



STUDENT HANDBOOK

**Magnolia
Camden
Fordyce
Hampton**



SAU Tech Adult Education Centers
Barbara Hamilton, Director
Main Office: 237 Jackson Street, Camden, AR
870-837-4001

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Philosophy

Adult education programs provide basic skills classes to adults with less than a high school education. Adult education in Arkansas is based on the following philosophy:

- All adults can learn.
- All adults have the right to education that enhances their ability to effect positive changes in their lives.
- All adults have the right to obtain the life skills that they need to become self-sufficient, actively participating members of society.
- All adults have the right to complete their education through the high school level.

Adult education serves adult learners through adult basic education classes, which are designed for adults functioning up to the 8.9 grade level. General adult education classes prepare adults who score at the 9 to 12 grade level.

Mission Statement

To provide adult learners with the mechanisms to improve and refine their academic skills, attain the General Education Development diploma, and the life skills that prepare the citizen for self-sufficiency and improvement in the quality of life.



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Equal Opportunity

Southern Arkansas University Tech Adult Education Division complies with all federal and state nondiscrimination, equal opportunity and affirmative action laws, orders and regulations. The Program will not engage in discrimination or harassment against any person because of race, color, religion, sex, national origin, ancestry, age, marital status, pregnancy, disability, and sexual orientation, unfavorable discharge from the military, status as a disabled veteran or a veteran of the Vietnam era. Discrimination is prohibited by Title VI and Title VII of the Civil Rights Act of 1964, as amended, Title IX of the Education Amendments of 1972, and Sections 503 and 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, including all subsequent amendments and administrative regulations adopted thereunder by the Department of Education. This nondiscrimination policy applies to admissions, employment, access to and treatment in the various programs and activities of the Program.



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Site Directory

SAU Tech Adult Education-Calhoun County
Hampton High School, Classroom 208 East Building
Hampton, AR
Phone: 870-837-4001

SAU Tech Adult Education-Columbia County
104 Harvey Couch Boulevard
PO Box 1440
Magnolia, AR 71754-1440
Phone: 870-234-6064

SAU Tech Adult Education-Dallas County
Fordyce Middle School, 75 Redbug Boulevard
Fordyce, AR
Phone: 870-890-4280

SAU Tech Adult Education-Ouachita County
237 Jackson Street
Camden, AR 71701
Phone: 870-837-4001



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Adult Education Classes/Services

Adult Basic Education (ABE) Levels 1-4 (0-8.9 grade level)-ABE provides basic academic skills instruction in reading, writing, and math to adult learners functioning below the ninth-grade level. Students are given a placement test and the results are used to provide instruction to meet specific needs in writing skills, reading, mathematics, and workplace skills.

Adult Basic Education (ABE) Levels 5-6 (9-12.9 grade level)-Provides academic skills instruction in reading, writing, and math to adult learners functioning at the ninth-grade level or above. These classes help students to earn the GED® credential and improve career skills needed to succeed in today's competitive job market.

GED® Preparation Classes —In Arkansas, anyone who is 16 years or older, not enrolled in or graduated from high school, and who meets the state eligibility requirements, can earn an Arkansas High School Diploma by passing the GED® assessment. The GED® test is a computer-based assessment that measures a student's educational level in four subject areas: Reasoning through Language Arts (RLA), Mathematical Reasoning, Social Studies, and Science. Our centers provide free instruction designed to prepare the student for the GED® test using managed enrollment classes, Distance Learning (where appropriate), and independent study.

Employability Skills —Our Employability programs provide training to enable adult learners to become better informed and more highly skilled for the changing world of work. Instruction provides a comprehensive grounding in the knowledge and skills learners need to succeed in the workplace.

- WAGE™ is a work readiness program driven by business/industry and designed to ensure that unemployed and underemployed Arkansans have the skills necessary to be successful in the workplace. Students can improve their basic academic skills, as well as learn job skills that prepare them for entry-level jobs through the WAGE™ program. Classes are held at the Magnolia and Camden site and offer flexible scheduling to meet the needs of adult students.
- WAGE™ Certificates currently offered: Industrial, Employability, Office Technology, Customer Service I and II, and Bank Teller
- Career Readiness Certificate (CRC)—The Arkansas Career Readiness Certificate is based upon the WorkKeys® assessments that demonstrates to employers that an individual possesses the basic workplace skills required for 21st century jobs. Areas tested include Workplace Documents, Applied Math, and Graphic Literacy. Upon completion the student will receive a state-issued certificate in Bronze, Silver, Gold, or Platinum that is signed by the Governor of Arkansas. The CRC is recognized nationwide.



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English as a Second Language—ESL classes provide instruction in English-language skills including speaking, writing, listening and reading for students whose first language is not English. Managed enrollment classes are designed to help students improve reading and writing skills as well as conversational English. A placement test will evaluate each student's needs, allowing the instructor to target the areas which will be most beneficial to the student.

Accelerating Opportunity Learning (AO)- Accelerating Opportunity seeks to change the way Adult Basic Education is delivered by connecting crucial pieces of the puzzle that are preventing lower-skilled adults from entering and completing postsecondary education. By aligning and accelerating ABE, GED[®], and developmental programs and providing nontraditional students the supports (should this be support?) they need. Accelerating Opportunity career pathway programs enable more low-income adults to complete postsecondary credentials that are of value in the labor market. Students are currently able to enroll in college in a technical career pathway such as Welding and Office Management while working towards earning their General Educational Diploma (GED[®]).

CAREER DEVELOPMENT-The program currently has certified Career Development Facilitators on staff to help students with career planning, job search, resume writing, interview skills, etc.

COLLEGE READINESS-SAU Tech Adult Education partners with Henderson State TRIO programs. A representative from the program will meet with students at either the Camden or Magnolia site to help students complete the FAFSA (PELL GRANT), enroll in post-secondary institutions, and counsel on college studies. Contact Barbara Hamilton 870-837-4001 or Stephanie Shepherd 870-234-6064 for more information.

DISTANCE EDUCATION- SAU Tech Adult Education offers distance education classes for students who want or need to study at home; a computer and reliable internet access is required. Twelve (12) hours of face-to-face instruction is required. Contact Barbara Hamilton/Mary Beth Collard 870-837-4001 or Stephanie Shepherd/ Kathy Wright 870-234-6064 for more information.

CAREER PATHWAYS

Beginning October 1, 2016, SAU Tech County Adult Education Center implemented portions of the required federal Workforce Initiative and Opportunity Act. Unemployed adults between the ages of 18 and 50 are required to participate in the Career Pathways Program. NOTE: This requirement does not apply to ELL/ESL students.



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Determining Appropriate Educational Placement

In accordance with the Arkansas Adult Education/Literacy Learning Disabilities Planning & Policy Manual, SAU Tech Adult Education Center will abide by the following standards: If a student is evaluated and provides appropriate documentation that indicates mental deficiencies, developmental disabilities, or other limited intellectual capacity, then the program must evaluate, implement, and document one of the following procedures:

- a) If the student described above is referred to our program by another agency, school, or organization, that agency/school/organization must include a set of prescribed attainable educational goals with the student referral. SAU Tech Adult Education Centers will be responsible for reviewing those goals and will then decide if the program can provide services towards meeting those goals with the student. If the goals are not in accordance with program service policies, the referring agency/school/organization will be required to seek other, more appropriate referrals.
- b) If the student described above is not referred to SAU Tech Adult Education Center by another agency or organization, then the student or the student's legal guardian (where applicable) is responsible for developing the attainable educational goals. SAU Tech Adult Education Centers will be responsible for reviewing those goals and will then decide if the program can provide services towards meeting those goals with the student. If the goals are not in accordance with program service policies, the student will be required to seek other, more appropriate referrals.

Enrollment Procedures

A new student must complete intake/orientation and complete the following:

1. Present a valid Arkansas ID/DL and Social Security Card.
2. Complete an enrollment application. Sign and date all documents.
3. Take the LOCATOR (do we need in all caps?) assessment.
4. Take the Test of Adult Basic Education (TABE) assessment on the appropriate level(s) as determined by the locator.

Instructional Process

1. The TABE test determines how many instructional hours a student must complete before retesting.
2. Certified teachers will work with students in either managed enrollment classes or one-on-one on weak academic skills.
3. The student must complete the required instructional hours either in class at the local site, through Distance Learning, or a combination of the two.



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4. The student should plan on post-testing within one working day of completion of the federally-mandated hours for retest. The student should not gain excessive additional instructional hours until he/she has completed the TABE post-test.
5. GED students may be required to attend for more instructional hours unless the required cutoff scores are met. If the scores are met, the student may take the GEDReady® (GED® practice test) in the appropriate area.
6. The student may schedule the Official GED® once the minimum practice test scores are made, the appropriate practice test subject is released by the state, and the student has paid the testing fee.

Testing Policy

Students will need to complete at minimum two complete sections of the TABE assessment at once. In the event a student is not able to do so, staff will reschedule the student to come in at another time. Students will need to complete all sections of TABE within two weeks from their start date.

If the student's TABE scores are 180+ days (6 months) old, he/she will be required to retest before being allowed to return to class.



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Student Rights and Code of Conduct Policy

Adult Education Students' Rights:

1. Each student has the right to an education that will enable the student to accomplish his/her goals (e.g., improved basic skills in reading and /or math, GED[®] test, English-as-a-Second Language, citizenship, computer literacy, etc.)
2. Students have the right to be treated with respect in the classroom and in regard to their personal and educational information. Personal and educational information will be kept confidential and only be released with the student's written permission.

Adult Education Student Code of Conduct Policy

Attendance*

- A. Students should attend classes according to their assigned schedules, be on time to all classes and obey all class rules. In order to make maximum progress, students are encouraged to attend 20 hours per week. If an adult student is employed, 10-15 hours per week is recommended. Attendance is strongly encouraged to achieve short and long term goals. Failure to make required attendance could result in the following:
 1. Verbal notice
 2. Written notice-(Letter, postcard, Facebook message, etc., sent to request student to return to class)
 3. Dismissal from program if any student misses more than 90 consecutive calendar days of attendance
- B. Students who are 16/17 are **REQUIRED by law** to attend 20 hours per week until all requirements for the GED[®] have been met. They are required to remain on campus during break periods, and attend all scheduled classes. No teen student, having once arrived on campus, may leave campus without receiving permission from the office. Failure to comply with mandated attendance could result in:
 1. Verbal warning
 2. Written documentation sent to parents
 3. Letter to parents informing them the student has been dropped and the next steps to be taken, both by the parent and the adult education center.
- C. Types of Absences
There are three types of absences recognized by SAU Tech Adult Education:
 1. Serious illness of the student (or of a family member where the student is the primary caregiver)



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2. Death in the immediate family
3. Appearance in court

*Exceptions to the above rules may be made by the Director/Coordinator for extenuating circumstances such as extended illness of the student certified by a doctor or other physical limitations which would make school attendance very difficult or impossible.

Appearance and Dress Code

The learning atmosphere of a school deteriorates when dress begins to affect attitude and performance in the classroom of the individual or becomes a distraction to others. Certain standards of good taste in dress must be enforced to avoid this deterioration of a learning climate. Dress and appearance must not present health and safety hazards or cause disruption of the educational process.

Policies and Procedures:

- Students are to conduct themselves as responsible adults and adhere to an appropriate code of dress and conduct.
- Learning takes place in the classroom. Students must make reasonable attempts and/or progress in the classroom. Failure to do so can result in dismissal from the program
- Students are to sign in upon arrival and sign out when ready to leave. This is very important. Failure to do so can/will result in student receiving no attendance for that day.
- Students are to assume responsibility for their actions, respect others, and protect private and public property.
- Students are expected to cooperate with the teacher at all times. Obstruction or disruption of teaching will not be tolerated. Failure to comply with authority will result in suspension from classes.
- Profane language will not be allowed.
- Sexual harassment of students and employees will not be allowed and is reason for immediate dismissal.
- Students are not allowed to have weapons, firearms, knives, or fireworks on school property. Having them is reason for immediate dismissal. Physical abuse, verbal threats of violence, intimidation, and physical or mental harassment will not be tolerated.
- Smoking is not allowed on school property and can/will be punishable by fines.
- Do not leave personal belongings unattended. Adult Education will not be responsible for stolen property.
- Cell phones must be placed on silent mode. If you must take a call, please step outside and away from the door. Do not disturb other students.



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- Breaks should last no more than 15 minutes excluding lunch. Each class has a scheduled break time. Students are expected to be in the classroom at all times other than the designated break time. Excessive breaks are not allowed.
- Students should make sure personal business is taken care of during their class's break time. Learning takes place in the classroom. Students who choose to be out of the classroom repeatedly will be referred to the Director/Coordinator. Those who are disruptive to the learning process will be removed from the program.
- Drinks are not allowed in the classroom around the computers. If a student brings in food or drinks into the classroom, he/she must sit at a table away from computer equipment.
- Faculty/staff will not answer questions about students to anyone but that student. Staff will not give out student names or even admit the person is a student to anyone over the phone.

No student shall:

- Disregard reasonable directions or commands of teachers and other authorized center persons.
- Occupy any school building or properties with intent to deprive others of its use or where the effect thereof is to deprive others of its use.
- Damage school property or property of staff and students.
- Block the doorway and/or corridor of any school building or property so as to deprive others of access thereto.
- Prevent or attempt to prevent the convening or continued functioning of any school class, activity, or lawful meeting or assembly on the school campus.
- Block normal pedestrian or vehicular traffic at the centers, campus, or adjacent grounds unless under the direction of a center administrator.
- Make noise or act in any other manner so as to interfere seriously with a teachers' ability to conduct the class or any other activity.
- Fail to provide their name on request of any teacher or other school personnel.



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Gambling:

A student shall not participate in any activity which may be termed gambling or wagering where the stakes are money or any other object or objects of value and doing so may be cause for dismissal.

Physical Force/Fighting:

- a. Any touching or application of physical force by a student to another person without consent, or threatening to do so, is a violation of these rules.
- b. No student shall intentionally or carelessly engage in any conduct which creates the risk of injury to another person.
- c. The striking or hitting of another person by a student is a violation of these rules. Fighting is a serious disciplinary offense and will not be tolerated. Students will be asked to leave the campus and not return to classes.
- d. Any infractions above will result in immediate dismissal.

Smoking Regulations:

Students are not to use or possess tobacco in any form on this campus. **This is a TOBACCO FREE campus.**

Alcohol Beverages:

No alcoholic beverages are allowed on campus. (If alcohol is smelled on student's breath, he or she will be asked to leave campus and appropriate disciplinary action will take place.)

Care of Property:

Students are responsible for the care of all books, supplies, equipment and furniture supplied by the school. Students who disfigure, abuse, or damage school property or equipment will be required to pay for repair or replacement of the items. In addition, students are reminded that the damaging or destroying of public property is a violation of the law, and they may be turned over to the authorities for prosecution.

Dispensing Medications:

SAU Tech Adult Education staff will not dispense any medication to students. No over the counter medications will be supplied by the school except for first aid supplies.

**Failure to adhere to the rules stated in the above Student Rights and Code of Conduct Policy will/can result in the following:

1. Verbal warning/notice
2. Written notice
3. Dismissal from the program



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Anti-Bullying Policy

Bullying behavior by or against any member of the Adult Education community, whether student, employee, faculty, or guest, will not be tolerated. Violation of the anti-bullying policy can result in discipline up to and including expulsion for students, and up to and including termination for employees. This policy outlines behavior that would be considered inappropriate or unacceptable and details the procedures that should be followed when an allegation or suspicion of bullying or harassment is made.

Prohibited bullying behavior can take a variety of forms, and may include, but is not limited to, the following examples:

- Verbal abuse, such as the use of derogatory remarks, insults, and epithets; slandering, ridiculing or maligning a person or his/her family; persistent name calling; using an individual or group as the butt of jokes;
- Verbal or physical conduct of a threatening, intimidating, or humiliating nature;
- Sabotaging or undermining an individual or group's work performance or education experience
- Inappropriate physical contact, such as pushing, shoving, kicking, poking, tripping, assault, or threat of such conduct, or damage to a person's work area or property
- Inappropriate electronic communication, such as the use of electronic mail, text messaging, voice mail, pagers, website, online chat rooms in a threatening, intimidating, or humiliating manner.

Any individual that feels they have been the victim of bullying, or witnessed any incident of bullying, should promptly report it to the instructor, coordinator, or director of the program. The Director or Coordinator will investigate all allegations of bullying. No individual will be disciplined or retaliated against for making a good faith complaint regarding bullying.

An individual complaining of bullying may be asked to provide documentation or evidence pertaining to the incident. If an individual needs assistance in this process, a staff person will be made available to the individual. In investigating the complaint, attempts will be made to respect the privacy of all individuals involved, but due to the nature of fact-finding and investigation, confidentiality cannot be guaranteed.

If bullying is found to have occurred, prompt action will be taken and immediate discipline will be rendered. This may include suspension up to expulsion depending on the severity of the situation. Depending on the severity of the situation, the student may face suspension or expulsion from the program.



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Student School Records and Educational Records (Confidentiality Policy)

1. The Family Education Rights and Privacy Act of 1974 (Public Law 93-380) states in part that “all academic and personal records pertaining to individual students are confidential and can only be inspected by the students, parents of 16/17 year old students, and school officials.”
2. A school may release personal identifiable data from a student’s record only if written permission (consent) has been obtained.
3. Student records are kept in a locked file cabinet. Records containing sensitive information such as disclosure of disability are kept in a separate locked file with a student file log to record individuals who access this information.
4. When any student has reached the age of 18 the rights accorded to and consent required of the parent of the student shall thereafter only be accorded to and required of the eligible student.
5. Students sign a Release of Confidential and/or Academic Information form when enrolling at any SAU Tech Adult Education site. This form allows staff to share only the information which the student has signed to release. If additional information needs to be shared, the student must give additional permission.



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Student Grievance Policy

It is SAU Tech Adult Education's belief that most problems can best be resolved with personal discussion. If a student has a complaint about the way things are being handled at any SAU Tech Adult Education site, he/she should try to discuss his/her feelings with the classroom instructor, paraprofessional, or local Coordinator. However, as a part of due process, the following steps should be used in any formal complaint or grievance:

1. The student must present the complaint in written or verbal form within five (5) working days of the alleged incident to the Director; the report must include the specific grievance/complaint and specific remedies sought.
2. The Director has ten (10) working days in which to investigate and respond using the method in which the grievance/complaint was reported.
3. If the student is not satisfied with this result, an appeal may be made within five (5) working days to the Vice Chancellor, who will hear the complaint and render a decision within ten (10) working days.



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Referral Policy

A student who feels he/she has barriers or problems with getting his/her education and needs help, can be referred to an agency that might be of help. We refer students to the following agencies:

- Arkansas Department of Human Services
- Arkansas Department of Workforce Services
- Arkansas Rehabilitation Services
- Domestic Violence Centers
- Arkansas Department of Health
- Other agencies as needed

Students, who want to enter post-secondary education upon receiving their GED[®] credential, will be referred to the Student Services department of the college of their choice.

For information about program services for persons with disabilities, contact: Barbara Hamilton (Camden) at 870-837-4001 or the local Coordinator (Magnolia) at 870-234-6064.



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Accommodations Policy

Accommodations are changes made to give each student an equal opportunity to learn. Students who know their rights and responsibilities, can help themselves learn better by finding accommodations that work for their specific need.

Sample Accommodations

- Extra time
- Private room for testing
- Take individual tests on different days
- Tests on tape (audio)
- Textbooks on tape (audio)
- Calculator or talking calculator
- Frequent, supervised breaks during testing
- Large-print or Braille test
- Assistive technology devices for classroom use

Contact your local classroom GED instructor for information on how to apply for GED[®] test accommodations.

Accommodations for special needs are on an as-needed, individual basis. Interpreters, readers, note-takers, etc., can be made available to assist in the hearing and appeals process. Please contact the Director/local center Coordinator/program ADA coordinator to request accommodations.



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Frequently Asked Questions

What's the current GED® test like?

The GED® test is designed to make sure it measures what graduating high school seniors know and what colleges and employers will expect of potential students or employees.

The GED® test has four (4) parts:

The Reasoning through Language Arts test is 150 minutes long and testing is broken down into three sections:

- Section 1 (35 minutes*) tests all content
- Section 2 (45 minutes) is the Extended Response portion of the test
- Student break (10 minutes)
- Section 3 (60 minutes*) tests all content

*The time allotted for sections 1 and 3 may vary slightly, but the total test time will always be 150 minutes.

The Mathematical Reasoning test is 120 minutes long and is one single section.

- Part 1 – (first 5 test questions) calculator not allowed
- Part 2 – (remaining 41 test questions) calculator allowed

Students must submit their answers for Part 1 before moving on to the rest of the test. These parts are not timed separately.

The Social Studies test is 75 minutes long and is one single section.

The Science test is 95 minutes long and is one single section. There are two Short Answer questions included on the test, but they are not timed separately. Students are expected to manage their time and spend about 10 minutes on each of the Short Answer questions.

English and Spanish versions of the GED® test are available.

Do students have to pay for all of the tests at once?

GED® Testing Service has no requirement that test-takers pay for all tests at one time.

Can students still take tests separately on different dates?

Yes, this is one of the key advantages of computer-based registration, scheduling, and testing. Test-takers can take the test according to their preferred schedule.

If a student fails any one section of the test, will he/she have to take the whole battery again, even if the average of all sections is above the passing score? If a test-taker obtains a passing score on one of the modules, he or she is finished with that



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module and need not take it again, even if other modules have not been passed and need to be retaken.

Students can take sections of the new GED® test in any order they want to. Do they pay as they go?

Yes, one of the advantages of the computer-based registration and scheduling system is that students can register, schedule, and pay for only those parts of the test that they are ready to take.

Will there be a timeframe for a student to complete all four tests?

The GED® Testing Service does not currently have policies stipulating a minimum timeframe within which all four GED® test modules must be completed.

Will test-takers have a clock to let them know how much time they have left so they can edit or proofread their response?

Yes, the testing software contains a test-timer in the upper right-hand corner that the test-taker can minimize or maintain in view at their option. However, the timer cannot be minimized during the final few minutes of the test, in order to make certain that the test-taker is aware that time is running out and that they will need to complete their test and submit it.

Will the break be managed by a computer timer?

Yes, all of the timing is managed by the computer, though the test administrator has a role in logging the individual in and out of the test workstation.

Note: The RLA module has been adjusted so that it will be 150 minutes, including a 10-minute break. Students will not be able to interact during their scheduled break time.

What kind of actionable information will be available to the prep program that candidates attended if they fail a section of the test?

Participants will receive information regarding the skills they have demonstrated on the test, as well as the skills they need to attain to get to the next level of performance.

How long until scores are available?

Scores will be available online at a student's MyGED account at www.ged.com usually the same day he or she tests.

Are there actually two different certificates/diplomas that will be awarded depending on the average score of all four tests?

No. There is one credential that will result from the current GED® test – the high school equivalency certificate or diploma. In Arkansas, this is the Arkansas High School Diploma. Test-takers will receive feedback, however, on their progress towards career- and college-readiness skill levels.