



MARION
TECHNICAL COLLEGE

**Adult Education
Student Handbook
2016-2017**



MARION

TECHNICAL COLLEGE

Administration

Mark Vianello	Executive Director
Scott Carpenter	Assistant Principal

ABE/GED/ESOL Program Manager

Tracey Thornhill-Parker

ABE/GED/ESOL Program Coordinator

Deborah Salerno

Student Services

Jeanine Johnson	Program Manager
Charlotte Odette	Testing Coordinator
Jennifer Rich	Student Services Clerk
Kayla Moffatt	Student Services Clerk
Madeleine Alejandrino	Student Services Clerk
Dee Holcombe	Guidance Counselor
Lynne Bradford	GED Testing Proctor

Adult Education Instructors

Bonnie Adams	Cynthia Hoth	Claudette McKenzie
Devon Alejandro	Robert Johnson	Brenda Mullin
Elizabeth Arrendell	Steven King	Maria Ortiz
Jeanne Baumel	Tillie Lavery	Angel Rivera-Santiago
Tyler Carpenter	Earl Lawrence	Timothy Popp
Michael Cotton	Jacqueline Lobban	Jacqueline Powell
Erin Garri	Marty Martel	Yadira Thompson
Paula Gonzalez Marin	Denise Grosso	Linda Westbrook
Camille Heyliger		Leila Williams

Support Staff

Leslie Munden	Career Pathways Guidance Counselor
Jessica Christopher	Paraprofessional, Adult Ed.
Michelle Koogler	Paraprofessional, Adult Ed.
Karla Perez-Arroyo	Paraprofessional, Adult Ed.
Glenda Robinson	Adult Education Clerk Typist
Maria Garcia	Adult Education Clerk
Stacye Warner-Presley	Adult Education Clerk
Susan Silva	TABE/CASAS Testing Proctor

Marion Technical College operates under the auspices of
Marion County Public Schools.

Superintendent

Dr. Heidi Maier

Deputy Superintendents

Dr. Jonathan Grantham

Dr. R. Craig Ham

School Board

Nancy Stacy, District I

Beth McCall, District II

Bobby James, District III

Angie Boynton, District IV

Kelly King, District V

**Marion County Public Schools
Equity Statement**

Students in Marion County are entitled to certain rights, standards and protections including those of due process, equal opportunity protection, accurate and confidential record keeping, safeguards to health and safety, and access to suitable employment. The School Board is committed to affording students the benefits of these rights, standards and protections.

Students who feel that they have questions concerning this matter have the right and responsibility of discussing such questions with the school's administration.

Non-Discrimination Policy

The Marion County Public School District does not discriminate on the basis of race, color, religion, sex, age, national origin, marital status or qualified disability in its employment practices and its access and admission to education programs or activities.

This notice is provided as required by Title II of the Americans with Disabilities Act of 1990, the Florida Educational Equity Act of 1985, Section 504 of the Rehabilitation Act of 1973, Title IX Amendments of 1972 and the Civil Rights Act of 1964. Questions or requests for additional information regarding the above mentioned acts may be forwarded to the designated compliance administrator.

*Rose Cohen, Equity Assurance Director, ADA, Title IX and Equity Issues
Phone: (352) 671-7711*

*Lorilynn Bowie, District 504 Specialist, Section 504 Inquiries
Phone: (352) 671-6860*

P O Box 670, Ocala, Florida 34478-0670

OR

*To the Office of Civil Rights Region IV, U. S. Dept of Education
Atlanta Federal Center, Suite 3B70, 61 Forsyth Street, SW
Atlanta GA 30303-8909 Phone: (404) 562-7886 Fax: (404) 562-7881*



Mission Statement

The mission of Marion Technical College is to serve the citizens of Marion County by providing relevant high quality educational opportunities and positive personal interaction with all who enter our doors.

Vision Statement

“Educating our Community Today for a Better Tomorrow.”

School Safety and Environment

Schools are designated as **DRUG FREE AND SMOKE FREE ZONES**. Marion Technical College (MTC) will take steps to provide an environment that is safe, disciplined, and drug-free. However, safe schools are created through the involvement of the whole community. That involvement begins with **YOU**.

School Inspection

In accordance with E.P.A. regulations, all Marion County Schools have been inspected for asbestos containing materials. The original inspection along with a diagram of the location(s), and a copy of all re-inspections has been made available in the administrative office at each school for review.



A MESSAGE FROM THE COORDINATOR AND THE TEACHING TEAM

The Adult Education Department is excited that you have begun your pathway to your career. Earning your high school diploma is just the beginning. We look forward to assisting you as you work towards your high school diploma and learn about the many careers available. Upon receipt of your high school diploma, we would like to assist you in transitioning to your continued preparation for your career.

GLOSSARY OF TERMS

ABE....Adult Basic Education: A level of placement when TABE test scores range between 0.0 and 8.9 grade equivalents, indicating need for student remediation.

ELL....English Language Learner: Florida Department of Education's new title for the program formerly known as ESOL.

ESOL...English for Speakers of Other Languages: Program MTC offers classes to assist students in acquiring English proficiency

GED.....General Education Development: A level of placement and assessment when TABE test scores range between 9.0 and 12.9 grade equivalents.

TABE...Test of Adult Basic Education: A standardized test used for placement and assessment of student progress

CASAS...Comprehensive Adult Student Assessment System: A standardized test used for students whose native language is not English. The CASAS measures English skills in reading and listening.

MTC...Marion Technical College

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General Information

Adult Basic/GED Preparation Mission Statement

The GED program serves the educational needs of students who have left or are not eligible to attend traditional day school programs. To this end, we provide students the opportunity to prepare for the GED Exam in a self-paced educational environment.

Adult General Education Philosophy

Education is an individual, family, and societal need. The responsibility to learn is that of the individual. Learning can be made meaningful for all students and teaching techniques can be adapted to learning styles.

Students attend GED/ABE/ESOL by choice and remain only as long as they demonstrate effort, reasonable progress, and are in compliance with school policy.

Marion Technical College Goals

MTC strives to:

1. Enhance the opportunity to earn a Florida High School Diploma
2. Enhance the probability that more students will acquire a high school diploma
3. Determine areas of student academic strengths and weaknesses and provide appropriate instruction
4. Provide opportunities for students to receive teacher instruction and direction in preparation for testing to enter post-secondary programs
5. Maintain open lines of communication among all persons who have a concern for the student's successful achievement of his/her goals

Admission

The GED/ABE/ESOL programs are *Open Entry/Open Exit and available to persons 16 years of age or older who are legally separated from any K-12 school program. (16 year olds are adults as seen by the education system when entering the Adult Education program.) To complete the admission process, the student must sign the *Agreement for Membership*. (See *Appendix B*)

*Open Entry/Open Exit means qualified individuals may start a program on the specified entrance dates and may exit at any time upon meeting personal goals, program goals, and/or graduation.

Enrollment

Before enrollment, all students are evaluated using either the Test of Adult Basic Education (TABE) or the Comprehensive Adult Student Assessment System (CASAS). TABE tests are used for students entering the GED program either for purposes of remediation or in preparation for the GED test. The CASAS test determining initial placement and subsequent assessment of growth for students in English for Speakers of Other Languages (ESOL) classes.

Fees

Tuition	\$45.00
Registration Fee	\$15.00

Textbooks and Classroom Materials

Learning materials are provided for classroom use only. Upon achieving a 9.0 and above in all subjects, a student will be issued a text book based on his/her career interest. The student needs to bring a notebook and pen/pencil to class.

School Attendance

Good attendance is an important key to success in the job world. The same is true of the classroom. Good attendance habits promote a realistic experience and help students reach the goals that they have set for themselves. It is also important that students enter the classroom on time and remain for the scheduled time. **It is the responsibility of the student to sign in to every class period for attendance documentation purposes.** If life-changing events require that students be absent, it is the student's responsibility to notify the instructor, the student advisor, or the coordinator.

Full-Time Attendance

Certain agencies provide financial assistance to eligible students and require full-time attendance. "Full-time attendance" is defined as not less than 12 hours attendance per week.

Orientation

After taking the TABE test, the enrolling student is to attend an orientation session before beginning class. It is the responsibility of the enrolling student to become familiar with the contents of the student handbook which will be issued at the orientation.



Standards of Conduct

Student ID Badge

All MTC students are required to wear the MTC Student ID badge **at all times while on campus**. The ID badge is to be worn above the waist, clearly visible, and showing the identification information. If a badge is lost or stolen, the student should notify the Adult Education Department to arrange for a replacement (*\$5.35 replacement fee*).

Conduct While on Campus

All Marion Technical College students are expected to adhere to the following standards:

- a. Demonstrate courtesy when interacting with the faculty, staff, and fellow students.
- b. Arrive on time; remain in class for the scheduled time. **Do not loiter in the parking lots, outside, or inside any of the campus buildings.** In general, it is acceptable to arrive at school 10-15 minutes early and leave promptly after class is over.
- c. Park in designated areas only and lock vehicles
- d. Do not bring anyone to campus who does not have an official reason to be on campus. Official visitors are to report to the receptionist.
- e. Telephones in the reception area are for business use only.
- f. Keep main walkways and hallways open and free of obstruction.
- g. Turn off all cell phones while in class.
- h. Drink and eat in designated areas only. There should be no food or drink in the carpeted classrooms.
- i. Respect all state and local school board policies regarding conduct.

Students are expected to conduct themselves appropriately at all times. The following behaviors are considered totally unacceptable. Students in violation will be administratively withdrawn.

- a. Any act, or attempted act of defacement or destruction of property
- b. Abusive or profane language toward a staff member, another student, or school visitor
- c. Use of any form of tobacco products while on campus
- d. Being under the influence/use of, or possession of illegal drugs, drug paraphernalia or alcohol

- e. Physical violence or threat thereof, not limited to fighting
- f. Possession of weapons or explosives or any materials that may be dangerous or harmful, including those defined by School Board Policy
- g. Insubordination or refusal to follow the orders or directions of any school staff member
- h. Stealing, Cheating, Gambling
- i. Disorderly conduct or disruption of the school function
- j. Falsification of documents
- k. Sexual harassment or activity of any type
- l. Any other illegal behavior.

Conduct in the Classroom

Guidelines are necessary to ensure a proper environment for the educational development of the student, therefore:

1. Students are expected to remain in the classroom during class time.
2. Students are to bring only those personal items which relate directly to the learning environment.
3. Students are not to bring personal entertainment devices in the classrooms, or in the computer learning lab.
4. Students are expected to treat each other with respect to maintain a classroom focused on class work.
5. Students are expected to make reasonable and continuous progress in class as documented by instructor records and TABE test results.
6. The instructor will make decisions when behavior/noise is disruptive to the learning environment. Students may be assigned seats or may be told to leave by the instructor for the remainder of the session for which the behavior occurred.
7. Specific rules for using the computer learning lab are posted in the lab and must be adhered to.

8. Continued lack of attendance, student effort or academic progress, as documented by the instructor, will result in a student being administratively withdrawn from the program.
9. Other classroom management policies will be provided by the instructor(s). These may vary from class to class.

Dress Code and General Appearance

The Marion County School Board believes that proper attire, etiquette, and good grooming are a definite part of the educational process. To this end, it is expected that students wear to school or school-related functions neat, clean, appropriate clothing that meets the standards of this educational environment. Any extreme in clothing, hair, cosmetics, jewelry, or appearance that may disrupt the normal operation of the school is not acceptable. Follow guidelines outline acceptable and unacceptable clothing:

- Undergarments should not be visible at any time.
- Students are not to wear hats of any kind within the school building unless approved by the school administration for special occasions. "Hats" should be interpreted literally as "hats" or head-coverings and will include bandanas, caps, sweat bands, visors, and similar hat-like apparel.
- Students are not to wear T-shirts, other garments or items with pictures, logos, phrases, decals, patches, emblems, or words printed on them that are obscene or disruptive in the judgment of the school administration. This will include, but not be limited to: nude/semi-nude figures; figures in sexually suggestive postures; pictures or logos of alcoholic beverages, tobacco products, or prohibited substances; or satanic/occult references or gang identification. A tattoo that is obscene or disruptive in the judgment of the school administration must be covered.
- Tops must be long enough to clearly overlap the belt line or remain tucked in during the course of normal movement throughout the day. Shirts falling below mid-thigh length will be tucked in. No bare midriff shirts/blouses, sleep wear, muscle shirts, or tank tops will be worn.
- Garments will be secured at the waist. Shorts and skirts are permitted at all grade levels and will be mid-thigh length or longer.
- Students shall wear shoes for foot protection and for hygienic reasons while on school grounds or school transportation. Slippers are not permitted.
- Jewelry shall be worn in a way that does not present a safety or health hazard or cause a disruption to the education process.
- Wallet chains or dog collars shall not be permitted.

- **The MTC student ID badge must be visibly worn, above the waist, at all times while on campus.**

Anyone violating the student dress code will be removed from class and/or testing, and asked to leave campus to obtain appropriate clothing. Any class time missed due to dress code violation will not be made up.

Wireless Communication Devices

Cell phones and similar wireless devices may be in the possession of students on campus and on the school bus but cannot be visible or activated during regular school hours or while on the school bus. The exception to activation would be with administrative approval under the direct supervision of a teacher for instructional use as outlined in a lesson plan. Use of a wireless communications device includes the possibility of the imposition of disciplinary action by the school and/or criminal penalties if the device is used in a criminal act. Using or possessing a wireless communication device to view or transfer or store material of a sexual nature is a violation of the Code of Student Conduct and may be a criminal act. The unauthorized recording and/or photographing of employees, volunteers and/or students is prohibited.

Loitering/Trespassing

Loitering by students or visitors is prohibited. When students are not in class, they should be in route to class or in an authorized support area, such as a basic skills laboratory. Individuals on campus without a legitimate purpose may be asked to leave the campus or facility. Failure to leave will result in a verbal trespass warning, followed by a call to local law enforcement, if necessary.

Program Standards

Standard of Progress

1. Students enrolled in GED/ABE/ESOL are expected to advance in their designated studies on a regular and continuing basis.
2. GED/ABE/ESOL students absent six consecutive days will be withdrawn.
3. Both academic and attendance requirements must be maintained to remain enrolled in the program.

Graduation Requirements

Students must pass each section of the 2014 GED test with a score of 145 or higher to meet graduation requirements.

Graduation Ceremonies

MTC holds two graduation ceremonies; one in June, one in December. Graduates will be sent an invitation a month in advance. They will be notified of dress requirements, cost of cap and gown, time of the ceremony and location of the ceremony. In this invitation, graduates will also be provided information concerning graduation pictures.



Sexual Harassment

The School Board Policy 2.71 forbids discrimination against any student on the basis of sex. The Board will not tolerate sexual harassment activity involving any of its students. This policy includes teachers, staff, volunteers or anyone that has contact with students. Sexual harassment, as defined above, may include, but is not limited to the following:

- Unwelcome or unwanted sexual advances
- Unwelcome request or demands for sexual favors. (*This includes unwelcome requests for dates.*)
- Verbal abuse or kidding that is sex-oriented and considered unwelcome
- Any type of sexually oriented conduct that would unreasonably interfere with work or academic performance
- Creating a work or school environment that is intimidating, hostile, abusive or offensive because of unwelcome or unwanted sexually oriented conversations, suggestions, requests, demands, physical contacts or attentions.

Procedures

Any student who alleges sexual harassment by another student may use the student grievance procedure or may report directly to the building director/principal. Filing of a complaint or otherwise reporting sexual harassment will not affect the student's status, extracurricular activities, future grades, or work assignments.

The right to confidentiality, both of the complainant and of the accused, will be respected, consistent with the Board's legal obligations, and with the necessity to investigate allegations of misconduct and take corrective action when this conduct has occurred. In determining whether alleged conduct constitutes sexual harassment, the totality of the circumstances, the nature of the conduct and the context in which the alleged conduct occurred will be investigated. The superintendent or designee has the responsibility of investigating and resolving complaints of sexual harassment.

A substantiated charge against a student shall subject that student to disciplinary action including, but not limited to, suspension or expulsion, consistent with the Code of Student Conduct.

Fair Treatment

In all cases where the student believes he or she is not being treated fairly by any person in authority, the student has the right and the responsibility to report such circumstances to the administration.

Student Complaints and Grievances

The following procedure is for the resolution of student complaints concerning school policies or possible violation of legislation against discrimination. This procedure is provided in an effort to comply with Title IV of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1976, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990.

It is recognized that complaints and grievances by students and employees may arise from actual or perceived situations and circumstances related to the prohibition of discrimination and/or harassment on the basis of race, color, sex, age, national or ethnic origin, political beliefs, marital status or qualified disability. It is the intent of this procedure to assure that complaints and grievances are resolved in an expeditious, orderly and equitable manner that serves to fulfill the letter and intent of the regulations. All administrative heads and principals are required to make a conscientious effort to fully consider and understand the nature and basis of the complaint or grievance of a student or employee, and resolve it without delay; or refer it to the appropriate source for resolution without delay. The initiation of a complaint or grievance by a student will not be used as a basis for actions that adversely affect the student's standing in school.

Grievances and complaints for discrimination and/or harassment will be handled in an informal manner and without extraneous administrative barriers, except that a record or log of each complaint and grievance including the final disposition of each will be maintained

A. Procedure for Complaints

Step I – The plaintiff(s), student(s), shall communicate within sixty (60) school or working days of the alleged incident to the principal or guidance counselor the desire to discuss a discrimination and/or harassment-related complaint. If, through no fault of the plaintiff, the discussion is not scheduled and held within three (3) school days or working days following the initial communication, a grievance may be filed.

Step II – If the discussion is scheduled and held within three (3) working days following the initial communication and the complaint is not resolved, the plaintiff may file a grievance.

B. Procedure for Grievance

Step III – The plaintiff, student(s), shall within sixty (60) school days or working days communicate in writing to the principal or guidance counselor that there has been a discriminatory or harassing action or inaction committed at the school, as appropriate, by factors specified. The principal or administrator will be responsible for scheduling a discussion of the grievance with the plaintiff within five (5) school days or working days following receipt of the communication or knowledge giving rise to the grievance.

Step IV – If, as determined by the plaintiff, the grievance is not satisfactorily resolved in Step I, an appeal for a ruling may be made by the student five (5) days following receipt of Step I decision to the Executive Director of Student Services of the nature and substance of the grievance filed.

Step V – If after discussion of the grievance with the Executive Director of Student Services (student) in the opinion of the plaintiff, it is not resolved, or cannot be resolved at that level, the grievance may be forwarded by the plaintiff within five (5) school or working days to the Superintendent for a final ruling.

C. Special Provisions

Failure on the part of a student to observe the time limits for initiation and/or follow-up on a complaint or grievance will automatically result in the complaint or grievance being considered abandoned. Failure by a principal or administrator to respond to a complaint or grievance within the prescribed time limits will automatically move the complaint or grievance to the next step. Under the aforementioned circumstances, the plaintiff may submit the complaint to the next level of consideration.

Students are required to continue attendance at school and pursue their studies as directed while complaints or grievances are pending resolution.

Copies of all communications pertaining to a complaint or grievance may be provided to the student; and, if appropriate, copies will be furnished to the Section 504, Title IX or Education Equity Coordinator for input.

Step VI – If the grievance is not settled at the district level, the student may appeal to the accreditation agency (COE).

Council on Occupational Education
7840 Roswell Road Building 300, Suite #325
Atlanta, Georgia 30350 (770) 396-3898

Student Services

Student Services at Marion Technical College (MTC) is available to assist students in their academic and professional endeavors. Our motto is “Educating our Community”. Student Services is located in the main building and is easily accessible to students and visitors. The Student Services Department provides the following services:

- ❖ Pre-admission information to potential students
- ❖ Pre-admission counseling
- ❖ Intake, testing and assessment
- ❖ Articulation between programs and referring agencies
- ❖ Counseling and support services for currently enrolled students
- ❖ Financial aid advisement and assistance with the federal financial aid process
- ❖ Assistance in choosing an appropriate educational program and/or career track
- ❖ Job placement assistance to completers.

Students who work closely with a counselor while planning their educational goals are more likely to succeed at MTC. Counselors are seen by appointment. Our professional counseling staff stands ready to serve you in your endeavor. We recommend that you schedule early!

Career and Technical programs provide an information session for prospective students before classes begin. All prospective students for the Career and Technical programs should attend one of these information sessions before registering for classes.

Career Assessment using the **MyCareerShines** web-based program is available free of charge. This program is instrumental in the career-decision making process by providing a user-friendly source of up-to-date information. Our goal is to help students explore occupations, educational programs and personal goals. Students may meet with a counselor to review their Career Assessment and plan their career path.

Visit Student Services Monday through Thursday between the hours of 8:00 a.m. and 6:00 p.m. and Friday 8:00a.m. and 3:00p.m. or call us at (352) 671-4134. Evening appointments are available. **Let us help you reach your goals.**

Guidance/Counseling

The primary role of the guidance counselor is to assist students in gaining information about themselves and their choices, which is necessary for making adequate decisions as to career and educational needs. Services include career, academic, and program counseling and referrals. The Guidance Counselor assists students with class placement, career choices, accommodations for testing, and transition to post-secondary.

Special Services

Marion Technical College is dedicated to providing programs and services to assist students so that their chances for employment will be increased. Some of the services offered include the following:

- Interpreters for hearing impaired
- Special FRS (voice) and TTY (data) telephone lines/assistance
- Assistance with academic preparation for the TABE
- MTC Website

Adult students who wish to self-disclose a disability may request assistance for accommodations. Forms for documentation must be completed with the Guidance Counselor. Marion Technical College will provide reasonable accommodations to aid students.

Students needing more information should contact the Student Services Center.

Notification of Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA) afford parents and **students over 18 years of age (“eligible students”)** certain rights with respect to the students’ education records. These rights are:

(1) The right to inspect and review a student’s education records within 45 days of the day the school received request for access.

- a. Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The school official will make arrangement; for access and notify the parent or eligible student of the time and place where the records may be inspected.

(2) The right to request the amendment of a student’s education records that the parent or eligible student believes is inaccurate. Parents or eligible student may ask the school to amend a record that they believe is inaccurate. They should write the school principal (or appropriate official), clearly identify the part of the record they want changed, and specify why it is inaccurate. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

(3) The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate education interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school

official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School District to comply with the requirement of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

Consumer Information

Statistical information regarding Marion Technical College's completion, graduation, placement, and crime rates is readily available in the Student Services Center.

Bus Transportation

Bus transportation is provided through the SunTran Transit System. A bus stop is located on the north side of Marion Technical College main campus. Bus schedules are available in the Student Services Department. MTC students may purchase bus passes at a special student rate.

Career and Technical Programs

Job Preparatory Programs

As students earn their high school diplomas, the next step is to continue on to a career. Marion Technical College offers over 23 Career Preparatory programs that have excellent employment opportunities upon graduation. Most programs are one year or less, and meet Monday through Thursday. Classes may be offered mornings, afternoons, or evenings. MTC's Career Preparatory programs include:

Administrative Office Specialist
Applied Cybersecurity and Technology Support Service
Applied Welding Technology
Certified Nurse Assistant (CNA)
Commercial Foods and Culinary Arts
Cosmetology
Electrical Apprenticeship
Emergency Medical Technician
Facials Specialty
Fire Fighting
Legal Administrative Specialist
Massage Therapy
Medical Administrative Specialist
Medical Assistant
Medical Clinical Laboratory Technician
Medical Coder/Biller
Nails Specialty
Patient Care Assisting
Phlebotomy
Practical Nursing
Radiologic Technology
Technical Support Services
Veterinary Assisting

For more information regarding Career Preparatory programs, please contact the Student Services Department, 671-4134.



GED Test Information

THE FOLLOWING PAGES CONTAIN IMPORTANT INFORMATION ABOUT THE GED TEST

Under 18 Waiver Process – See Appendix C

There are four content areas for the 2014 GED Test.

The information regarding the 2014 GED Test was taken directly from www.ged.com.

Reasoning Through Language Arts (RLA) – 150 Minutes

In alignment with career- and college-readiness standards, the GED® RLA assessment focuses on three essential groupings of skills:

1. The ability to read closely
2. The ability to write clearly
3. The ability to edit and understand the use of standard written English in context

Because the strongest predictor of career and college readiness is the ability to read and comprehend complex texts, especially nonfiction, the RLA Test includes texts from both academic and workplace contexts. These texts reflect a range of complexity levels, in terms of ideas, syntax and style. The writing tasks, or Extended Response (ER) items, require test-takers to analyze given source texts and use evidence drawn from the text(s) to support their answers.

Mathematical Reasoning – 115 Minutes

The GED® Mathematical Reasoning Test focuses on two major content areas: quantitative problem solving and algebraic problem solving.

Evidence that was used to inform the development of the Common Core State Standards shows that instructors of entry-level college mathematics value master of fundamentals over a broad, shallow coverage of topics. National remediation data are consistent with this perspective, suggesting that students with a shallow grasp of a wide range of topics are not as well prepared to succeed in postsecondary education and are more likely to need remediation in mathematics compared to those students who have a deeper understanding of more fundamental mathematical topics. Therefore, the GED® Mathematical Reasoning Test focuses on the fundamentals of mathematics in these two areas, striking a balance of deeper conceptual understanding, procedural skill and fluency, and the ability to apply these fundamentals in realistic situations. A variety of item types are used in the test, including multiple-choice, drag-and-drop, hot spot, and fill-in-the-blank.

SCIENCE – 90 Minutes

The GED® Science Test focuses on the fundamentals of science reasoning, striking a balance of deeper conceptual understanding, procedural skill and fluency, and the ability to apply these fundamentals in realistic situations. In order to stay true to this intention, each item on the Science Test is aligned to one science practice and one content topic.

The science practices can be described as skills that are key to scientific reasoning in both textual and quantitative contexts. The science practices are derived from important skills enumerated in the Common Core State Standards as well as in The National Research Council's Framework for K-12 Science Education.

The Science Test also focuses on three major content domains:

1. Life science
2. Physical science
3. Earth and space science

Social Studies – 90 Minutes

The GED® Social Studies Test focuses on the fundamentals of social studies reasoning, striking a balance of deeper conceptual understanding, procedural skill and fluency, and the ability to apply these fundamentals in realistic situations. In order to stay true to this intention, each item on the Social Studies Test is aligned to one social studies practice and one content topic.

The social studies practices can be described as skills that are key to scientific reasoning in both textual and quantitative contexts. The practices come from important skills specified in the Common Core State Standards and other career- and college-readiness standards, as well as in National Standards for History.

The Social Studies Test will also focus on four major content domains:

1. Civics and government
2. United States history
3. Economics
4. Geography and the world



APPENDIX C

MARION TECHNICAL COLLEGE

Under 18 GED Waiver Process

Students who enter the Adult Education program who are under 18 years of age, are required by Florida State Law to receive a waiver to be able to take the Official 2014 GED. Below is the process through which an under 18 student can receive a waiver:

1. Achieve an 11.0 score or higher on the A Level TABE in each subject area (Reading, Language, and Math). If the 11.0 score on the A Level assessment is not achieved, the student will be required to participate in remediation classes.
2. Create a “MyGED” account at www.ged.com.
3. Using the student’s “MyGED” account, sign up and take your GEDReady Official Practice Test. The GEDReady consists of 4 subject area exams; Language Arts, Math, Science, and Social Studies. The GEDReady is \$24.00 total or \$6.00 per subject area. Each subject area test may be taken individually. A “likely to pass” score must be achieved in each subject of the GEDReady.
4. Once the “likely to pass” score is achieved in all subjects areas, the student will schedule a meeting with Mrs. Munden, MTC Adult Ed Guidance Counselor. Mrs. Munden will submit the needed documentation to the GED Testing Administrator who will submit the waiver request to the Florida Department of Education.
5. An email will then be sent from the Florida Department of Education to the student confirming approval of the waiver. Upon receipt of the waiver, the student register for the Official 2014 GED Test using his/her MyGED account. There are 4 subject area exams: Language Arts, Math, Science, and Social Studies. The Official 2014 GED MUST BE taken at a Pearson Vue Testing Center. Marion Technical College (MTC) is a Person Vue testing center. You may take one subject area exam at a time. Each individual subject is \$32.00, the complete test is \$128.00.

APPENDIX B

AGREEMENT FOR MEMBERSHIP ADULT BASIC, GED PREPARATION, ESOL

INTENT

The intent of this agreement is to promote the accomplishment of the educational needs of the individual as implied by his/her seeking enrollment at Marion Technical College.

THE CONDITIONS

In order to be admitted into the voluntary GED Preparation/Adult Basic Education, or ESOL programs offered by Marion Technical College, I agree to the following conditions to obtain and maintain membership in said program:

1. I am expected to advance in my studies on a regular and continuing basis as documented by instructor records and TABE test scores.
2. While on campus, I shall follow the class schedule at all times. (NOTE: By RULE, six consecutive absences of an adult student will result in withdrawal on the next day.)
3. I am required to comply with all rules and regulations noted in the Student Handbook.

NON-COMPLIANCE

Non-compliance with Condition 3 above may result in administrative withdrawal. Students who are administratively withdrawn may be able to continue their ABE/GED preparation through our online programs.

DEFINITION OF TERMS

The Term "Absence", aforementioned in this agreement, is defined as:

1. non-attendance during a scheduled class meeting
2. uncooperative or off-task behavior which results in the individual being instructed to leave the program for that day or portions thereof

SIGNATURES OF ACCEPTANCE & RECEIPT OF HANDBOOK

Print Student Name _____

Student Signature _____

Date _____

Revised 10/01/14 this document supersedes all others.