

## EDUCC805 : Preparation for the General Educational Development Exam (GED)

### General Information

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Course Code (CB01) :	EDUCC805
Course Title (CB02) :	Preparation for the General Educational Development Exam (GED)
Department:	Library
Proposal Start:	Fall 2021
TOP Code (CB03) :	(4930.62) Secondary Education (Grades 9-12) and G.E.D.
SAM Code (CB09) :	Non-occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000355921
Curriculum Committee Approval Date:	02/07/2014
Board of Trustees Approval Date:	03/06/2014
External Review Approval Date:	03/27/2014
Course Description:	<p>This course prepares students for the General Educational Development Examination (GED). Instruction is provided for all subject areas of the GED with emphasis on reading, writing, and mathematics and review of general science, humanities, and social studies. Instruction is tailored to student need based on instructor assessment and performance on pretests by subject area. Students demonstrate progress and readiness for the GED through practice exams.</p>
Submission Type:	<p>Change to Content Add Distance Education</p> <p>Added online and hybrid methods Modified SLOs Cleaned up verbiage in course description modified repeatability (increased number of repeats) Removed out of date textbook Added software as a material</p>
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### Faculty Minimum Qualifications

Master Discipline Preferred:	<ul style="list-style-type: none"><li>• Education</li></ul>
Alternate Master Discipline Preferred:	<ul style="list-style-type: none"><li>• English</li><li>• Mathematics</li><li>• Reading</li></ul>
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline Preferred:	No value

## Course Formerly Known As

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EDUC C005

## Course Development Options

### Basic Skills Status (CB08)

Course is a basic skills course.

Allow Students to Gain Credit by Exam/Challenge

### Rationale For Credit By Exam/Challenge

No value

### Course Support Course Status (CB26)

Course is not a support course

### Course Special Class Status (CB13)

Course is not a special class.

### Allowed Number of Retakes

20

### Retake Policy Description

Repeatable | As many repetitions as necessary

### Grade Options

- Pass/No Pass
- Satisfactory Progress

### Course Prior To College Level (CB21)

Not applicable.

Allow Students To Audit Course

## Associated Programs

Course is part of a program (CB24)

### Associated Program

No value

### Award Type

No value

### Active

## Transferability & Gen. Ed. Options

### Course General Education Status (CB25)

Y

### Transferability

Not transferable

### Transferability Status

Not transferable

## Units and Hours

### Summary

**Minimum Credit Units (CB07)** 0

**Maximum Credit Units (CB06)** 0

**Total Course In-Class (Contact) Hours** 90

**Total Course Out-of-Class Hours** 0

**Total Student Learning Hours** 90

**Faculty Load** 0

**Credit / Non-Credit Options**

**Course Credit Status (CB04)**

Non-Credit

**Course Non Credit Category (CB22)**

Elementary and Secondary Basic Skills.

**Non-Credit Characteristic**

Learning Assistance

**Course Classification Status (CB11)**

Workforce Preparation Enhanced Funding.

Variable Credit Course

**Funding Agency Category (CB23)**

Not Applicable.

Cooperative Work Experience Education Status (CB10)

**Weekly Student Hours**

	In Class	Out of Class
Lecture Hours	0	0
Laboratory Hours	5	0
Activity Hours	0	0

**Course Student Hours**

<b>Course Duration (Weeks)</b>	18
<b>Hours per unit divisor</b>	54
<b>Course In-Class (Contact) Hours</b>	
Lecture	0
Laboratory	90
Activity	0
<b>Total</b>	90
<b>Course Out-of-Class Hours</b>	
Lecture	0
Laboratory	0
Activity	0
<b>Total</b>	0

**Time Commitment Notes for Students**

No value

**Faculty Load**

**Extra Duties:** 0

**Faculty Load:** 0

## Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
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No Value	No Value	No Value	No Value
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## Pre-requisites, Co-requisites, Anti-requisites and Advisories

No Value

## Entrance Skills

Entrance Skills	Description
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No value	No value
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## Limitations on Enrollment

Limitations on Enrollment	Description
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No value	No value
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## Specifications

### Methods of Instruction

Methods of Instruction	Instruction through examination or quizzing
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Rationale	Students complete pre-tests, which determine learning needs. Then students take post-tests to assess learning.
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Methods of Instruction	Skills Development and Performance
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Rationale	Students utilize practice materials and software designed to hone skills in various areas of the GED test.
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Methods of Instruction	Audiovisual
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Rationale	Students utilize supplemental medias to support learning in various areas of the GED test and study habits/strategies.
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## Assignments

There are no required assignments. All coursework is completed and monitored within the class setting.

## Methods of Evaluation

## Rationale

- Tests
- Unit pre-tests based on units of study within areas of the GED test.
  - Based on student performance on pre-tests, students will take unit post-tests to assess learning.
  - Practice GED exams for Social Science, Science, Reasoning through Language Arts and Mathematics.
- Participation
- Meeting with the instructor to monitor mastery of concepts, troubleshooting technology, planning for success, and study strategies.
  - Demonstration of participation
    - Time-on-task within the web-based computer software focused on an area of the GED test.
    - Meeting with a tutor for work on challenging concepts
    - Using videos and other prescribed resources to support areas of the GED test

Distance Education Description: how outcomes are evaluated

Students engage with software designed to prepare students to take the General Education Development Test. Outcomes for this course are evaluated based on student performance on practice exams.

## Equipment

No Value

## Textbooks

Author	Title	Publisher	Date	ISBN
No Value	No Value	No Value	No Value	No Value

## Other Instructional Materials

Description	Edmentum PLATO Learning Environment Software
Author	No value
Citation	No value

## Materials Fee

No

## Learning Outcomes and Objectives

## Course Objectives

No value

### CSLOs

Apply correct English grammar and proper writing conventions.

Expected SLO Performance: 70.0

Comprehend written English and construct inferences from works of fiction, non-fiction, poetry, and drama.

Expected SLO Performance: 70.0

Apply mathematical concepts and formats to solve math problems including areas of whole numbers, fractions, decimals, word problems, beginning algebra, and basic geometry.

Expected SLO Performance: 70.0

Analyze and interpret data in text or graphic form.

Expected SLO Performance: 70.0

## Outline

### Course Outline

No value

### Lab Outline

#### A. Language Arts Reasoning and Reading

1. Sentence Structure
2. Grammar
3. Paragraph Organization

#### B. Essay

1. Planning and Organization
2. Writing and Revising

#### C. Mathematics Reasoning with and without Calculator

1. Numbers and Operations
2. Geometry
3. Measurement and Data Analysis
4. Algebra

#### D. Sciences

1. Earth Sciences
2. Life Sciences

#### E. Social Sciences- Enduring Topics

1. U.S. and World History
2. Civics and Government
3. Economics
4. Geography

## Delivery Methods

Delivery Method: Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other

- Face to face
- Online (purely online no face-to-face contact)

- Online with some required face-to-face meetings ("Hybrid")
- Online course with on ground testing
- iTV – Interactive video = Face to face course with significant required activities in a distance modality

**Rigor Statement:** Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section? Describe the ways in which instructor-student contact and student-student contact will be facilitated in the distance ed environments.

**Online:** Students receive regular and effective contact from the instructor in online course sections via periodic course updates, individual check-in messages via an LMS messaging tool, and email. Additional opportunities for contact with the instructor are offered via college-adopted networking applications and video conferencing tools. The course materials assigned to students in online sections are identical to those assigned to onsite students, including pre-tests, study materials, post-tests, and practice tests. Student-to-student contact, where appropriate is the same, with remote students participating equally through discussion forums related to content areas covered on the GED exam.

**Hybrid:** All student-instructor contact in a hybrid course is identical to the online course but with the addition of some face-to-face meetings that the instructor may use to connect with students through in-class lectures, discussion, practice tests, feedback, and other in-class activities. Student-to-student, where appropriate, is the same, with students participating equally through online discussion forums and within the classroom during scheduled class times.

**iTV:** Students receive regular and effective contact from the instructor in iTV course sections as they would in a traditional course. Although some students may access the course and the instructor remotely, the contact is not different. In addition to real-time conferencing via iTV technology, student-instructor contact occurs via LMS messaging tools, email, and video conferencing tools. Like traditional courses and online courses, course materials do not vary in an iTV course section. Student-to-student contact, where appropriate, is achieved through real-time engagement in the classroom and remote engagement via iTV.

**Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Message -Other Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV - Interactive Video -Other**

- Discussion Forums
- Message
- Chat/Instant Messaging
- E-mail
- Face-to-face meeting(s)
- Newsgroup/Discussion Board
- iTV - Interactive Video
- Other

**Software and Equipment:** What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

Regardless of the delivery mode, this course requires the use of a third-party GED preparation software, such as Edmentum PLATO.

**Accessibility:** Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.

- iTV—Interactive Video only
- Learning management system
- Publisher course with learning management system interface.

**Class Size:** Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

No Value

**Emergency Distance Education Options** The course will operate in remote delivery mode when all or part of the college service area is under an officially declared city, county, state, or federal state of emergency, including (check all that apply) - Online including all labs/activity hours - Hybrid with online lecture and onsite lab/activity hours - Correspondence education in high school and prison facilities - None. This course will be cancelled or paused if it cannot be held fully onsite.

- Online including all labs/activity hours