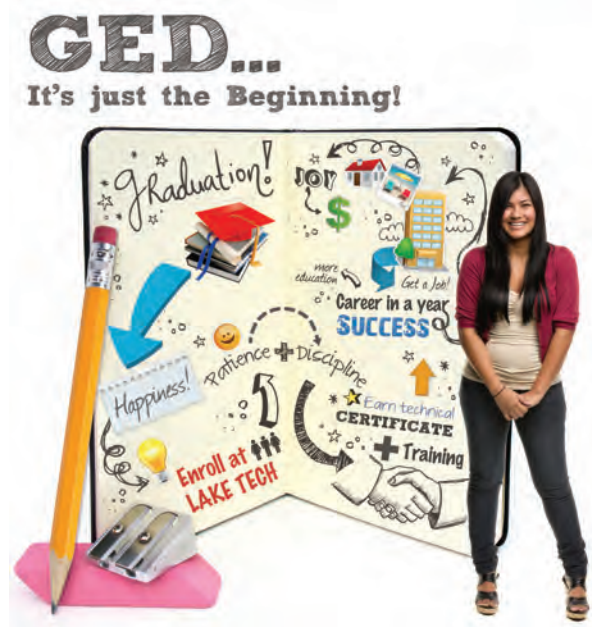




Lake Technical College

2019 - 2020

## Master Plan of Instruction GED® Preparation Program



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 does not discriminate on the basis of race, religion, color, national origin, gender, genetic information, age, pregnancy, disability, or marital status in its educational programs, services or activities, or in its hiring or employment practices. The district also provides access to its facilities to the Boy Scouts and other patriotic youth groups, as required by the Boy Scouts of America Equal Access Act, or any other youth group listed in Title 36 of the United States Code as a patriotic society.

2001 Kurt Street, Eustis, FL 32726 - (352) 589-2250

[www.laketechnology.org](http://www.laketechnology.org)

# **LAKE TECHNICAL COLLEGE**

## **GED® Preparation Program**

### **INTRODUCTION AND PURPOSE**

The GED® Preparation program is designed to prepare students to successfully pass the GED® test, be awarded a State of Florida High School diploma, and be better prepared for postsecondary education and employment. Instructors facilitate learning in the academic areas of Reasoning through Language Arts (Reading, Language, and Writing), Math, Science, and Social Studies. Appropriate learning materials are prescribed based on pretest indicators. Instructors offer individual help, group learning, and test-taking strategies. Students are given the GED Ready™ test to evaluate the likelihood of passing the GED® test. This program also offers opportunities to develop digital literacy and to acquire career and college readiness skills.

### **ADMISSIONS REQUIREMENTS**

Enrollment in the GED® program complies with school policy and state law.

#### Eligibility for enrollment

- Must be sixteen (16) years of age or older.
- Legal withdrawal from the elementary or secondary school with the exceptions noted in Rule 6A-6.014, FAC.
- Completion of official digital or online application.
- Completion of the Test of Adult Basic Education (TABE) as a means for assessing specific academic needs.
- Scoring 9.0 or higher on the TABE Reading and/or Math. If scores are lower than 9.0, students will be enrolled in the ABE (Adult Basic Education) program.

### **ESSENTIAL TRAINING TASKS**

Essential training tasks involve the specific requirements that one must be able to accomplish in order to successfully work through a program of study (in this instance the GED® Preparation program). These requirements or tasks are physically, mentally, and emotionally oriented. The physical, mental, and emotional requirements for the GED® Preparation program are that a student must have the ability to:

- Sit for extended periods of time.
- Comprehend both spoken and written English.
- Use a computer keyboard or a keypad.
- Work with others as a team as well as work independently.
- Interpret a variety of instructions furnished in written, oral, and/or diagrammatical form.
- Plan, organize, and manage time as well as 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. They 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 are maintained in a confidential file separate from the academic record.

For the GED® test, students must contact, apply for, and provide documentation for testing accommodations directly with GED® Testing Services (<http://ged.com>).

## **GENERAL INFORMATION**

### **Reason for Withdrawal**

Noncompliance with school and program policies may result in withdrawal from the program. The missing of six consecutive scheduled class sessions will result in an immediate withdrawal. This is due to state policy. Inappropriate behavior may result in withdrawal or dismissal as determined through a Student Intervention Team (SIT) meeting process. For those who are withdrawn during a term and who wish to return during the same, a reenrollment fee of \$10.00 is required.

### **Orientation**

A program orientation is required for all Lake Tech Adult Education students. Students will sign off on an understanding of the policies of the college and the individual program requirements at the conclusion of the orientation.

## **PROFESSIONAL SKILLS PERFORMANCE STANDARDS**

The mission of Lake Technical College (LTC) and the Adult Education Program includes providing the necessary skills for students to be successful employees in whatever career they choose. To be successful in the workforce as well as college and career ready, graduates must possess both strong academic skills and good professional skills. These types of skills are what employers are looking for in their employees, for example, communication skills, dependability, productivity, and teamwork. The following are areas that all adult education students are expected to exhibit in class:

### **Standards**

#### **Professional and Academic Integrity**

- **Attendance**: Attends class for all scheduled hours assigned; arrives/leaves on time; logs in and out properly; communicates with instructor when arriving late, leaving early, or being absent for any reason.
- **Communication/Teamwork**: Contacts instructor with learning or other concerns; works cooperatively with people with diverse backgrounds and abilities; is an active group member; teaches others; contributes ideas and suggestions.
- **Ethics**: Displays academic integrity (no plagiarism); follows LTC code of conduct (appropriate use of cellphone/smartphone, following tobacco product rule, food and drink rule, etc.).
- **Respect**: Shows respect for self, classmates, instructors, and staff; does not engage in harassment of any kind (verbal, nonverbal, written, and electronic); respects class materials – appropriate use of technology, books and other materials are not marked in or taken from the classroom and are returned to appropriate place or instructor.

#### **Self-Management**

- **Appearance**: Follows the LTC dress code using appropriate dress, grooming, and hygiene, and wears regulation uniform.
- **Attitude**: Shows positive attitude; willing to cooperate; accepts constructive criticism.
- **Preparedness**: Has needed materials and supplies to complete assignments; comes ready to learn; prioritizes tasks and time for the day.
- **Productivity**: Stays on task; utilizes time constructively; when finishes assignment and is waiting for further instructions, finds appropriate materials and continues studying.

### **Grade Scale**

- 5 = Exceeds Expectations:** Professional skills performance is exemplary. Student consistently demonstrates characteristics that will stand out in the work environment and will advance her/him in the career chosen.
- 4 = Meets Expectations:** Professional skills performance standards are met. Student demonstrates characteristics that will stand out in the work environment.
- 3 = Needs Moderate Improvement:** All professional skills standards are met most of the time. The quality of the student's professional skills performance is that of a good employee in the normal work environment.
- 2 = Needs Substantial Improvement:** Some professional skills standards are not met. Additional work on employability skills is recommended.
- 1 = Unacceptable:** Professional skills performance is below average. Most skills have not been met.

## **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. Also for further safety, all students are required to wear the appropriate Lake Tech shirt for that program; adult education students wear a light blue shirt with the Lake Tech logo. Furthermore, students must wear the school issued photo identification while on campus. 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 for a fee on the main campus by the Professional Culinary Arts and Hospitality program and are available during the scheduled morning break 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/faculty" or "customer service." 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. A person parking in spaces designated as "disabled permit only," requires an official state disability decal to be displayed on the vehicle. Students parking on the campus must have the Lake Tech issued annual school year parking decal visibly displayed on their vehicle; this decal will be available in the business office and is included in the regular registration fee.

### **Smoking and Tobacco Use**

The college is a tobacco free institution, so the use of tobacco products of any kind and the appearance of such use, including e-cigarettes and vapes, is not permitted at any school location, including parking lots. Any student who is found to have violated this policy will be subject to dismissal.

## **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. Make-up time will not be accepted. Students with continued excessive absences will be subject to penalties such as 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. The missing of six consecutive scheduled class sessions will result in an immediate withdrawal.

Students in ABE, GED® Preparation, and AAAE programs must have achieved a minimum of 80% attendance at the end of each semester. 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. Teacher conferencing and School Intervention Team meetings will be held with the student as necessary to attempt to alleviate issues resulting in excessive absences and to counsel him or her of possible alternatives and consequences. Students on attendance contracts are deemed to be on probation until such time that their absences are 20% or less.

### **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® Preparation program course.

You will attend a two (2) hour orientation at the main campus before beginning your coursework. During this time, you will complete required forms and review any pertinent information. You must have a working email address for direct consultation with your instructor as well as the Adult Education Online Coordinator. If you do not have an email account, you can create one during the orientation. You will also at this time receive login information for the online tools used for study.

You are enrolled for six (6) hours for part-time or ten (10) hours for full-time 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 Online Coordinator for review.

GED® Preparation program online students are required to participate a minimum of eighty percent (80%) per week of their enrollment. If you have participated less than four point 8 (4.8) hours in a week, part-time, or eight (8) hours in a week, full-time, you will be notified by your instructor. To maintain your current enrollment status, you must show a minimum of 4.8 hours (part-time) or 8 hours (full-time) of participation for EACH five (5) week period.

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. Note that you will be subject to a reenrollment fee of \$10.00 if the reenrollment occurs in the same semester as withdrawn.

A meeting with the Adult Education 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. In order to instill professionalism and consistency, as is done in the career and technical programs, students within any Adult Education program will wear a specific Lake Technical College shirt for that program. These shirts will be available for purchase in the Business Office.

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 aim of the GED® Preparation program is to prepare students for the GED® test, postsecondary education, and employment. The program is characterized by open-entry/open-exit enrollment, self-paced instructional modules that differentiate students' goals and learning styles, flexible schedules, and performance-based evaluations. Our program strives to equip students with the skills they need to transition to postsecondary education and career skills that empower them to be successful beyond the GED®. Highly qualified instructors facilitate learning and develop lesson plans in order to teach to the GED® Preparation, College and Career Readiness, and Digital Literacy Standards as noted by the Florida Department of Education. Lessons and materials include career related success skills along with the academic components of Reasoning through Language Arts (Reading, Language, and Writing), Math, Science, and Social Studies. Students have the opportunity to score at College and Career Ready levels (scores of 165-174) and College and Career Ready + Credit levels (175-200) that will benefit them upon transition to postsecondary education.

Students age 16 to 17 must meet certain academic (TABE and GED Ready™) and attendance requirements before the Florida GED® Testing Program Underage Waiver Form is submitted to the school district and GED® Testing Service/Florida Department of Education. No restrictions are placed on students 18 years of age or older.

### **Goals and objectives for the GED® Preparation program are:**

- To help students develop a career path that matches their skills, desires and interests to appropriate postsecondary education and employment.
- To prepare students for the workplace by modeling appropriate work habits soft skills such as punctuality, appropriate grooming, teamwork, self-management, critical thinking skills, etc.
- To identify the students' level of academic competence and critical thinking skills in reading, language, writing, math, science, and social studies.
- To prescribe individual study plans for each subject area needing remediation.
- To administer the GED Ready™ practice tests and remediate as needed.
- To manage, monitor, and evaluate the students' learning activities and progress, and provide immediate constructive feedback through progress checks.
- To help students prepare to make the transition to postsecondary education through mentoring, document production assistance, and other help as identified.

Completion time is also a variable depending on the student's academic level at entry, time and effort spent in the classroom, and program or personal goal requirements.

### **Instructional Materials**

The GED® Preparation 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. Learning styles questionnaires determine the student's learning style, in order to meet the needs of visual, auditory, and kinesthetic learners.

The Students with Disabilities 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**

The GED® Preparation Program provides the necessary skills for students to be successful employees in whatever career they choose. To be successful in the workforce, college and career ready, graduates must possess both strong academic skills and good professional skills. These types of skills are what employers are looking for in their employees, for example, communication skills, dependability, productivity, and teamwork. Instructors give assistance and counsel students regarding good professional skills in preparation for the GED® test and improved employment opportunities. A career specialist and workshops are available to students throughout each semester.

## **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 program 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.