Intervention Team (SIT) meeting and an attendance/behavior contract may also be required. The 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.
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 upon your return to the classroom. Restrooms are available in the main building – first hallway to the left.
5. 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 a LTC parking decal 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 having them wait on campus while you are in class. Main campus: All visitors must check-in at the kiosk in the main building.
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 remove only 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. Using personal technology devices such as cell phones, I-Pods, I-Pads, CD players, etc., during class time is unacceptable. 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, and hats 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. An instructor will review classroom procedures with all new students.

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

To protect equipment and furnishings in the classroom and laboratory areas, only water, in closed, covered containers, is permitted. No other food or drinks are allowed, unless specific permission is granted by the instructor. However, under no circumstance may food or drinks be in the 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 class 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 permitted 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 of any kind, including e-cigarettes, 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. Make-up time will not be accepted. Students with continued excessive absences will be subject to penalties such prohibition from re-enrollment in the next grading period.

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.

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

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

For safety reasons, all students must notify their instructor when leaving campus early. Students may leave campus for lunch provided this is done within the allotted time.

Adult Education Distance Learning Policy

Only through continuous communication with your instructor and consistent work habits can an online course be a successful experience. Please read the following policies and procedures to understand the specific participation requirements to maintain enrollment in the online GED course.

You will receive email notification from your instructor with course information, required forms to be completed and other pertinent information within 1-3 business days of your enrollment, provided you supply Lake Tech with a working email address. Once you have submitted any required forms or requests, your instructor will provide your login information.

You are enrolled for ten (10) hours each week. Your attendance will be determined by the number of work hours on computer-based coursework, additional assignments and other events as determined by your instructor. Attendance reports will be run each Monday by the instructor and submitted to the Adult Education Program Coordinator for review.

GED online students are required to participate a minimum of eight (8) hours each week. If you have participated less than eight (8) hours in a week, you will be notified by your instructor. To maintain your current enrollment status, you must show a minimum of 8 hours of participation for EACH of the next two (2) weeks.

If you do not meet the above requirements, your instructor will notify Lake Technical College that you have been withdrawn from the course. It is important to notify your instructor of circumstances that may prevent you from attaining the required number of hours of participation.

Re-admission will be subject to availability, willingness to abide by the policies and procedures for distance learning (online classes), and current re-admission procedures of the Admissions Office.

A meeting with the Adult Education Program Coordinator will be required before re-enrolling in the course.

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. If 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 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 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 postsecondary 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 Ready 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 Ready practice tests and remediate as needed.
- f. To develop postsecondary skills during the course of study that translates to immediate success in postsecondary education.
- g. To help students prepare to make the transition to postsecondary through mentoring, coaching, documentations assistance, and other help as identified.

Completion time is a variable depending on 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 of 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 Ready practice tests determine individual progress and readiness for the GED® Test. Instructors will also monitor the student's progress toward the successful transition to postsecondary.

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 GED® test in each area. Students will also be expected to have completed a career plan and to have made progress towards enrollment in postsecondary or job placement.

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® test 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.