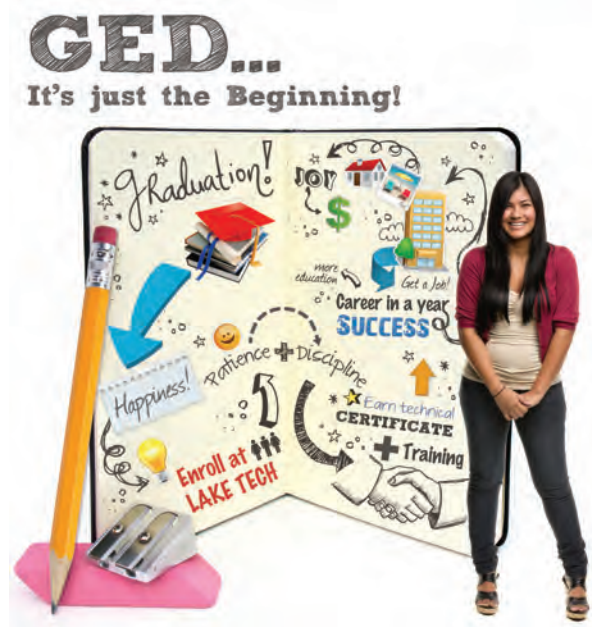# LAKETECH

Lake Technical College

2025-2026

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 communities by offering a variety of high quality career-education and 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.

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www.laketech.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. Integrated educational training, utilizing various learning styles and career pathways, is offered through several modes of instructional lessons, hands on activities, and web-based research.

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 elementary or secondary school with the exceptions noted in Rule 6A-6.014, FAC.
- Completion of official digital or online application.
- Completion of the basic skills assessment (BSA) as a means for assessing specific academic needs in reading (language arts) and math.
- Scoring an NRS level 5 or higher on the basic skills reading and math assessments. If scores are lower than NRS level 5, 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 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. These requirements include:

- 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, request accommodations if needed, and develop a plan with their postsecondary provider.

Students desiring accommodations or updates to their accommodations are encouraged to self-identify before or as soon as possible to the special populations staff and provide documentation that clearly shows evidence of a disability and

applicable accommodations. The special populations staff will schedule a meeting with the student and faculty to discuss the documented disability and applicable accommodations.

Accommodations received in postsecondary education may differ from those received in secondary education and are reasonable as they relate to the industry or field. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments, assessments, time demands, schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodation requested and provided is maintained in a confidential file.

Students in need of academic accommodations for a disability may consult with the special populations staff to arrange appropriate accommodations. Students are required to give reasonable notice (typically 5 working days) prior to requesting an accommodation.

For the GED Ready ™ and 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
All Lake Tech Adult Education students must attend orientation and sign off annually to confirm understanding of college policies and program requirements.

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 <u>and</u> 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. Respects the rights of others; is a team worker; is cooperative; ensures confidentiality in all classroom, clinical and other matters; demonstrates professional behavior in interactions with peers, preceptors, and faculty.

- **Ethics**: Displays academic integrity (no plagiarism); follows LTC code of conduct (appropriate use of cellphone/smartphone, follows 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; willingness 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; 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. A 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. These basic safety standards will be reinforced throughout the program enrollment. See the current school catalog for additional campus safety information. 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.

Follow Up

Lake Technical College is proud of its graduates and celebrates the next step graduates take whether it is employment, military or further education. Prior to completing, students may visit the Career Success Center for assistance with employability skills such as resume writing. In addition, faculty may provide students with employment leads. However, it is up to the individual student to actively pursue employment opportunities. We like to hear how our graduates are doing

and want to celebrate your successes so be sure to communicate with your faculty any employment, military, or further education you enter.

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 faculty. However, under no circumstance may food or drinks be in the computer lab areas.

Lunch
Food services are provided on the main campus in the Lake Tech Café 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 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 5 mph speed limit is enforced. In consideration of the neighbors and classes in session, loud music in vehicles on campus is prohibited. Lake Tech parking decals are issued during registration and must be displayed on any vehicle parked on campus.

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. This includes the parking lots.

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STUDENT ATTENDANCE POLICY

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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 may 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 Adult Basic Education (ABE), GED® Preparation, and Academic Skills Builder (ASB) 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 may pose a threat to program enrollment. Teacher conferencing and School Intervention Team (SIT) 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 alternatives and consequences.

Contracts
Students on attendance/behavior contracts are deemed to be on probation until they have met the agreed to conditions set during the behavior intervention process.

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 Class & Campus during School Hours

Class
- For safety reasons, all students must notify their instructor when leaving campus early

- Under normal circumstances, only one student may be permitted out of class at a time.
- Students must remain in class until their transportation arrives; early departure to wait for a ride is not allowed.
- Students may not remain on campus more than 30 minutes after their scheduled class time. If transportation is delayed beyond this period, students must arrange pickup off campus.
- While waiting for transportation, students must remain in the front lobby or in the front of the school and must refrain from sleeping or disruptive behavior.

Campus
- 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.
- Excluding lunch, students who leave campus during scheduled class hours may not return the same day.

Check In/Out Facts and Rules

1. Students are to check out /in when going to lunch or leaving campus, but not for scheduled breaks or restroom breaks. However, students who leave for extended periods of time without permission will be checked out by their instructor.

2. Checking in early does not add time to hours present.

3. Checking out after the scheduled time of class does not add time to hours present.

4. Students should check out/in for their lunch breaks. Taking less than a 30-minute lunch break does not add time to student hours present. Lunch break starts at the time a student logs out for lunch. Students are expected to return and log back in within 30 minutes of the logout time. Students will be marked absent for each minute past the 30 minutes allowed.

5. If a student accidentally checks out, he/she should check back in immediately. If done within a minute, there is no reduction in student hours present.

6. It is NOT acceptable to check in or out for other students. Check in/out student IDs are to be kept confidential as stated in the Acceptable Use Policies. Violation will result in dismissal from the program.

7. A student must notify his/her instructor if it is suspected that someone is tampering with another student's check in/out ID.

8. Instructors are permitted to perform attendance overrides to correct attendance errors; however, these corrections must be made within two weeks of the original attendance date. Any changes needed beyond this two-week window must be submitted to the appropriate administrator for review and approval. Each instructor is allowed to complete one attendance override per student per academic year in cases of student oversight (e.g., forgetting to log out at the end of the day). Any additional overrides for the same student must be approved by an administrator.

9. There is NO limit to the number of instructor overrides if NOT due to the student's negligence. Instructors must record a reason for the override.

10. If a student's check in/out ID does not work, he/she should see the instructor.

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 may be called upon to 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. You will receive via email your login information for the online tools used for study just prior to or on the date of your online program start.

You are enrolled for six (6) hours (part-time) or ten (10) hours each week (full-time). 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 data personnel for review and recording.

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 eight (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 three (3) week period.

If you do not meet the above requirements, you will be automatically withdrawn from the program. 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 may 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. 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. All other clothing must adhere to the dress code adopted by Lake County Schools.

The director or designee has the final authority for determining whether 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 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 can 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 aged 16 to 17 who have not taken and passed the GED Ready official practice subject tests must meet certain academic (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, social studies, and integrated educational training.
- 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, computers, computer software, internet access, and use of smartboards.

Provisions for Meeting Individual Needs of Students
All students are prescribed individualized lesson plans which address their needs in language arts, math, writing, science, and social studies. Learning styles questionnaires determine the student's learning style, to meet the needs of visual, auditory, and kinesthetic learners.

The Special Populations Coordinator is available to aid 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 Basic Skills Assessment, and 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.

GED® Credentials
Students are given the opportunity to share their scores with Lake Technical College. This should be done when you make your ged.com account. When you complete each subject area test, you should let your instructor know that you passed and how you scored. After passing your last subject area test, you must verify your diploma with your instructor or the Adult Education Program Manager. This ensures that you are on the graduation list and will receive information on any scholarships for further education.

COMPONENTS OF STUDENT PERFORMANCE STANDARDS

Instructional strategies for this program include methods that require students to identify, organize, formulate hypotheses and solve problems, 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 skilled 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 skilled 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.