

Got style?

Understanding your own way of learning

The Greek philosopher Socrates said it best: *"Know thyself."*

Those are words worth remembering as you make the transition through middle school and on to high school.

Research shows that people learn in different ways. While each of us uses all of our senses to gather information, some people use one sense more than others while learning. Students can be better learners when they understand their preference for visual (seeing), auditory (hearing), or tactile (touching) learning. Often, students find that they have more than one preference when it comes to learning. For example, you could be almost equally strong in visual and auditory learning.

Once you understand how you learn best, you can adjust the way that you study for tests or complete classroom assignments. You also can learn to adjust when a teacher's instructional methods don't complement your style.

Understanding your learning style and playing to your strengths when it comes to studying and doing homework will help you be more successful in school.

You can use the learning styles inventory on the next page to investigate your learning style—or styles.



Learning styles inventory

To get a better understanding of how you learn, take this learning styles inventory. Answer each question as honestly as you can, then add up your points to find out whether you're an auditory, visual or tactile learner—and how you can make your personal style work in the classroom.

| | | Often | Sometimes | Seldom |
|----|--|-------|-----------|--------|
| 1 | I can remember more about a subject through the lecture method with information, explanation and discussion. | | | |
| 2 | I prefer information to be written on the chalkboard, with the use of visual aids and assigned readings. | | | |
| 3 | I like to write things down or take notes for visual review. | | | |
| 4 | I prefer to use posters and models or practice some activities in class. | | | |
| 5 | I require explanations of diagrams, graphs or visual directions. | | | |
| 6 | I enjoy working with my hands or making things. | | | |
| 7 | I am skillful with and enjoy developing and making graphs and charts. | | | |
| 8 | I can tell if sounds match when presented with pairs of sounds. | | | |
| 9 | I remember best by writing things down several times. | | | |
| 10 | I can understand and follow directions on maps. | | | |
| 11 | I do better at academic subjects by listening to lectures and tapes. | | | |
| 12 | I play with coins or keys in my pockets. | | | |
| 13 | I learn to spell by repeating the words aloud rather than by writing them on paper. | | | |
| 14 | I can better understand a news article by reading about it in the newspaper rather than by listening to the radio. | | | |
| 15 | I chew gum or eat a snack while studying. | | | |
| 16 | I feel the best way to remember is to picture it in my head. | | | |
| 17 | I learn spelling by "finger spelling" (drawing the letters with a finger). | | | |
| 18 | I would rather listen to a good lecture or speech than read about it. | | | |
| 19 | I am good at working and solving jigsaw puzzles and mazes. | | | |
| 20 | I grip objects in my hands during learning periods. | | | |
| 21 | I prefer listening to the news on the radio rather than reading about it in the newspaper. | | | |
| 22 | I obtain information on an interesting subject by reading relevant materials. | | | |
| 23 | I feel very comfortable touching others, hugging, shaking hands, etc. | | | |
| 24 | I follow spoken directions better than written ones. | | | |

Check your results >>

Scoring

Often = 5
Sometimes = 3
Seldom = 1

Place the point value on the line next to the corresponding item, then add up your points. The highest number of points determines your learning style.

| Number | Points |
|----------------|--------|
| 2 | |
| 3 | |
| 7 | |
| 10 | |
| 14 | |
| 16 | |
| 19 | |
| 22 | |
| Total Visual | |
| 1 | |
| 5 | |
| 8 | |
| 11 | |
| 13 | |
| 18 | |
| 21 | |
| 24 | |
| Total Auditory | |
| 4 | |
| 6 | |
| 9 | |
| 12 | |
| 15 | |
| 17 | |
| 20 | |
| 23 | |
| Total Tactile | |

Visual learners

You're the most common type of learner, making up about 65 percent of the population. Visual learners relate most effectively to written information, notes, diagrams and pictures. You might not even absorb information if someone just tells you. It's almost as if it didn't exist unless you see it written down.

Study tips: Take notes even when you've been given handouts or printed course notes. Look at—don't just listen to—all study materials and directions. Use or make your own charts, maps, notes and flashcards and practice visualizing or picturing words and concepts in your head. Write everything down for frequent and quick visual reference.



Auditory learners

You are the second most common type of learner, accounting for an estimated 30 percent of the population. As an auditory learner, you relate most effectively to the spoken word. You tend to listen to a lecture, then take notes afterward or rely on printed notes. Written information will have little meaning until it has been heard. It may help auditory learners to read written information aloud.

Study tips: Read your assignments and study materials aloud—even if you feel a little silly at first—or use tapes. Taped lectures may help fill in the gaps in your own notes. Sit at the front of the classroom where you can hear well.



Tactile learners

You're a rare breed—one of only about 5 percent of the population. Tactile learners prefer a hands-on approach, learning through touch and movement. You learn skills by imitation and practice.

Study tips: You may take a little longer to learn some skills since most information isn't presented in a way that suits your learning style, but you can make schoolwork easier by typing your notes, using real objects or acting out reading assignments. Role-playing helps, too. When studying cell structure in biology, for example, you and maybe another tactile learner could pretend to be different parts of the cell. Sound crazy? It couldn't hurt to try.



ABE Student Passwords

1) GED: ged.com user name _____
password _____

2) Essential Education:

www.essentialled.com/start/suwannee

user name _____ email _____
password _____

3) Florida Shines (My Career Shines)

user name _____
password _____

4) Employ Florida

user name _____
password _____

5) Chrome Book:

user name _____
password _____

6) Other:

user name _____
password _____

7) Other:

user name _____
password _____

8) Other:

user name _____
password _____

Date Entered _____

Primary phone number _____

Do you have a diploma? ☐ yes ☐ no Are you a Career Source/Workforce client? ☐ yes ☐ no

Are you interested in a career or technical program offered here at RTC? If so, which program(s)? _____

[illegible]

Schedule Changes:

Date _____ Reason _____

Date _____ Reason _____

Date _____ Reason _____

[illegible]

Name _____

Date Entered _____

PRACTICE REPORT:**PRE/POSTTESTS**

| DATE | SUBJECT | LEVEL | PRETEST | POSTTEST |
|------|---------|-------|---------|----------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Essential Education™ Practice Test Scores

| DATE | SUBTEST | SCORE |
|------|----------------|-------|
| | Reading | |
| | Language | |
| | Writing | |
| | Mathematics | |
| | Science | |
| | Social Studies | |

GED Ready™ Practice Tests

| DATE | SUBTEST | SCORE |
|------|---------|-------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

Graduation Date _____

Walk ☐

Height _____ Weight _____

WITHDRAWN: _____

COMPLETER: _____



RIVEROAK Technical College

ABE/GED® PROGRAM

Orientation Packet

Checklist

- _____ Student Intake Form (on violet-colored paper)
- _____ Syllabus
- _____ Student Transition Questionnaire
- _____ CTE Program Tour Request
- _____ Learning Styles Inventory
- _____ RTC Parking Permit Application (if needed)
- _____ Authorization to Release Information
- _____ Medical Emergency Information Form
- _____ Student Network Usage Agreement Form
- _____ Student Agreement
- _____ Obtain an Identification Badge from Mr. Lee

Student Signature _____

Teacher Signature _____

Client's Interview Notes Form

Interview Details

Company Name: RIVEROAK Technical College Date: _____

Interviewer

Name: Ms. Henderson/Ms. Hester

Client's Name:: _____

Program _____

Nickname: _____ TABE Test: _____

Questions to Ask Interviewer

Question #1: What do you want me to know about you?

Notes: _____

Question #2: What are you good at that I would not know?

Notes: _____

Question #3: What are you most proud of?

Notes: _____

Question #4: What is your best quality?

Notes: _____

Question #5: When are you at your best?

Notes: _____

Question #6: What roadblocks do or might you experience?

Notes: _____

Question #7: What do you need from me to be successful?

Notes: _____

Question #8: What do you need from me once you earn your diploma?

Notes: _____

Additional Notes



PENELOPE LANE

STUDENT

OBJECTIVE

To complete my culinary arts training program to enhance my opportunities to acquire gainful employment.

EDUCATION

RIVEROAK TECHNICAL COLLEGE

Florida High School Diploma

AWARDS

VITALS

21345 140th Terrace

Live Oak, FL 32064

T 386.249.7766

E penelope.lane@gmail.com

Sept. 1, 2019

21345 140th Terrace

Live Oak, FL 32064

Dear Scholarship Committee Members:

Please allow me the chance to introduce myself. I am an 18 year old Florida High School graduate. I earned my diploma while attending Adult Education classes at RIVEROAK Technical College. I was afforded the opportunity to simultaneously begin work in the RTC Culinary Arts Program as a GEDi student. All this was while I was employed full-time on my family's dairy as an expert Cheese Maker in the creamery.

During the summer of 2019, I travelled to Athens, Texas to attend a living youth camp, working in the kitchen with professional chefs and a trained baker. There I was trained in elaborate baking methods, which I am applying at RTC.

My short term goal is to complete the certification process in Culinary Arts. I will have to attend for another full year, finishing bookwork and demonstrating what I have learned to the instructors of the program.

In five years, I would like to own and establish my own bakery in Suwannee County. My business plan includes featuring cakes and specialty bread products. I am able to practice a variety of baking in the Culinary kitchen at RTC under supervision of trained instructors.

This scholarship would help ease my costs of daily living, such as transportation costs and other incidentals while attending school full-time. I have had to drastically cut back my hours at the creamery, which has caused a financial hardship on me.

PENELOPE LANE

STUDENT

RIVEROAK Technical College has played an important part of my academic life since 2018. Not only does the campus offer the Culinary Arts Program, it has the instructors on campus who encourage and motivate me. Now, I have the opportunity to apply for this scholarship. Thank you for considering me for this award.

Sincerely,

Penelope Lane

Adult Basic Education Program
Student Intake Form

Date: _____

Name: _____

Date of Birth: _____

Address: _____

City, Zip code _____

Telephone: _____

Cell phone: _____

Email Address: _____

Do you have a diploma? Yes: _____ No: _____ Age Waiver? Yes: _____ No: _____

When do you anticipate earning your diploma? (month) _____

What is your 3 year goal? _____

EMERGENCY INFORMATION:

Health Issue/Allergies: _____

Primary doctor: _____

Emergency contact – Name: _____

Relationship: _____

Phone number: _____

Are you a CareerSource client? Yes _____ No _____

*****Class Schedule TO BE COMPLETED BY INSTRUCTOR: Ms. Henderson/Ms. Hester*****

| PERIOD | COURSE TITLE | SCHEDULED DAYS OF THE WEEK |
|--------|-----------------------|----------------------------|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | Activity Period/Lunch | |
| 5 | | |
| 6 | | |
| 7 | | |

NAME _____

Goal Chart

| CATEGORY | THIS YEAR | 5 YEARS | STEPS TO TAKE | PEOPLE IN YOUR CORNER |
|--------------------|-----------|---------|---------------|-----------------------|
| Educational Growth | | | | |
| Emotional | | | | |
| Employment | | | | |
| Family | | | | |
| Financial | | | | |

NAME _____

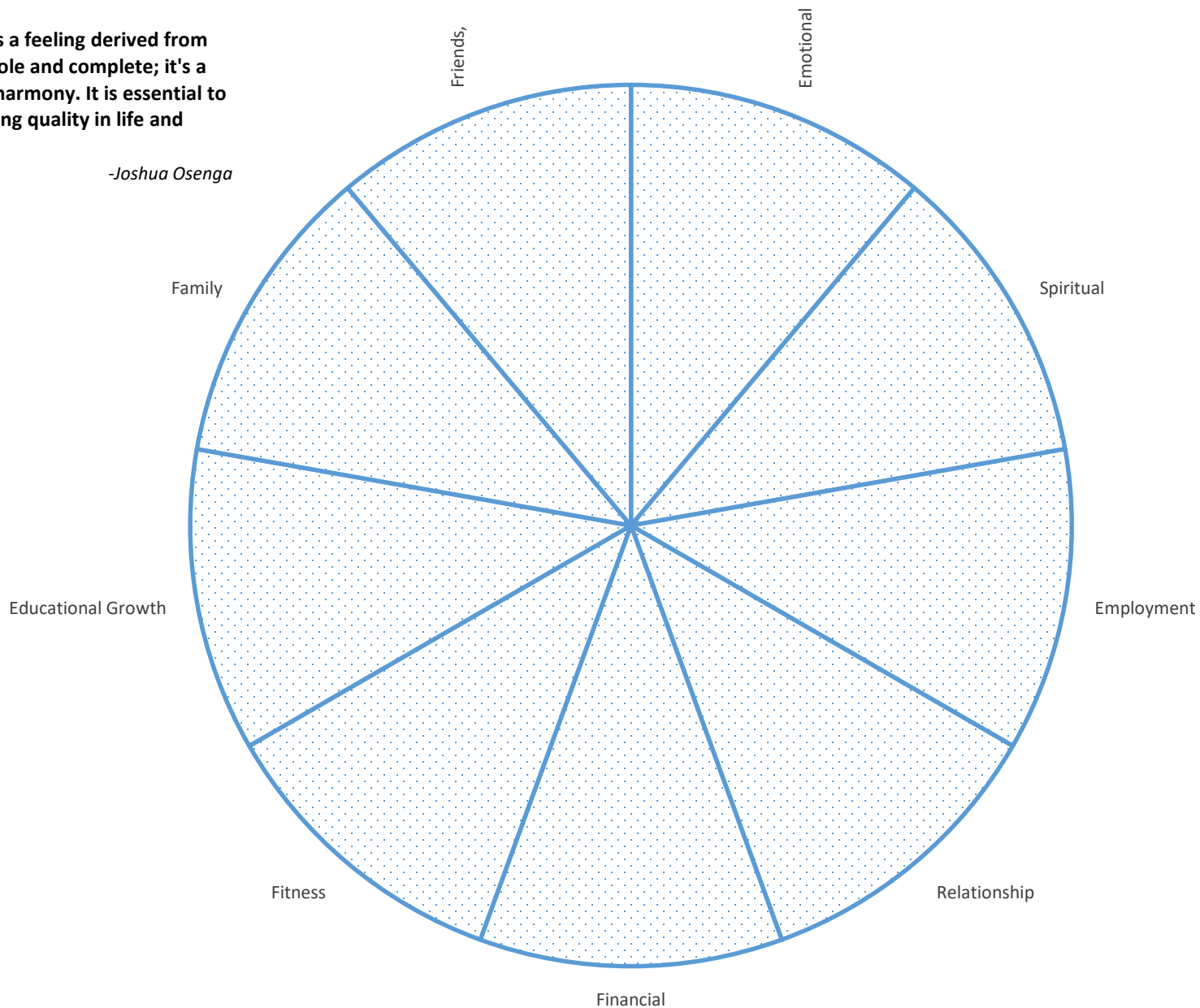
Goal Chart

| CATEGORY | THIS YEAR | 5 YEARS | STEPS TO TAKE | PEOPLE IN YOUR CORNER |
|--------------|-----------|---------|---------------|-----------------------|
| Fitness | | | | |
| Friends | | | | |
| Relationship | | | | |
| Spiritual | | | | |

HARMONY CHART

Balance is a feeling derived from being whole and complete; it's a sense of harmony. It is essential to maintaining quality in life and work.

-Joshua Osenga





KAYLY HUDSON

STUDENT

OBJECTIVE

To complete my diploma requirements to enhance my opportunities to acquire gainful employment.

EDUCATION

RIVEROAK TECHNICAL COLLEGE

Florida High School Diploma
(presently)

VITALS

44197 1433rd Terrace

Live Oak, FL 32060

T 386.245.5555

E kaylyhudson32060@icloud.com

Sept. 18, 2019

Winn-Dixie Southeastern Grocers

911 Pinewood Dr. SW

Live Oak, FL 32064

Dear Sir or Madam:

Please allow me the chance to introduce myself. I am a 16 year old student currently attending Adult Education classes at RIVEROAK Technical College. I enrolled in August of this year, and attend school full-time every day from 8:00am to 3:00pm.

My short term goal is to complete the adult education process at RIVEROAK, which will result in earning my Florida High School Diploma. My plan is to be finished by January 1st. I am more than halfway finished with the age waiver requirements.

In five years, I would like be in a medical program focused on either animals or people. I would like to work with both, so I have not made up my mind. There are so many options available.

A position at your business would help ease my costs of daily living, such as transportation costs and other incidentals while attending school or training. It also would give me practice dealing with people, as well as problem-solving. I also look forward to adding Southeastern Grocers to my resume.

Thank you for your prompt consideration.

Sincerely,

Kayly Hudson

Kayly G. Hudson

44197 1433rd Terrace
Live Oak, FL 32060

kaylyhudson32060@icloud.com
386-245-5555

Professional Summary

I am a young lady who is looking for employment that could lead to a career. I am a diligent worker who is capable of doing a variety of things. People who know me, know that I focus until I finish the task at hand.

Skills

Academic Skills

Within one month in my adult education class, I had earned the required scores in over half of the Florida mandated subjects. I believe I will be ahead of my self-imposed timeline of finishing before December.

People Skills

I have a very pleasant and sparkling personality. One of my strengths is working with others, and I can see this carry over into working with customers as well as co-workers.

Character Traits

Reliable- I have only missed two days of school since we began in August, due to an injury to my brother. Caring- I care for our horse on my family's property. This is an extensive daily responsibility.

Employment Skills

Although I have no prior work experience in retail sales, I believe the accomplishments detailed above show that I could learn the job quickly.

Education

RIVEROAK Technical College

High School Equivalency (GED) - Adult and Career Education

Student Transition Questionnaire

Student's Name: _____ **DOB** _____ **Date:** _____

What would you prefer to be called? _____

Do you have children? Yes or No How many? _____

Please check the boxes or fill in the blanks for the following questions. This will give us an idea of what you are interested in doing after you graduate. It will also help your teachers work with you to help you meet your goals.

Are you currently employed? Yes or No Where? _____

Do you want to work full time or part time? ____ Full time ____ Part time

What type of job or career are you interested in doing after you graduate?

First choice Second Choice Third Choice

Are you a client of CareerSource of North Florida? Yes or No

Do you have the following at home: (Circle all those that apply.)

Internet Access

Laptop/PC

Cell phone

How will you get to RIVEROAK?

| | | | |
|--------------------------|-------------------------------|--------------------------|-------------------------------|
| <input type="checkbox"/> | My own car | <input type="checkbox"/> | Car pool (friend) |
| <input type="checkbox"/> | Family car | <input type="checkbox"/> | Public transportation |
| <input type="checkbox"/> | Parent/guardian will drive me | <input type="checkbox"/> | Pay others for transportation |

Check what you would like to do after earning your diploma.

| | | | |
|--------------------------|---|--------------------------|----------------------------------|
| <input type="checkbox"/> | College, 4 year | <input type="checkbox"/> | Supported Employment (Job Coach) |
| <input type="checkbox"/> | College, 2 year | <input type="checkbox"/> | Day Program/Day Habilitation |
| <input type="checkbox"/> | Career/Technical Program | <input type="checkbox"/> | Volunteer Work |
| <input type="checkbox"/> | Competitive Employment ____ Full time ____ Part time | <input type="checkbox"/> | Other: |
| <input type="checkbox"/> | Military Service | <input type="checkbox"/> | |

Check the items that you have.

| | | | |
|--------------------------|----------------------|--------------------------|---|
| <input type="checkbox"/> | Social security card | <input type="checkbox"/> | Selective service registration (male, age 18) |
| <input type="checkbox"/> | Birth certificate | <input type="checkbox"/> | Checking or savings account |
| <input type="checkbox"/> | State of Florida ID | <input type="checkbox"/> | Health insurance |
| <input type="checkbox"/> | Driver's License | <input type="checkbox"/> | Auto insurance |

Where do you want to live after graduation?

| | | | |
|--------------------------|--|--------------------------|--|
| <input type="checkbox"/> | My own apartment or house | <input type="checkbox"/> | Assisted living (group home) |
| <input type="checkbox"/> | Dormitory | <input type="checkbox"/> | Living arrangements are not a concern at this time |
| <input type="checkbox"/> | Continue to live with my family | <input type="checkbox"/> | Other: |
| <input type="checkbox"/> | Supported living (own place with supports for areas of need) | <input type="checkbox"/> | |

Please check any services that you feel you need more information about.

| | | | |
|--------------------------|--------------------------------------|--------------------------|------------------------------------|
| <input type="checkbox"/> | Interest Inventories | <input type="checkbox"/> | Career/ Tech Education |
| <input type="checkbox"/> | In-School Job Placement | <input type="checkbox"/> | Vocational Rehabilitation |
| <input type="checkbox"/> | Community Work Experience | <input type="checkbox"/> | College Entrance Exams (SAT, ACT) |
| <input type="checkbox"/> | Summer Jobs | <input type="checkbox"/> | |
| <input type="checkbox"/> | Job Shadowing | <input type="checkbox"/> | Guidance Counseling |
| <input type="checkbox"/> | Transportation and Drivers Education | <input type="checkbox"/> | Assistance completing applications |
| <input type="checkbox"/> | Consumer Sciences/ Home Economics | <input type="checkbox"/> | Training in handling emergencies |
| <input type="checkbox"/> | Money Management Training | <input type="checkbox"/> | First Aid training |
| <input type="checkbox"/> | Time Management | <input type="checkbox"/> | Self –Advocacy training |
| <input type="checkbox"/> | Interviewing/Job Skills | <input type="checkbox"/> | Community Awareness Activities |
| <input type="checkbox"/> | Speech Services | <input type="checkbox"/> | Managing my health care |
| <input type="checkbox"/> | Audiologist Services | <input type="checkbox"/> | Insurance and benefits |
| <input type="checkbox"/> | Accommodations and Technology | <input type="checkbox"/> | Recreational Activities |
| <input type="checkbox"/> | Study Skills Courses | <input type="checkbox"/> | |
| <input type="checkbox"/> | Anger Management | <input type="checkbox"/> | |
| <input type="checkbox"/> | Goal Setting | <input type="checkbox"/> | |

What would you like us to know about you and your future plans?

How can we help you be successful after graduation?

What do you do for fun? What type of hobbies do you have?

| | | | | | |
|--------------------------|-----------------|--------------------------|-------------|--------------------------|------------------------|
| <input type="checkbox"/> | Arts and crafts | <input type="checkbox"/> | Sports | <input type="checkbox"/> | Going out with friends |
| <input type="checkbox"/> | Collections | <input type="checkbox"/> | Watching TV | <input type="checkbox"/> | Bowling |
| <input type="checkbox"/> | Music | <input type="checkbox"/> | Shopping | <input type="checkbox"/> | Swimming |
| <input type="checkbox"/> | Video games | <input type="checkbox"/> | Skating | <input type="checkbox"/> | Other: |
| <input type="checkbox"/> | Computer | <input type="checkbox"/> | Cooking | <input type="checkbox"/> | |
| <input type="checkbox"/> | Bicycling | <input type="checkbox"/> | Reading | <input type="checkbox"/> | |
| <input type="checkbox"/> | Fishing/hunting | <input type="checkbox"/> | Restaurants | <input type="checkbox"/> | |

What does your past educational history look like? (Circle all that apply.)

| | | | | | |
|--------------------------|--------------------|--------------------------|-----------------------|--------------------------|------------------|
| <input type="checkbox"/> | Public high school | <input type="checkbox"/> | Charter/magnet school | <input type="checkbox"/> | Christian school |
| <input type="checkbox"/> | Virtual school | <input type="checkbox"/> | Home school | <input type="checkbox"/> | Military school |
| <input type="checkbox"/> | Other: | <input type="checkbox"/> | | <input type="checkbox"/> | |

**Adult Basic Education (ABE)/General Equivalency Diploma (GED®)
2019-2020 Program Syllabus**



| INSTRUCTORS | CLASS MEETING TIMES |
|--|---|
| <u>Ms. Tracy Henderson</u> - Daytime & Evening tracy.henderson@suwannee.k12.fl.us | <u>Daytime Hours:</u> Monday through Friday Morning Classes: 1 st - 3 rd periods - 8:07 - 10:49 Afternoon Classes: 5 th - 7 th periods - 12:21 - 3:00 Evening Classes: Monday & Tuesday - 5:30 - 8:30 pm ELL Evening Classes: Monday & Tuesday - 5:30 - 8:30 pm |
| <u>Ms. Angie Hester</u> - Evening angela.hester@suwannee.k12.fl.us | |
| <u>Mr. Eden Camejo</u> - Daytime & Evening eden.camejo@suwannee.k12.f.us | |

The **mission** of the RIVEROAK Adult Basic Education Program is to provide adult learners the opportunity to acquire and improve the literacy skills necessary to enhance the quality of life as productive workers, family members and citizens.

The **vision** of the RTC Adult Basic Education Program is to be a highly valued provider of quality, responsive education that offers every adult the opportunity to build skills for success.

Our **goal** is to support your goal of acquiring
family-sustainable employment.

ABE Program Description

The Adult Basic Education Program (ABE) is designed to provide adults with sufficient basic education to enable them to benefit from job training or retraining programs, and to obtain and retain productive employment. Multiple levels of instruction are provided in mathematics, reading, and language. It is understood that each student learns at his/her individual pace and there will be students who successfully complete the program or attain their educational goals in fewer or more hours than others. ABE levels are assigned to students using TABE scores below 9.0 (Scale scores: Reading <576; Language <584; Mathematics <596).

Adult Basic Education (ABE)/General Equivalency Diploma (GED®)

2019-2020 Program Syllabus

GED® Program Description

The GED® Preparation Program consists of instruction in the four content-areas assessed on the GED® Test: Reasoning through Language Arts, Mathematics Reasoning, Science, and Social Studies. The purpose of the program is to prepare students to obtain the knowledge and skills necessary to pass the official GED® Tests; thereby, earning a State of Florida High School Diploma. This program strives to motivate students not only to earn a FHS diploma, but to continue their education to earn a postsecondary degree or industry certification. GED levels are assigned to students using TABE scores at or above 9.0 (Scale scores: Reading ≥576; Language ≥584; Mathematics ≥596).

RIVEROAK Policies & Procedures

RTC adheres to the SCSB Student Code of Conduct, including the district's dress code. You may find an electronic copy of this document on the SCSB district website.

- For security purposes, you must **display** your RTC-issued campus identification badge on your person at all times. You are required to present your ID upon request by any administrator, instructor, or staff member.
- You must **display** an up-to-date parking permit for your vehicle parked on school property. This permit is free with your paid registration. You must have a separate permit for each vehicle you may be driving. Vehicles parked on RTC property are subject to search without cause by school and/or law-enforcement officials.
- You are allowed **one** schedule change per 9 week quarter period. Additional changes in schedule must be accompanied by a letter from your employer on company letterhead, along with a current work schedule.
- There is no smoking, vaping, or tobacco use or possession on campus. This includes the parking lots.
- Hats are **not** to be worn inside the main buildings at RTC. (exception: shop areas)

CLASSROOM Policies & Procedures

In order to maintain a respectful learning environment, follow the following guidelines.

1. No food or drinks are allowed at the work tables.
2. For security purposes, phones must be stored out of sight and set on silent/vibrate. If an emergency call must be answered (or made), step out in the hall to keep from disrupting others. RTC is NOT liable for any loss or theft of student property.
3. Headphones, earbuds, and other listening devices are to be used for assigned academic purposes only.
4. When leaving during class time, even for an emergency restroom break, you must use the "Sign Out/Sign In Sheet" to document your destination.

**Adult Basic Education (ABE)/General Equivalency Diploma (GED®)
2019-2020 Program Syllabus**

COMPUTER USE Policies

In this intake packet you will find the SCSB internet agreement form. You may sign this if you are 18 years of age or older; students younger than 18 must have a parent or guardian sign this form. Below are some additional guidelines.

1. Students may not use the internet without permission. You may access teacher/RTC approved sites only. You may not enter unauthorized websites (i.e. online games, social media, You Tube, etc.).
2. Do not download programs, music, or plug-ins for the computer.
3. Return the Chrome Book to the cart. Please plug it in to charge for the next user.

STUDENT Expectations

1. **Be an active participant during class.** You are expected to actively participate by asking and answering questions, completing independent practice, working cooperatively within groups, and engaging in academic classroom discussions.
2. **Be your own advocate.** You are expected to communicate your goals and academic needs with your teacher on a regular basis.
3. **Be aware of your attendance.** You are responsible for knowing the attendance policy, and for keeping track of your absences and tardies.

PROGRESSION Testing

After TABE testing prior to entering the program, students will work on targeted skills to improve in these areas. All students will retake the TABE test to document academic progress and readiness for GED® testing. These scores may also be used as exit indicators for CTE programs. You are allowed to take the TABE test again after 50 course hours per subject are completed, or based on your instructor's recommendation.

ACCOMMODATIONS

Students must self-report to use these services. There is an LDA form included in this packet.

CAREER SERVICES

RTC has a Career Service Specialist available for students seeking assistance with career guidance and CTE program information. This office is located in Student Services.

Ms. Julie Ulmer, Coordinator of Career & Technical Education

ACKNOWLEDGEMENT

You are expected to adhere to all subject matters covered within this syllabus. Your signed acknowledgement will be kept on file by your instructor.

Name _____ Date _____

RIVEROAK Technical College

CTE Program Tour Request

Name: _____

| PROGRAM | DEFINITELY | MAYBE | |
|--|------------|-------|--|
| Automotive Service Technology | | | |
| Auto Body Repair & Refining | | | |
| Brick & Block Masonry | | | |
| Building Construction Technology | | | |
| Culinary Arts | | | |
| Cosmetology | | | |
| Digital Design | | | |
| Early Childhood Education (Child Care) | | | |
| Electrical Helper | | | |
| Medical Administrative Specialist | | | |
| Patient Care Technician (PCT) | | | |
| Welding | | | |
| | | | |
| MEDICAL PROGRAMS | | | |
| Pharmacy Technician | | | |
| Phlebotomy | | | |
| Practical Nursing (LPN) | | | |
| Surgical Technology | | | |